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ACADEMIC & CREATIVE WRITING

Experiences and products emerging from the articulations of the functions of research, teaching, and community outreach



ACADEMIC & CREATIVE WRITING



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functions of research, teaching, and community outreach

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FOREWORD



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This book presents the academic products that emerged during the execution of the Reading Comprehension and Academic Writing Project Proyecto (Comprensión Lectora y Escritura Académica) and the lessons learned in processes of articulation between the functions of teaching, community outreach, and research carried out in the period 2018-2022.

The chapters addressed in this book contribute to the innovation of pedagogical processes of sustainable development and Socio-emotional learning in Ecuador. Thus, this work brings chapters written by students and professors of the University Laica Eloy Alfaro of Manabí and the Network for scientific researching about Reading and academic writing (RED LEA) Red para la investigación científica sobre lectura y escritura académica. The book has two main sections:

The first section presents scientific chapters on research experiences and academic works related to reading and writing short stories and manga since the Social Emotional Learning approach.

The second section includes the creative production of students and teachers who participated in (i) a scientific research project and (ii) a community outreach project organized by the University Laica Eloy Alfaro of Manabi. It includes Story tales for children and teenagers, Japanese literature manga, play scripts, and couplets of amor fino (fine love verses).

We hope these works contribute to innovating the training process of the teachers' new generations since the perspectives of diversity, inclusion, and equality.

Jhonny Saulo Villafuerte Holguín

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CHAPTER I

TEACHER'S KNOWLEDGE, ATTITUDES, AND MOTIVATIONS FOR READING STORY TALES IN THE ENGLISH LANGUAGE CLASS

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ABSTRACT

The story tales are the first contact children have with the literature. This chapter aims to determine the knowledge, attitudes, and motivation of a group of English language teachers for using story tales in the elementary school in Ecuador. The participants are 110 English language teachers in training that attend to a public university in Manabí, Ecuador. This post-modern paradigm research uses the quantitative educational research approach. The instrument used in this research is a Likert scale questionnaire designed ad hoc, by the research team to determine the participants' knowledge, attitudes, and motivation for using story tales in their reading practice sessions. The results show that participants have a wide knowledge of the tales reading contributions to integral education of children. They also have positive attitudes to introduce the usage of story tales in their reading practices at the elementary school. However, their motivation to use story tales in the teaching process is moderate. In addition, results show no significant relationships between English language teachers' knowledge, attitude, and motivations with factor sex. It concludes that even with the high contributions of reading story tales in the English language acquisition process, the instructors' positive attitudes and motivation for reading story tales in EFL practices, teachers prioritize the curriculum contains and school regulations in their professional practice.

Key words: education, innovations, reading, story tales, teaching motivations. competences.

Introduction

Reading story tales is a relevant teaching practice that improves children's educational process. A story tale represents a child's first contact with Literature (Lopez & Ronquillo, 2017; Zambrano y Villafuerte, 2014). Besides, the story tales books allow children to feel different emotions related to the situations lived by the stories characters, in whom they find similarities (Aguirre Meneses, 2019).

During the first years of schooling, story tales become an efficient didactic resource for teaching children vocabulary and intonation in the target language. In addition, they could improve children's comprehension skills connecting the text with drawings and colors for catching readers' attention. It is evident that the development of comprehensive reading skills in English as a Foreign Language reach better results through the design, application, and evaluation of didactic units. Thus, Europe developed the Common European Framework to establish the knowledges and skills learners must develop to use efficiently English for communication including the cultural context in which people use a language (Pop & Sim, 2013). Besides, teachers use authentic material and texts to create more meaningful learning environments expecting to perform students' language acquisition (Guarín Ramírez & Ramírez Rojas, 2017). However, the story tales written in the English language available in Ecuador or other Latin American countries, narrate adventures related to foreign cultures. In consequence, Ecuadorian children require story tales that even written in English language be focused on the local context.

To Alonso Murcia (2017) reading a story tales book to children is always a helpful activity that causes interest, especially in preschool and early grades of elementary school. Storytelling creates a relaxing atmosphere that allows learners to use all their imagination and creativity transforming into an experience full of pleasure, emotions, and sensations that introduce new characters and locations.

Teachers' voices and intonation are crucial for attracting learners' attention. During the story's narration, the teachers should point out the drawings and images every time in coordination with the text. A previous review of the vocabulary that appear in the text can help learners to understand the narration (Bermúdez, 2018).

According to Calle (2019), story tales should be very visual, allowing children to establish connections between the text and images. Thus, the story tales must be novel and original. In such conditions, readers

can understand better the whole story in their mother tongue or using a foreign language. In addition, it is convenient to support a reading with sound effects, a different stage, or even using similar clothes that the characters wear. Likewise, the readers must modulate their voices, emphasizing the expressions or moments that the story requires to locate every different character and scenery in their children's minds. Such kind of effort requires of instructors motivated and committed with the purpose of the extensive reading practice with children and teenagers.

In addition, Feyen (2017) argues that students' enthusiasm for learning can transform the level of a dynamic and interactive foreign language teaching model. Consequently, students have more autonomy and responsibility in studying heavy material and complex subjects such as grammar and phonology. In consequence, teachers must work hard to increase education quality levels.

Motivation for learning is a fundamental factor in students' daily life. It emerges from their scope, goals, and expectations for helping to materialize their wishes. In addition, these expectations originated from their experience and can be positive, negative, success, or failure (Hernández-Flórez, 2020).

According to Durante (2020), EFL teachers promote reading texts in the English language as a good habit to strengthen learners' communicational skills. However, instructors need to improve the use of the appropriate methodologies to improve students' active participation. Therefore, the use of didactic material to facilitate a meaningful and playful learning process is extremely necessary. Thus, story tales books are such kind of didactic material that can motivate learners efficiently for improving Reading practice. Story tales help readers to analyze meaning to the words used (Chavez & Zambrano, 2021). Thus, They also aboard values such as friendship, discipline, generosity, perseverance, and care for others. Therefore, the production of story tales to

show children the local context is extremely necessary in every educational community.

The Ecuadorian Ministry of Education recently implemented a national program for promoting reading books in Spanish called the “Reading Festival.” The government expectation is to involve teachers and learners of elementary schools in permanent and extensively reading practice. Unfortunately, public education institutions have not any program to promote reading practice in the English Language. In addition, the exploration of public and private educational institutions reports that EFL teachers in private schools organize the reading practices according to the students’ learning pace. In the Ecuadorian public schools, the instruction of English language is still very weak. They do not use story tales to promote extensive reading as a funny and interesting activity.

The research questions to answer in this chapter are:

1. What are the English teachers’ knowledge, attitudes, and motivations for using story tales in reading practice?
2. Are English language teachers motivated enough to use story tales books in the promotion of extensive reading practices?
3. What kind of extra activities can teachers use to improve children and teenagers’ motivation for reading in English language?

The hypothesis to prove in this work is:

H_0 = There is no any significative relationship between EFL teachers’ knowledge, attitude, and motivation for using story tales in the reading practice with the factor teachers’ sex.

This chapter aims to promote the extensive reading in Ecuadorian children and teenagers introducing story tales in the reading practice in English language class.

Motodology

This research is subscribed to the post-modern paradigm. It uses the quantitative approach of the socio educational research. The sample is integrated for 110 EFL teachers in training. All the participants live in the province Manabi in Ecuador.

The participants are 110 teachers 65% female and 45% male. The criteria of sample selections are (1) to attend to the program of EFL teachers training in a local university, (2) To accept the invitation to participate in the project, and (3) to sign the consent informed letter. See table 1.

Table 1. The sample.

Teachers	Female	Male	Total
English language teachers in training	20	18	38
English language teachers	40	32	72
Total	62	48	110

Instruments:

The instruments used in this research are

1. Likert scale questionnaire.

This instrument designed ad hoc, by the research team to determine EFL teachers' knowledge, attitudes and motivations for using story tales in reading practices. The instrument consisted in 30 questions, 10 questions per category. The participants choose the answer among 1 = very disagree to 5 totally agree. The instrument was tested by an experts panel integrated for three researchers of the fields of curriculum, teaching foreign language, and psychology. They recommended to reduce the number of items from 36 to 30, and to check the spelling of the items to warranty the participants understanding. The instrument reported a Cronbach Alpha index of 0,918 which represent the instrument has a high reliability level.

2. Participatory observation form.

The purpose of this instrument is to collect data about activities teachers do to support their reading story tales practice in EFL class. The instrument consisted of 10 items. A panel of experts in teaching foreign languages, curriculum, and educational psychology, tested the instrument. The experts recommended reducing the number of items from 15 to 10. The observers determined the more frequently complementary activities used during reading practice.

Procedure:

The research team executed the following stages.

Stage 1. Selection of participants: The research team selected the candidates to participate from the graduates' data bank of the ULEAM. It includes the procedures of invitation and the signature of the Informed consent letter.

Stage 2. Instrument construction: Participants design a Likert questionnaire to collect data about the categories: knowledge, attitudes, and motivations for reading story tales. It includes the instrument evaluation for experts panel, the corrections according to experts' observations, and Cronbach Alfa index using the program SPSS.

Stage 3. Collection of responses: The research team prepared a google form to distribute online among the informants. The data collected was analyzed statistically using the informatic program SPSS V.24.

Stage 4. Inform redaction: The research team wrote the final report using the literature review, data analysis, and results.

Results

In answer to the question 1 ¿What are the English language teachers' knowledge and attitudes for using story tales in reading practice? See table 2.

Table 2. English language Teachers' knowledge, attitudes, and motivations for using story tales in reading practice.

Items	SD	D	NAD	A	SA
Category 1: Knowledge for reading story tales in English language class					
1.1. I know story tales books help improving children pronunciation in English language.	14%	3%	6%	43%	<u>34%</u>
1.2. I know children learn new words in English language when they read story tales books.	6%	0%	14%	<u>51%</u>	29%
1.3. I understand that reading story tale books in English language help children to communicate their feelings.	6%	0%	22%	46%	26%
1.4. I notice children improve their understanding when they read story tales in that language.	6%	5%	20%	<u>49%</u>	20%
1.5. I recognized the different types of tale books available locally.	9%	3%	5%	43%	30%
1.6. I know students improve their imaginations when reading story tale books.	12%	0%	17%	48%	23%
1.7. I think story tale books help children to correct their English language pronunciation.	6%	0%	8%	51%	<u>35%</u>
1.8. I know story tale books motivate children to read.	6%	3%	20%	45%	26%
1.9. I understand story tales help children with the rhythm of speaking in English.	6%	3%	17%	46%	28%
1.10. I understand story tales help children with the intonation of speaking in English	5%	9%	11%	43%	<u>32%</u>
Category 2: Attitude for reading story tales in English language class					
2.1. I think reading story tales makes students feel more confident.	5%	7%	6%	<u>50%</u>	32%
2.2. I feel boring when I read story tales books.	<u>35%</u>	25%	14%	16%	10%
2.3. I consider that reading story tales can teach values to children.	8%	6%	6%	34%	<u>46%</u>
1.4. I feel excited reading story tales books.	6%	9%	17%	43%	25%
1.5. I create a good environment in the classroom when using story tales books.	6%	5%	9%	46%	<u>34%</u>
1.6. I think story tale books are great educational resources to promote curiosity in children.	9%	5%	10%	<u>55%</u>	21%
1.7. I am sure reading story tales is enjoyable for children.	6%	8%	6%	44%	<u>36%</u>
2.8. I think kids feel much empathy with story tales' characters.	9%	3%	5%	<u>51%</u>	32%
1.9. I think it more interesting to read story tales than to watch videos of fantasy stories.	5%	6%	6%	48%	<u>35%</u>
2.10. I feel curious about children's reflexions after reading a story tale book.	9%	6%	16%	40%	29%
Category 3: Teachers' motivations for reading story tales in English language class					
2.1. I like to read stories to have a good time with my students.	6%	6%	6%	51%	31%
2.2. I prefer to read story tales of my own authorship.	34%	26%	14%	17%	9%
2.3. I think reading story tales does not help my students at all.	6%	6%	8%	46%	<u>34%</u>
2.4. I prefer to choose story tales related to the real world.	9%	6%	17%	45%	23%

2.5. I think setting "Story tales Time" is good practice for promoting reflections about the reading.	9%	6%	5%	46%	<u>34%</u>
2.6. I love to relate the story to the weekly theme that I am teaching.	9%	6%	11%	54%	20%
2.7. I like to compare story tales to real life.	6%	6%	6%	46%	<u>36%</u>
2.8. I prefer to read love performing books than a story tale books.	9%	3%	5%	52%	31%
2.9. I like to remember the main scenes of story tales.	6%	6%	5%	49%	<u>34%</u>
3.10. I love to read a story tale books because they present positive message.	6%	9%	16%	49%	20%

Scale: SD= Strongly Disagree; D= Disagree; NAD= Not Agree Not Disagree; A= Agree; SA= Strongly Agree N= 100.

For the category 1: Thus, the highest scores for SA (Strongly Agree) column are in the items:

1.7. I think story tale books help children to correct their English language pronunciation = 35%

1.1. I know story tales books help improving children pronunciation in English language = 34%

1.10. I understand story tales help children with the intonation of speaking in English = 32%

The highest scores for SD (strongly disagree) column are in the items:

1.1. I know story tales books help improve children's pronunciation in the English language = 14%. However, 43% of the sample agree that reading story improves children's pronunciation, and 34% strongly agree.

1.6. I know students improve their imaginations when reading story tale books = 12%. However, 48% of the sample agree that reading story tales improves readers' imagination.

For the category 2: Teachers' attitude for reading story tales in English language class

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The highest scores for SA (Strongly Agree) column are in the items:

2.3. I consider that reading story tales can teach values to children = 46%.

2.7. I am sure reading story tales is enjoyable for children = 36%

2.9. I think it more interesting to read story tales than to watch videos of fantasy stories = 35%

2.5. I create a good environment in the classroom when using story tale's books = 34%

The highest scores for SD (Strongly Disagree) column are in the items:

2.2. I feel boring when I read story tales books = 35%. It ratifies the story tale's books potentiality for keeping learners' attention during English language class.

In answer to the question 2: Are English teachers motivated to use story tales books in their EFL reading class?

For the category 3: Teachers' motivation for reading story tales in English language class

The highest scores for SA (strongly agree) column are in the items:

3.7. I like to compare story tales to real life = 36%

3.3. I think reading story tales does not help my students at all = 34%

3.5. I think setting "Story tales Time" is good practice for promoting reflections about the reading = 34%

3.9. I like to remember the main scenes of story tales = 34%

The highest scores for SD (strongly disagree) column are in the items:

3.2. I prefer to read story tales of my own authorship = 34%. It shows a limited interest for writing story tales in the English language teachers.

In answer to question 3: What kind of extra activities can a teacher use to improve the reading practice using story tales?

Figure 1 shows the most frequent extra activities used to support the reading practice when using story tale books in elementary education in EFL class.

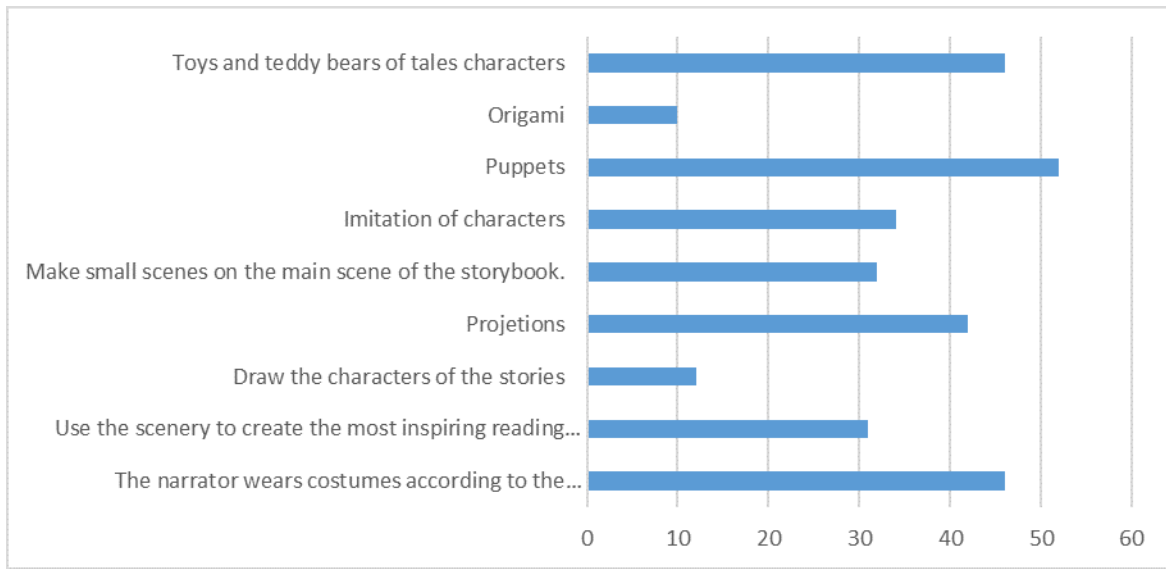


Figure 1. Most frequent support activities used for EFL teacher in reading practice using story tale books.

Hypothesis to test

The table 3 shows the results for EFL teachers’ knowledge, attitude, and motivation with factor sex. The hypothesis to test is:

Ho = No exist significative relationship between EFL teachers’ knowledge, attitude, and motivation with factor sex.

Ha = Exists significative relationship between EFL teachers’ knowledge, attitude, and motivation with factor sex.

Table 3. Chi square of Pearson results for EFL teachers’ knowledge, attitude, and motivation with factor sex.

Items	p-value
Category 1: Knowledge for reading story tales in English language class	
1.1. I know story tales books help improving children pronunciation in English language.	0,225

1.2. I know children learn new words in English language when they read story tales books.	0,255
1.5. I understand that reading story tale books in English language help children to communicate their feelings.	0,219
1.6. I notice children improve their understanding when they read story tales in that language.	0,529
1.5. I recognized the different types of tale books available locally.	0,142
1.6. I know students improve their imaginations when reading story tale books.	0,271
1.7. I think story tale books help children to correct their English language pronunciation.	0,100
1.8. I know story tale books motivate children to read.	0,234
1.9. I understand story tales help children with the rhythm of speaking in English.	0,153
1.10. I understand story tales help children with the intonation of speaking in English	0,384
Category 2: Attitude for reading story tales in English language class	
2.1. I think reading story tales makes students feel more confident.	0,486
2.2. I feel boring when I read story tales books.	0,747
2.3. I consider that reading story tales can teach values to children.	0,401
1.8. I feel excited reading story tales books.	0,379
1.9. I create a good environment in the classroom when using story tales books.	0,368
1.10. I think story tale books are great educational resources to promote curiosity in children.	0,085
1.11. I am sure reading story tales is enjoyable for children.	0,551
2.8. I think kids feel much empathy with story tales' characters.	0,188
1.10. I think it more interesting to read story tales than to watch videos of fantasy stories.	0,344
2.10. I feel curious about children's reflexions after reading a story tale book.	0,446
Category 3: Teachers' motivations for reading story tales in English language class	
3.1. I like to read stories to have a good time with my students.	0,486
3.2. I prefer to read story tales of my own authorship.	0,747
3.3. I think reading story tales does not help my students at all.	0,401
3.4. I prefer to choose story tales related to the real world.	0,379
3.5. I think setting "Story tales Time" is good practice for promoting reflections about the reading.	0,368
3.6. I love to relate the story to the weekly theme that I am teaching.	0,085
3.7. I like to compare story tales to real life.	0,551
3.8. I prefer to read love performing books than a story tale books.	0,188
3.9. I like to remember the main scenes of story tales.	0,344
3.10. I love to read a story tale books because they present positive message.	0,446

The Chi-square of Pearson test results show every *p-value* > 0.050. In consequence, there is no significant relationship between the EFL teachers' knowledge, attitude, and motivations with the factor sex.



Discussion

The literature review and the results obtained in the empirical part of the research allow the research team to declare the completeness of the stated objectives.

The results obtained in this study ratify the position of Zambrano and Villafuerte (2014) when they affirm that stories tales are the children's first approach to literature. In the same sense, the authors agree with Aguirre Meneses (2019) statements when he established that children's motivations for reading are related to their achievements, goals, and expectations. However, English teachers must prioritize institutional norms and parents' expectations, including completing course books (students' books and workbooks). Finally, the authors ratify the position of Durante (2020) when he affirms that English language instructors must improve the use of the appropriate methodologies to strengthen students' communication skills.

On the results obtained in the empirical section of this study:

For category 1: Teachers' knowledge of reading stories in the English language class shows that reading practice using storybooks can contribute to improving children's pronunciation and intonation in the English language.

For category 2: Teachers' attitude to reading stories in English class shows that reading practice using storybooks in English class contributes to teaching values to children. In addition, it is a fun and enjoyable educational activity that creates a good atmosphere in the classroom.

For category 3: Motivation of teachers to read stories in the English class

The responses collected for the motivation category show that reading practice using storybooks improves students' critical thinking in English class.

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In addition, the hypothesis test with Pearson's Chi-square ratified the non-existence of a significant relationship between the results, showing no significant relationships between the knowledge, attitudes, and motivations of English teachers with the gender factor.

Among the recommendations for using storybooks in reading practice in primary schools are:

- The narrator wears costumes according to the storybook
- Use the scenery to create the most inspiring reading environment possible.
- Draw the characters of the stories
- Make small scenes on the main scene of the storybook.

Reading stories allows the little ones to enter the world of reading and discover the great pleasure of reading. It demonstrated that using stories helps students better assimilate curricular content in a fun, playful, and visual way. The stories should be carefully chosen by teachers to promote in children the desire for extensive reading, especially when using a foreign language.

Conclusions

Based on the literature review and results obtained in this research, the authors declare 100% fullness of the objectives proposed for this research. Therefore, the results show that EFL teachers have extensive knowledge about the contributions of reading to comprehensive education, especially in elementary students. EFL teachers also show positive attitudes towards using stories in language practices. However, teachers show moderate motivation for reading stories in teaching practice. The main contribution of this work is the determination of the knowledge, attitudes, and motivations of a group of future teachers of English as a foreign language to use the stories in the practice of the English language with the hope of promoting extensive reading in children. The most important limitation of this work is related to the corpus, which does not allow any generalization. However, it concluded that, despite the high contributions of storybook reading in the English language acquisition process, teachers

prioritize using content books and student work following school rules. Here is the invitation to other educational researchers to execute new works using bigger samples on the research line: strategies for improving the extensive reading practice in English language class.

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1^{RA} EDICIÓN

ACADEMIC & CREATIVE WRITING

Experiences and products emerging from the articulations of the
functions of research, teaching, and community outreach

CHAPTER II

INTRODUTING THE JAPANESE MANGA INTO READING PRACTICES IN THE CLASS OF ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

Reading persists as one of the least popular activities among adolescents and young people in Ecuador despite the benefits it pays to its followers. Therefore, future teachers must innovate reading practices making them more fun and efficient. This chapter aims to present a pedagogical experience that introduces texts in Japanese manga format in the reading practices of English as a foreign language. This action research work involves eighteen teachers in training who attended a public university in Ecuador between 2019-2021. The instruments used are an interview, a focus group and a Likert-type questionnaire created ad hoc by the research team to identify the potentialities and challenges of this innovative proposal. Among the results, it presents an educational intervention to introduce Japanese manga to the reading practices of the English class. It concluded that the participants find manga an enjoyable, creative, and novel alternative that could be used to motivate adolescent and young students' extensive reading in foreign languages, but also the limitations and challenges to overcome for its implementation.

Keywords: teacher training, educational innovations, reading, manga, reading practices.

Introduction

High school and university students require innovation in reading strategies to motivate them to begin and continue their reading practice for more extended periods. Young people understand the relevant contribution of reading to their professional profile. However, reading is an activity to promote among learners because they are more interested in using social networks, games, musical videos, movies, and other recreational applications available on the Internet.

Manga is a Japanese comic book that has the acceptance of a large portion of the young population. They generally have about 200-300 pages and are published on poor-quality paper, expected to be econo-

mically accessible for readers of low incomes (Zermeño, 2011). Thus, manga has simple drawings printed in black and white colors, and the correct reading order begins from the last page forward. An average manga reader could take about 20-30 minutes to finish reading a manga volume.

To Pomata (2011), the word “manga” comes from kanji - 漫画 -, which means “informal drawing”. According to Katherine from Louisville Free Public Library (2012), the word “manga” means -illustrated thing-. However, features differentiate manga from other types of literature, ranging from tangible characteristics to topics related to the plot, character style, and narrative form of the mangakas or manga creators. Thus, manga chapters are published weekly or monthly in essential journals. When about 11 chapters have already been compiled, they are reprinted in volumes distributed worldwide.

On the other side, the manga characters look generally unreal. They have big eyes, small mouths, and pointed hair brightly colored. In addition, manga uses shadows in smaller quantities, unlike Western comics. Another essential feature is that mangakas are the ones that handle all aspects of their work and can give it the length and direction they want. While in comics, editors control these aspects and tend to extend the work for a long time. Mangakas are forced to finish their work once they start.

In addition, the manga’s characters have more depth. Both protagonists and their enemies make mistakes, cry, and reflect on moral and psychological issues. Manga breaks the paradigm of a comic series hero who has everything from the beginning, is perfect in every way, and never makes mistakes. Such characteristics cause readers to identify with the protagonists because they see evolution at a psychological and fighting skills level, which is well justified by the sorrows that they have lived. The protagonists of manga begin being the most incapable characters in the plot. They have a dream and know that they must

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strive to fulfill it; Along the way, they meet other characters with whom they form relationships and who have their subplots that are developed in the multitude of published chapters.

Teenagers receive book recommendations from influencers available on social networks. They represent an example of current extrinsic motivation to read. For example, on YouTube® appear, the “BookTubers” appear; part of their work engages young people in reading by recommending books through entertaining video vlogs. Meanwhile, the readers community on Instagram® or “Bookstagrammers” post book photos and write book reviews for their fans to know them. It is a growing trend that shows how teenagers are the main participants in reading for fun. In more formal formats, the editorial and universities post information about their recently published publications expecting to motivate users to read their intellectual production.

The research questions to answer in this study are:

1. How to select the manga to read in EFL practice?
2. How to execute reading practice in EFL using manga?
3. What activities do the participants recommend after reading the text in manga format?
4. What is the potential use of manga in reading practice in English class?

This chapter aims to present a pedagogical experience that introduces texts in Japanese manga format in the reading practices of English as a foreign language.

Methodology

This action research work uses the mixed approach of educational research to combine the reading practice in English language subject lessons using manga books as an instrument for improving learners’ motivations for reading.

Participants

There were 18 participants, and their ages came from 20 to 32 years old. Most of the participants were 22 years old. Also, 13 of the participants were female, while only 5 of them were male. All the participants attended a public university located in the province of Manabí at the time of execution of this research project.

The criteria for the selection of participants were: 1). To voluntarily accept the participation in this project's activities, 2). To attend classes in the program of EFL teachers training, and 3). To have an interest in manga books. Every participant signed the Informed Consent Letter for this Educational Research Project.

Instruments

The instruments used in this work are

Interview guide. -This instrument aims to collect information from EFL teachers about the reading strategies used to promote learners reading. The interview guide consisted of 10 open questions in the original version, which changed to 8 semi-structured questions after evaluating the panel of experts affiliated with an Ecuadorian public university. It took place in a local educational institution for approximately 90 minutes.

Focus group. -The instrument designed by the research team aimed to determine the potentialities and challenges of using manga in EFL practices. It took place in the Ecuadorian University facilities for approximately 60 minutes. The focus group guide consisted of 6 questions to address the positive and negative characteristics of manga for use in EFL reading practice.

Likert scale questionnaire. This instrument aboard the dimensions 1) participants' attitudes about manga usage in EFL practices, 2) motivations to use manga in teaching practice. -The research team designed the instrument ad hoc to collect the participants' perceptions about the

acceptance of the use of manga as efficient practice for EFL teaching. Participants used a format in the google form. A group of students attending the seventh total professional program of nine semesters completed a Google form after taking part in reading practice using manga chapters.

Procedure

Stage 1: Selection of the group of participants

Stage 2: Focus group with the participants to learn about their preferences for reading topics. It consisted of the presentation to the readers of the two mangas preselected and participatory selection of the manga to read. Participants vote for their preferred manga text.

Stage 3: Design of the educational intervention. Activities to execute during the reading practices.

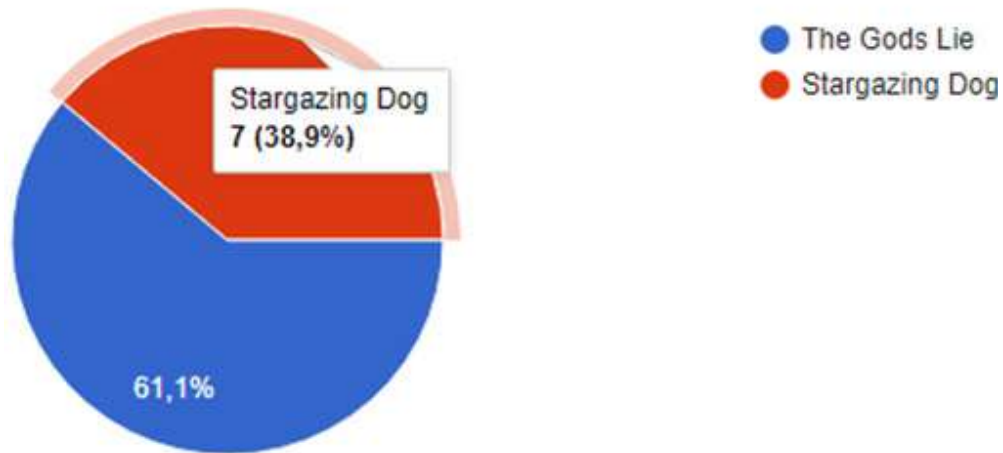
Stage 4: Students reflect on the story's ending individually and in a group. Participants complete the reading of the manga they prefer and fill out the survey.

Stage 5: Redaction of the information, which includes the literature review, methodology, and results. In addition, it is executed the didactic evaluation of the process.

Results

The results are presented below, following the logic order of the research questions.

a. In answer to the question 1. How to select the manga to read in EFL practice? The EFL teachers can organize a survey to select the manga to read. Thus, participants answer to the proposal of two mangas. The answers allowed to select the title: "The Gods lie". See graphic 1.



Graphic 1. Participants preference for manga to read.

It is suggested that teachers present the shortlisted mangas and organize a survey among the participants to choose the manga they are most interested in reading democratically.

Data Sheet

Original name:
HOSHI MAMORU INU

STARGAZING DOG

Author
Takashi Murakami

Genre
*Young-Adult, Drama,
Slice of life, Tragedy*

Pages
128

Recommended ages
16+

Chapters selected for participants to read
Chapter 1

SOURCE: SELF MADE



This story centers on Oto-san, a man who finds himself abandoned by his family and friends with nothing in his life happening the way he had planned. He embarks on a road trip to escape it all, and he soon discovers the only one he can count on completely is his faithful, recently adopted dog, who helps him see the light at the end of the tunnel. Illustrating the valuable lessons of friendship and loyalty, this is a heartwarming tale of two endearing characters and their shared adventure into the unknown.

(Amazon.com)

Image 1. Stargazing Dog by Takashi Murakami. Available for free on Mangaowl (2008)

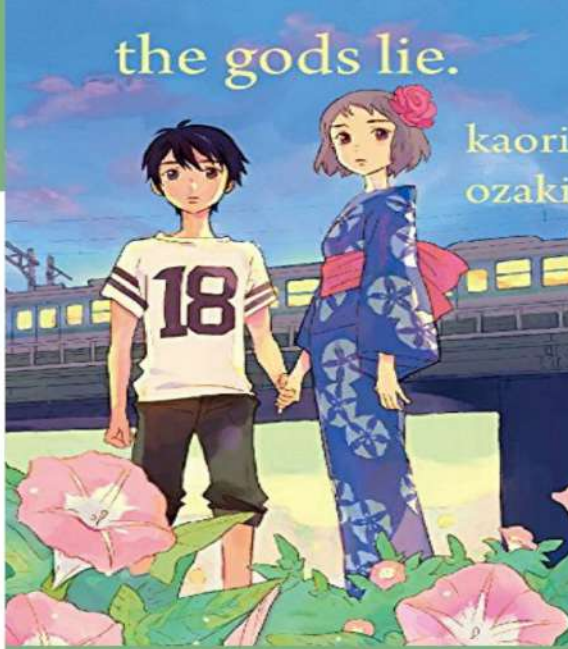
<p style="text-align: center; font-size: 2em; font-family: cursive;">Data Sheet</p> <p style="text-align: center; font-size: 0.8em;">Original name: KAMI-SAMA GA USO WO TSUKU</p>	
<p style="font-size: 1.5em; font-weight: bold;">THE GODS LIE</p> <p style="font-size: 0.8em;">Author</p> <p style="font-size: 1.1em; color: #008080;"><i>Ozaki Kaori</i></p> <p style="font-size: 0.8em;">Genre</p> <p style="font-size: 1.1em; color: #008080;"><i>Romance, Drama, Slice of life, Tragedy</i></p> <p style="font-size: 0.8em;">Pages</p> <p style="font-size: 1.1em; color: #008080;">218</p> <p style="font-size: 0.8em;">Recommended ages</p> <p style="font-size: 1.1em; color: #008080;">10 - 13</p> <p style="font-size: 0.8em;">Chapters selected for participants to read</p> <p style="font-size: 1.1em; color: #008080;">Chapter 1 and 2</p>	<p style="font-size: 0.9em;">Natsuru Nanao, a 6th grader who lives alone with his mother, strikes up an unlikely friendship with the reserved and driven Rio Suzumura. Natsuru plays hookey from soccer camp that summer, and instead of telling the truth to his mother, he spends all his time with Rio and her kid brother at their rickety house, where a dark secret threatens to upend their fragile happiness.</p> <p style="text-align: right; font-size: 0.8em;">(Amazon.com)</p>
<p style="font-size: 0.8em;">SOURCE: SELF MADE</p>	

Image 2. Gods Tell Lies by Ozaki Kaori. Available for free reading on Manganelo (2019).

b. In response to question 2: How to use manga in English class reading practice? Below is a lesson planning proposal using manga texts.

1. The participants recommended the use of manga from higher primary education. It means since 8th grade. For them, a class plan should be de-

signed with clear and achievable objectives. Preliminary considerations:

- What vocabulary/grammar/information/skills do students already know concerning today's lesson?
- Students have already read most of the story in classes, so they can guess what would happen next and formulate theories.
- Students know the characters and the plot of the story.

2. What aspects of the lesson do students might find challenging/difficult?

Reading manga is different from reading a conventional comic; some students might still get lost while reading.

Showing their emotions might be a challenge in some cases, and choosing the words to express them as well.

There would be new words for learners' review.

Reading *Manga* Lesson Plan

LESSON PLAN FORM (USING PDP STAGES)

Level: *Intermediate B1*

Class: *3rd high school*

Action points

1. *PDP*: Pre stage of reading-During stage of reading-Post stage of reading

2. *TTT*: Test – Teach – Test.

Lesson objectives

By the end of the lesson, SWBAT: show understanding of the final part of “Stargazing Dog” manga (p. 65-79) by creating a short reflection on how they feel after reading the story and share their thoughts with their classmates.

Time	Framework Stage Materials Needed	Procedure	Interaction T-S/S-S VAKT
10 min.	Pre-Stage	<p>Tell students that they are going to finish reading “Stargazing Dog” manga during this session and they will have to share their opinions about it at the end. Make a review of the reading.</p> <ul style="list-style-type: none"> • What is the “Stargazing Dog” story about? • Who are the protagonists? • Where are they now at the moment? • What is your favorite character so far? • Ask for students’ theories. • What do you think will happen next? • What kind of ending are you expecting (happy, sad, cliffhanger, plot-twist)? <p>Prepare the projector and go to the link with the reading.</p>	<p>- Raise their hands before answering the questions.</p> <p>- Share their guessing about how the story is going to end.</p> <p>- Talk to their classmates and make a bet about the ending of “Stargazing Dog” manga. T-S / S-S A K</p>
10 min.	During-Stage Computer, projector, link for reading, notebook, pen/ pencil.	<p>Show “Stargazing Dog” manga through the projector and explain the students that they will read from page 65 to 79. Tell students to write down every new word in their notebooks to review them later. Have them pay attention and eliminate distractions.</p>	<p>Focus their attention on the projector with the reading and write down every new word they find. S-S V</p>
3 min.	During-Stage Voice, notebook, pen/ pencil	<p>Ask for the new words that students found in the reading and explain their meaning.</p>	<p>Raise their hands before spelling the new words and write down the meaning. S-T, AVK</p>
7 min.	During-Stage Notebook, pen/ pencil.	<p>Tell the students that they have seven minutes to organize their feelings and thoughts about the reading (it can be done in the notebook) and get ready to explain them out loud.</p>	<p>Students reflect on the ending of “Stargazing Dog” and organize their ideas. Some of them would write them down and some others will only have their ideas clear in their heads, ready to let them out. S-S, VK</p>

10 min.	Post-Stage Voice, note-book	<p>Ask for volunteers to explain their opinion about the reading and moderate the debate. In case no one wants to go volunteer, point out one random student and ask them to go in front of the class.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • Did you like how the story ended? • Did it fulfill your expectations? • What would you have done in that situation? • Would you change the ending? How would your perfect ending be? • Are you happy, sad, or angry after finished reading “Stargazing Dog”? • [Another student], what do you think? Do you agree with your classmates? <p>Write on the board the students’ feelings. Thank the students for their participation and encourage them to keep on reading more stories and manga.</p>	<p>Students will present their opinions in front of the class and answer the teachers’ question. Students will also debate with their classmates about the ending of the story and recognize if their predictions at the beginning were wrong or right.</p> <p>T-S / S-T VAK</p>
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Learners’ assessment

Students reflect on the reading and identify their own emotions and feelings.

Students discuss the ending of the reading in class.

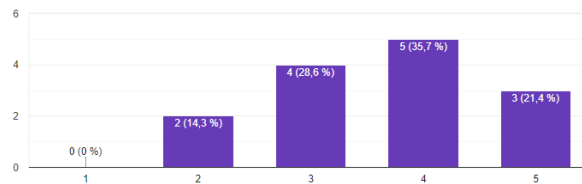
c. In response to question 3: What activities do the participants recommend after reading the text in manga format? Below is a list of activities participants recommend to do as EFL practice using manga

- Reading circle and develop the roles of reporter, traveler, or connector of reading with real life, among others.
- Participants can create the next chapter of the manga.
- Students can start a new manga.
- Reading aloud
- Spelling of words found in the text
- Participants can imitate manga characters
- Group reading in the classroom and ask the participants to express their ideas about the message contained in the text.
- Make sentences in various tenses and conjugations using the new vocabulary learned by reading the manga (present, past, future)

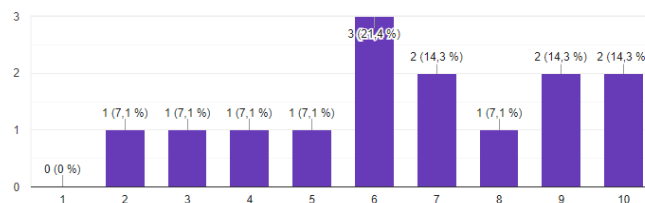
- Select and describe the drawings from the manga that caught your attention the most.
- Dramatize some scenes to recreate the read manga. Theater scripts, role-play, or socio dramas can be used.
- Read the full text of the selected manga in class and ask some participants to present their ideas.

c. In response to question 4: what are the participants' perceptions regarding the potential use of manga in reading practice in the English class? The perceptions of the participants regarding the use of manga in EFL practices are:

The participants' perceptions about the experience of reading practice in EFL class using manga texts were very positive. See graphic 2. In addition, the disposition of participants to use manga in their future professional practice is favorable. See graphic 3.



Graphic 2. Participants experience using mangas in EFL reading practices.



Graphic 3. Participants' disposition to use manga text in their future professional practice.

The most repeated participants' opinions regarding the potential use of manga in reading practice in the English class are:

- It is interesting



- I like manga, and I already read them frequently
- It is entertaining and interesting
- It's a lot of fun and you learn new words
- I like the manga, but I would have to have time to use them in EFL classes.
- The literary genre of manga is very new.
- I find many advantages in the use of manga. It's new. A creative activity for teaching a foreign language.
- The opportunity to acquire new vocabulary is offered.
- It is something that can capture the interest of students
- Fosters the reading habit of a second language among students
- Contributes to the development of inference skills in readers
- Help in language practice
- The graphics it has to make it very didactic
- It facilitates the acquisition of vocabulary and is another way of writing
- I consider that it is a tool capable of innovating the practices of young people
- It is a very positive and profitable learning
- Could help develop reading skills and stimulates the imagination
- Helps to acquire new vocabulary in readers
- They are lovely to students
- I think it is innovative and represents a different way of learning
- Learning by association is encouraged
- It allows for the creation of direct connections between the content and the foreign language, and the images help to improve learning.
- fun and helps to learn not to be so forced.
- Children learn about topics they like.

However, the reasons for not using the manga in the English classes indicated by the participants are:

- Do not connect with the characters
- The plot seemed boring

- I feel more attracted by the videos than by the manga
- I find it difficult to get used to reading from Back to Forth.
- There were words I did not understand on the sleeve.
- Perhaps not all educational institutions have the resources to purchase manga texts
- Manga can be objects of student distraction.
- A resource so entertaining that it could cause a distraction for students.
- It would be an extra material and parents would not want to buy more books.
- Students have varying levels of knowledge of English. For some students reading manga could be very difficult.
- When the manga is very long and has a challenging vocabulary, the students could get frustrated because they cannot understand the manga.
- Not all students connect with the manga, and reading them may not be easy.

Discussion

The experience of teachers' training in reading manga with a pedagogical purpose allows for analyzing the positive and negative aspects of the use of manga in EFL practice. Most also chose "The Gods Lie" *manga*, a romantic story. It would be related to the fact that they were primarily women, and women preferred romantic stories. Five of them have read *manga* before, and thirteen of them have not. Three of them qualified for their experience with a five over five, which means they loved it; five of them qualified it with four points, four with three points, and two with two points for their first experience reading *manga*, which means they did not like it. None of the participants qualified their experience with one point, which means that any of them hated reading *manga* for the first time.

Participants will definitely reread the manga on a scale from one to 10 points. Thus, two participants responded to ten; two marked 9, which

means they are almost sure about keeping reading *manga*; one of them pointed to 8; two pointed to 7.

Something to consider is that three of them coincided with number three, which means there is a 60% probability that they will continue reading *manga* in the future.

Among the reasons why participants selected these punctuations are: Four considered *manga* interesting, three considered *manga* entertaining or pretty, and one actually reads *manga* frequently. On the other hand, one of the participants did not like the genre, another one did not have time now for reading, and the last one preferred watching videos instead of reading.

About participants' difficulties to reading *manga*, one did not finish reading, one did not find any difficulty, two of them considered boring the plot, four of them have never liked reading, five of them did not emphasize with the protagonist, and nine of the participants agreed on the way of reading as the main difficulty for reading *manga*. This is something to consider when working on *manga* since it might take time for students to get used to reading backward.

On a scale from one to 10 points, being one that they will never introduce *manga* in their English classes and ten they will use it, one of the participants responded with 10; four of them marked 9, which means they are almost sure on using it; two of them pointed 8; four of them pointed 7; one of them pointed 6; two of them pointed 5, and other two marked 4; one of them pointed 3; none of them marked two, and one of the participants expressed *manga* is not an option to work with in English classes. These results show that participants might work with *manga* in the future, and the reasons go from the fact that they actually see potential in the method because of its dynamism and versatility. However, it is essential to consider the learners' differences before we apply them.

When asked about the level they considered recommendable to introduce *manga* as a learning tool, most of them (8) agreed on Educación Básica Superior as the right level to work with *manga*. Another big group (6) selected Educación Básica Media, four of the participants considered Educación Básica Elemental as the right level, and any of the participants selected Bachillerato General Unificado. This means that *manga* is something to work with teens or pre-teens.

The participants also listed the benefits they see in this tool; and six of them agreed on the reinforcement of vocabulary as one of them, and three of the participants agreed that *manga* could be a reading motivator. Two of them considered *manga* as something innovative, one of them considered *manga* as a didactic tool, some of them also mentioned that learning is not forced, and images help students to learn.

Among the disadvantages they found in *manga* as a pedagogic tool, they mentioned that students might not like all of the genres, *manga* can turn into a distraction, some students also do not like reading, some *manga* are too long for students to read and that there would be schools and students that do not have whether technological or economic resources to get *manga* volumes and that is something to consider when thinking of working with this material. It is also important to mention that one of the participants mentioned that there are no disadvantages to *manga* as a pedagogic tool, and another one expressed that it is unknown.

Participants were also asked what their feelings would be if they had to teach English using *manga*, and their general emotions were excitement, nervousness, or amusement. However, any of them would not deny doing so.

The thing is that there do exist activities to teach English through manga, and future teachers are aware of it. Three participants would choose role-playing as an activity for teaching English through *manga*. Other development activities are theater plays or performances,

drawings, loud reading, and spelling. Another participant said that students would create their *manga* through conversations. One of them mentioned reading circles, but two participants did not know what they would do; meanwhile, other participants mentioned retelling a fantasy story or creating sentences.

Finally, participants were asked about the level of interest learners might have in practicing English through *manga*, on a scale from 1 to 5, with 1 being the lowest level of interest and five the highest. There was a coincidence in this question between numbers 3 and 4, which means that, according to them, learners might be interested in this tool but not excited. Only one of the participants selected number 5, another one selected number two, but any of them selected number 1. We can conclude that students can see *manga* as an innovative way to learn English, but they would not be motivated because they do not have clear ideas on how to use it to innovate reading practices.

Conclusions

Based on the literature review and the results obtained in the empirical section of this research, the authors declare the total reaches of the research aims. Thus, this work presented a pedagogical experience that introduces texts in Japanese manga format in the reading practices of English as a foreign language. The participants showed a positive trend in favor of the innovation of reading practice in the EFL class because there is an infinite number of manga subgenres according to readers' age and preferences. The main weakness of this study is the limited number of participants, which is not enough to propose any generalization. However, the main contribution of this research is the introduction of manga as an innovative resource that can improve extensive reading practice in EFL classes since the innovation of teaching strategies. The authors invite the scientific community to direct new research using a more extensive corpus in the research line: linguistic practice innovation for improving reading in teenagers and young people.

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Experiences and products emerging from the articulations of the
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CHAPTER III

EMOTIONAL INTELLIGENCE AND READING PRACTICE IN THE ENGLISH LANGUAGE CLASS

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ABSTRACT

Empathy and motivation are still crucial factors required in education to promote in children the wish to become better people day by day, not only at school but also in their homes and communities.

It is also important to guide children toward more autonomous work for being more sensitive to their emotions and feelings because, when students manage their emotions, they will succeed in any subject. This chapter discusses emotional education as a factor that efficiently improves Latin American countries' educational systems.

Keywords: emotions, education, reading, educational innovations, language practices.

Introduction

Empathy and motivation are still key factors required in education to promote in children the wish to become better people day by day; not only at school, but also at their homes. It is also important to guide children toward more autonomous work for being more sensitive people before to their emotions and feelings because, when students make good use of their emotions, they will succeed in learning in any subject. This chapter aboard the affective education as a factor that contribute efficiently in the improvement of the educational system in every latin american countries.

Several relevant authors have used the term emotional intelligence from 1920. Such as Thorndike (1926); Gardner (1983), Salovey & Mayer (1997). Thus, Gardner (1983) states that students' attitudes towards the learning process contribute significantly to the overall motivation for learning a foreign language. Then, they would wish to learn the language and would enjoy making efforts to learn it.

To Salovey & Mayer (1997, p.10) "emotional intelligence includes the ability to accurately perceive, value, and express emotion; the ability to

access and/or generate feelings when they facilitate thoughts, understand emotion, and emotional knowledge to regulate emotions to promote emotional, and intellectual growth.”

In words of Moron (2010) the children Emotional Intelligence (EI) development requires a permanent and collaborative work between home and school. In addition, from the point of view of humanist learning, the teacher has to provide opportunities for students to live experiences that lead them to recognize their own and others’ feelings and emotions to foster a better relationship within the cultural context where they live. Thus, Fernández et al. (2010, p. 65) agree that “the ability to learn is subject to the emotions and experiences lived for a person.” However, a large number of teachers concentrate more energy on improving the cognitive goals in the classroom, leaving as a second priority the learners care.

In addition, students’ motivation for learning is a vital factor in acquiring a foreign language. Thus, numerous studies demonstrated that teachers’ motivation could optimize or inhibit students’ learning (Larena, 2015).

Musiera (2016) states that “how important is the early intervention of emotional education and the strengthening of emotional skills, which will make the child, able to face the different challenges that life will present to him.” (p.32).

Families consider schools as their children’s second home. However, the school environment must improve in many cases since many schools need to offer the welcoming and secure atmosphere expected. Thus, Rodríguez-Corrales et al. (2017) state that evaluation processes stress teachers and students. It does not allow assessing real people’s abilities, talents, and knowledge.

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The education of the century XXI demands that educators enhance effective teaching methodologies and more trustworthy handles to create the appropriate learning environments for efficient learning (Buckley & Doyle, 2017; Darmaji et al., 2019). However, students have different levels of intelligence, learning habits, and ways of learning. In consequence, some students prefer learning any topic using games. Meanwhile, others prefer reading stories or listening to music. Some learners focus more on outside classroom activities but need to pay more attention inside the classroom. Other students keep a dynamic behavior inside the class, and others are not enthusiastic. It means that every child has a different level of intelligence and a different learning pace (Asrial et al., 2020).

Authors such as Valenzuela-Zambrano et al. (2021); Zúñiga (2019) argue that most of the teachers show a low level of the emotional intelligence development. Therefore, the implementation of training processes and work in the lines of research related to emotional education implies to study other situations such as stress impacts, resilience, self-esteem, presence of burnout syndrome in teachers. It is a line of research that requires urgent attention. In addition, Zubaedi et al. (2021) states that educational communities expect teachers be able to arouse, maintain, and increase students' motivation for learning.

Motivation is a highly relevant condition to improve students' academic results (Cevallos et al., 2017). In such conditions, teachers require of educational interventions to improve their practice. In such scenario, the authors of this chapter present an educational intervention that can guide EFL teachers to supporting their reading practice using an emotional approach. The research questions to answer are:

1. How to introduce the emotional education in early children education?
2. How to create emotional and secure learning environments?

This chapter aims to socialize an educational intervention to introduce emotional learning in the early children education in Ecuador.

Methodology

This action research work introduce emotional intelligence in the English language classroom in the early education. The sequential explanatory approach in its use, prioritizing quantitative data followed by qualitative data (Bakla, 2018). Quantitative data in this study describe how the EFL teachers use techniques of emotional learning.

Participants

They are 21 children (35% boys and 65% girls). All of them attended a private educational institution located in the canton of Manta, Ecuador. They participated in an educational intervention organized by the pre-professional internships of the program of English language teachers at ULEAM university in Ecuador. The representatives of the participants voluntarily agreed to participate in this project. They signed the informed consent.

Instruments

Instruments used in this research are:

Observation form 1: This instrument was designed ad hoc, by the research team to collect data concerning to teachers' practice and the emotional intelligence. A panel of experts affiliated to a national Ecuadorian university evaluated the instrument. Their recommendations were to concentrate the items to teachers' emotional behaviour and curricular actions, linked to the institutional educational model. The levels to observe can be 4 = always, 3 = almost always, 2 = sometimes, 1 = almost never.

Contextual observation form: The research team designed this instrument to collect data about students' school learning environments. It focuses on the psychological perspective, the student's emotional in-

elligence, and motivation for learning. The instrument consisted of 10 items. The possible answers were “YES, NO, and I DO NOT KNOW” A panel of experts in educational psychology affiliated with an Ecuadorian national university evaluated the instrument. Their main recommendation was to execute a minimum of 15 observations.

Results

The results presentation follows the logical order of the research questions in the introduction.

- a. In answer to question 1: How to introduce emotional education in early childhood education?

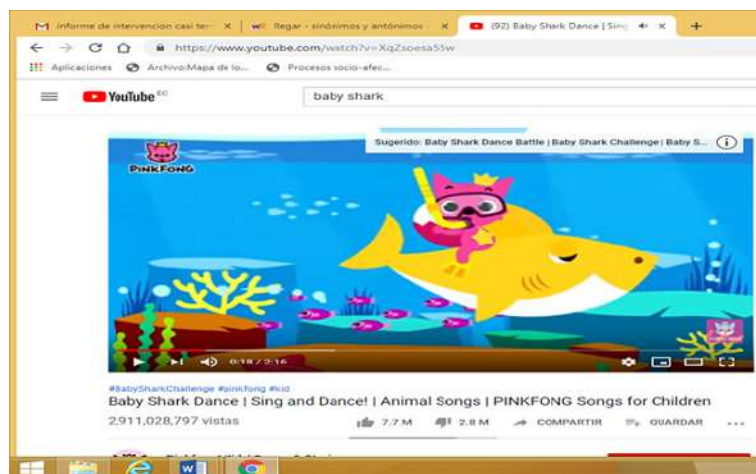
Below is an educational intervention plan explaining a route to work emotional learning in early childhood education.

EDUCATIONAL INTERVENTION FOR INTRODUCING EMOTIONAL EDUCATION IN ENGLISH CLASS

Session 1: Adaptation between students and teacher

Purpose: Achieving active participation between teachers and learners creating a positive socio-affective bond.

Resources: laptop and speakers, children’s music videos are made to make the student relate to the language, it should be emphasized that they are only videos so that the student feels at ease in the class.





Link: https://www.youtube.com/watch?v=e_04ZrNroTo&t=33s
<https://www.youtube.com/watch?v=XqZsoesa55w>

Skills to be developed: listening and oral comprehension of the English language.

Learning: Motivation for students to realize themselves English is fun.

The role of the facilitator: Encouraging children to use English language

Suggested activities to promote the production in English language:

To provoke a conversation with the children to explain the importance of learning vocabulary in English language.

Invite children to listen at home songs in English language.

Build trust and empathy with students using games: guessing the new vocabulary in English language.

Practice time: 20 minutes.

Topic: Adaptation between students and teacher			
<p>Objective Achieve active participation between the tellers and the teacher, creating a socio-affective link between them.</p>	<p>Competition to strengthen Listening and oral comprehension.</p>	<p>Suggested Activities Talk with your students about the vocabulary they know in English. Invite them to listen at home songs in English. Generate trust and empathy with students.</p>	<p>Time 20 minutes.</p>
<p>Resources: laptop and speakers, one makes use of music videos for children so that the student will go linking with the language, it should be emphasized that these are only videos for the student to feel good in the class.</p>			

Session 2: My Family

Objective: At the end of this lesson, students will be able to pronounce and remember correctly family members.

Resources: laptop, speakers, family video, flashcards and worksheets.



Link: <https://www.youtube.com/watch?v=Dy0msYQYzbs>

Paint a drawing of your family: Teachers can use resources that appear in English language workbooks



Skills to be developed: listening and oral comprehension of the vocabulary about members of the family in English language.

Learning: Students will repeat the pronunciation of the vocabulary and identify family members

The role of the facilitator: To lead to English-language production.

Suggested activities to encourage children to use English language: Enter the class with basic questions in Spanish about family members. Motivate all students to participate.

Repeat vocabulary with the help of flashcards.

Practice time: 35 minutes

Topic: My family			
<p>Objective. At the end of this lesson, students will be able to remember and pronounce correctly the members of the family.</p>	<p>Competition to strengthen Listening and oral comprehension</p>	<p>Suggested Activities Introduce the class with basic questions in Spanish about family members. Motivate all students to participate. Repeat vocabulary with the help of flashcards.</p>	<p>Time 35 minutes</p>
<p>Resources: laptop and speakers, family video, flashcards and worksheet.</p>			

Session 3: Assessment of the vocabulary learned

Learning achievements: Participants are able to express simple vocabulary in English such as primary colors and family members.

Language competence to strengthen: listening and speaking. Listening and comprehension.

Methodology: Socio Emotional Learning

Resources: Flashcards.

Activity: Feedback from the previous class and participation of students in front of their classmates, Paint the draws according the vocabulary.

Topic: Student Acquired Learning Assessment			
<p>Learning Achievements Participants are able to express simple vocabulary in English such as primary colors and family members.</p>	<p>Competition to strengthen Listening and oral comprehension.</p>	<p>Activities Feedback of the previous class and participation of students in front of their classmates.</p>	<p>Methodology CLIL</p>
<p>Resources: Flashcards.</p>			

In answer to the question 2: How to create emotional and secure learning environments?

Every activity proposed in this educational intervention plan can create more secure learning environments. As a result, students' participation increases, and teachers identify the elements that motivate the students to learn in EFL classes.

Teachers Will note that when learners feel teachers support and help to identify the vocabulary motivate them to participate in the class.

Some elements to remember when teaching to children in early education are:

- Practice horizontal communication style
- Present examples to follow
- Promote the creativity
- Create opportunities to strength learners autonomus work
- Teacher should guide learners since an humanistic and affective approach.

Conclusion

Based on the literature review and the results obtained in this work, the authors declare 100% fullness of the aims of this research. The main contribution of this proposal is the introduction of socio-emotional learning in the English class in early childhood education. The weakness of this study is the limited corpus which does not allow for any generalization. However, researchers ratify that technology, music, and videos can stimulate learners' participation in class and promote horizontal communication since the teacher's role is to guide children to discover the importance and enjoyment of learning a foreign language. The authors invited the scientific community to direct new research to promote SEL Socio-emotional Learning in English classes.

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Appendixes

Instrument: Observation form 1

Research task: Observation and monitoring of the emotional intelligence, development of planned curricular actions, linked to the institutional educational model.

Purpose: To observe and monitor the teacher and the learning environment from a psychological perspective in relation to emotional intelligence and motivation.

Institution: Private educational center located in Manta, Ecuador.

Level or grade: Early and preschool education services

Items	Yes	No	Sometimes
1. The teacher’s teaching style is appropriate for his students.	x		
2. The teacher uses his body language to create a favorable or unfavorable learning environment.			x
3. The teacher uses different cheerful voice tones when expressing himself.	x		



4. The teacher uses different tones of threatening voices when expressing himself.	x		
5. The teacher has created a positive, appropriate and pleasant image in his students.	x		
6. The teacher makes correct use of communication styles.			x
7. The teacher generates the confidence to learn.	x		
8. The teacher works on affectivity from multiple intelligences.			x
9. The teacher maintains a balance between the behavior of the students and the class environment.	x		
10. In the classroom, colorful, entertaining illustrations can collaborate in the teaching-learning process of the students.	x		

Yes, No, sometimes.

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CHAPTER IV PROMOTION OF CREATIVE WRITING

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Universidad Laica Eloy Alfaro de Manabí



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WORKSHOP 1

ANIMATION TO THE WRITING OF SHORT CHILDREN’S TALES (TINY TALES)

BRIEF DESCRIPTION OF THE EVENT:

This is a workshop for the self-discovery of the creative ability to write short children’s stories.

The beginning writers (participants) receive a tiny book story written in a language they do not know (Nirish, Chinese, Swedish, or another language) based on reading the photographs. They manage to understand the plot narrated.

Novel writers and future foreign language teachers experience what the children of early childhood education feel when they have books in their hands but can not read.

WORKSHOP OBJECTIVE:

Stimulate the creative capacity of the participants for the initial writing of children’s stories in mini-story format (little books).

METHODOLOGY:

Participatory and experiential
project-based learning

REQUIRED MATERIALS:

Tiny book, preferably in another language than the one spoken in class
Sheets of paper to write the new plot of the tiny book
Pencil with an eraser or ballpoint pen.

STEPS TO FOLLOW:

Students receive a tiny book
They explore the tiny book and verify it is in a language they do not know.

They receive the instruction to read the tiny book from the images that appear.

Participants tell the story they have imagined

THE WRITTEN PRODUCTION ACTIVITY (challenges):

The participants write a story that has come to their mind after the experience with the tiny book. They have 20 minutes to complete this activity in writing.

Some participants require more time to do the creative process, and the time may be extended for ten more minutes if required.

The participants read the short stories produced by them during this activity.

RESULTS:

- Participants are motivated to participate in the workshop.
- The participants live the experience of exploring the tiny books
- Participants discover that they do not understand the language in which the story is
- The participants activate their ability to observe the pictures of the story to build the plot in their minds.
- Participants activate their creative ability by writing a new story
- Participants wrote various plots to be the basis for larger writing projects.

LIBRARY:



Rebo, P. (2003). *Mijn Kleine Bibliotheek: Van kerstverhalen*. Mc Graw-Hill. Belgium



Bryant, R. y Werner, S. (2002). *Mis amigos peluditos favoritos*. Tormont Publications Inc. Canada.

ANIMATION TO THE WRITING OF SHORT CHILDREN'S TALES (TINY TALES)



Stage: exploring the tiny book
PHOTOGRAPHY: Jhonny Villafuerte (2022)



Stage: Observation and interpretation of the drawings of the story
PHOTOGRAPHY: Jhonny Villafuerte (2022)



Stage: creation in pairs of the new plot for the story
FOTOGRAFIA: Jhonny Villafuerte (2022)



Stage: writing the new story
FOTOGRAFIA: Jhonny Villafuerte (2022)



WORKSHOP 2

WRITING: CONSTRUCTION OF THE NEW GLOBAL CITIZENSHIP OF THE 21ST CENTURY

This conference reflects the power of writing and its influence on the construction of the new global citizenship. It is an activity that enhances personal and group communication skills and stimulates leadership actions from an early age. Children use stories, manga, and scripts for plays as tools to express their ideas, expectations, and fears in 21st-century society.

WORKSHOP OBJECTIVE:

Stimulate the initiation of creative writing through accessible and friendly formats for readers.

METHODOLOGY:

Master conference
Space for questions and answers.

REQUIRED MATERIALS:

Room and furniture for 30 participants
Chair or table for speaker
Whiteboard and markers

STEPS TO FOLLOW:

The speaker begins by asking: What is the importance of literature in childhood?

The speaker comments to the audience about his/her experience writing stories. Based on the question, various literary forms for children are stories, legends, and narratives. Speaker suggests that the topics should be age-appropriate for potential readers or readers you want to reach.

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The participants read one of the stories, and the participants analyze the story. They ask questions and clarify the plot of the story. Students consult about the presence of themes present in literature and how to address them with children:

POSSIBLE QUESTIONS AND ANSWERS:

Student: Should each story have a specific message?

Answer: Generally, the stories have a message that addresses a social problem the readers go through according to their age groups. However, the person who writes determines the purpose.

Student: What are the parts of the story?

Answer: It usually indicates that the story has a beginning - problem or plot - overcoming the problem or plot - end of the story. However, this can vary depending on the author's style or the story's purpose.

Student: How can we address the issue of student diversity and sexual identities?

Answer: Each society has its evolution, acceptance, and tolerance process—the most important thing on this subject. I think it is to avoid hatred or rejection, violence as a manifestation contrary to love between people of the same sex.

Sexual diversity exists, and what happens should not be covered up. Societies have changed, and now homo-parental families are known, for example.

If people do not feel prepared to talk to students about the subject, they should seek support from other teachers who have developed this competence in attention to sexual diversity. It's like someone asking about mechanics or cooking recipes a teacher does not know. So, that person looks for someone who knows about the subject to get an answer.

Student: How to approach death in children's stories?

Answer: The subject of death must be approached, indicating that it is a stage in the life of all people. One day, this stage will cause pain when people we love die. People keep memories of loved ones who have died. However, the memories of things lived together remain.

RESULTS:

- Having a speaker with so much experience in academic and creative writing is an achievement.
- The participants were motivated to participate in the workshop.
- Students refine their themes and plots for writing a children's or youth story.

LIBRARY:



Cabrera García, C., López Bermeo, L. & Ronquillo Triviño, L. (2019). *Cuentos para fortalecer valores en niños*. Ecuador: Empresa Editorial Mar y Trinchera Edición de Libros.



Lucy Lopez's speech with the reading comprehension and academic writing project Photography: Jhonny Villafuerte (2022)



Speaker answering students' questions
Photography: Jhonny Villafuerte (2022)

WORKSHOP 3

SOCIALIZATION OF ADVANCES IN ACADEMIC AND CREATIVE WRITING

BRIEF DESCRIPTION OF THE EVENT:

Students present advances of the writing projects they are developing as a creative activity.

WORKSHOP OBJECTIVE:

Socialize among project participants the themes and plots of the texts they are writing.

METHODOLOGY:

Clinic of experiences

The participants and the facilitator comment on the progress and make suggestions to improve the final work.

REQUIRED MATERIALS:

Room and furniture for 30 participants

whiteboard and markers

STEPS TO FOLLOW:

In this methodology, the participants spontaneously present the possible name of the story to be written, and briefly narrate the plot to be developed. In the case of students who have already achieved advances in writing, they are requested to read them.

The participants present the difficulties they have had or the doubts they have to continue writing.

Participants seek feedback and collaboration from participants to engage with their writing initiatives.

EXPECTED RESULTS:

- Ensure that students have a concrete idea of the creative writing



project to be carried out. Characters, plot, possible conclusion of the story.



Students socializing the ideas of writing children's stories
Photography: Jhonny Villafuerte (2022)



Students socializing the ideas of writing children's stories
Photography: Jhonny Villafuerte (2022)

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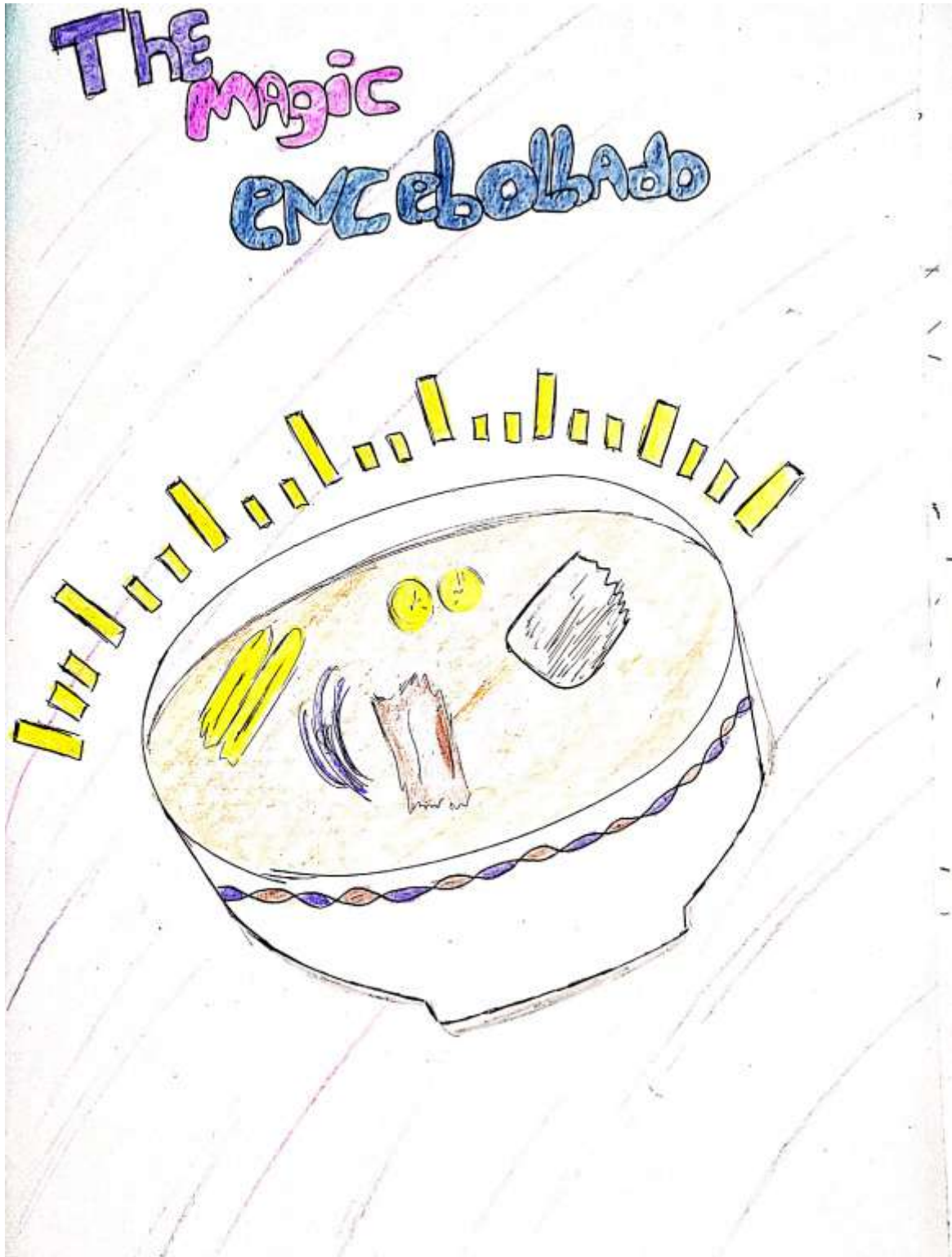
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CHAPTER V

STUDENTS PRODUCTION OF MANGAS: THE MAGIC ENCEVOLLADO

Luis Hernan Velez Andrade
Luber Eduardo Cedeño Zambrano
Universidad Laica Eloy Alfaro de Manabí





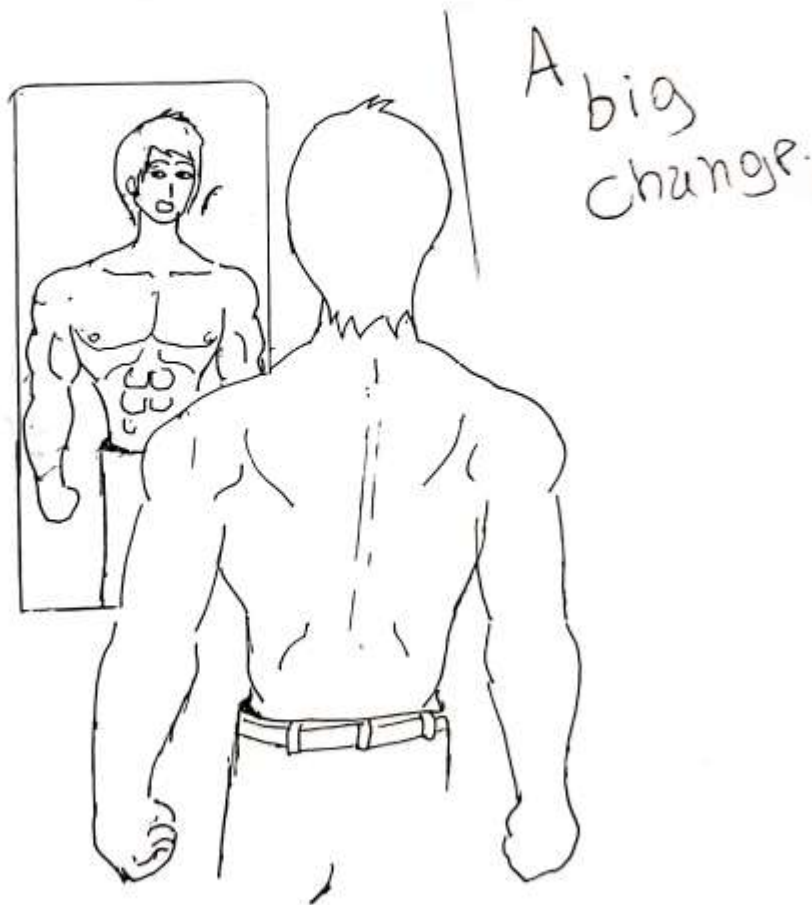


christiano was a normal teen, on a sunday he went out Looking for an encebollado, he always visited his favorite place to eat, its name was "encebollados-mesi".

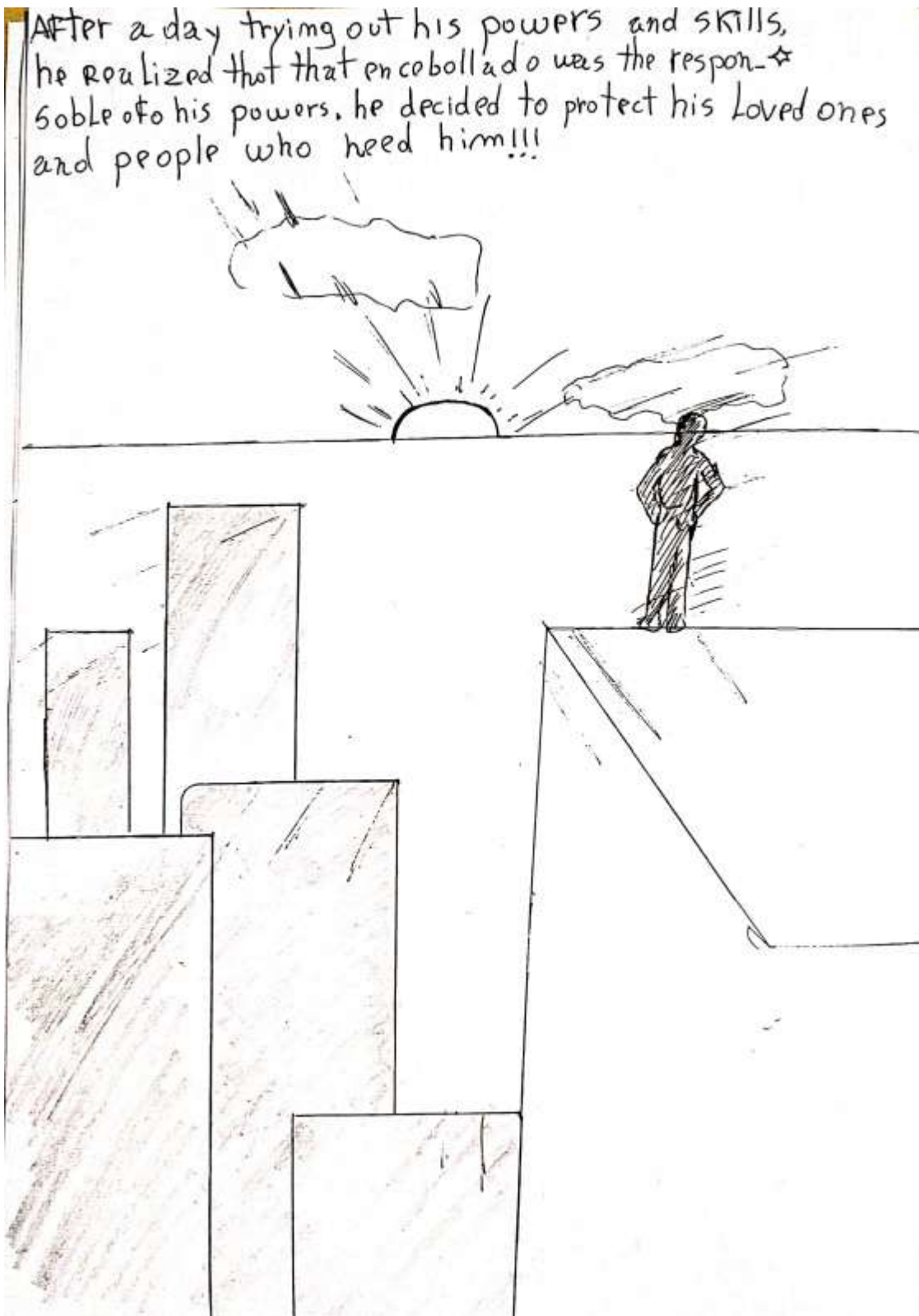


he woke up, but something was different, he went to the bathroom to wash his face. but for his surprise he saw a completely different man in the mirror.

...



but he did not know this was going to be just the beginning.



On the other hand, a very powerful villain was watching our hero from the darkness, he was sneaking his address and found the place where Christiano lived with his Mom.



that day Christiano's Mom was at home no more...

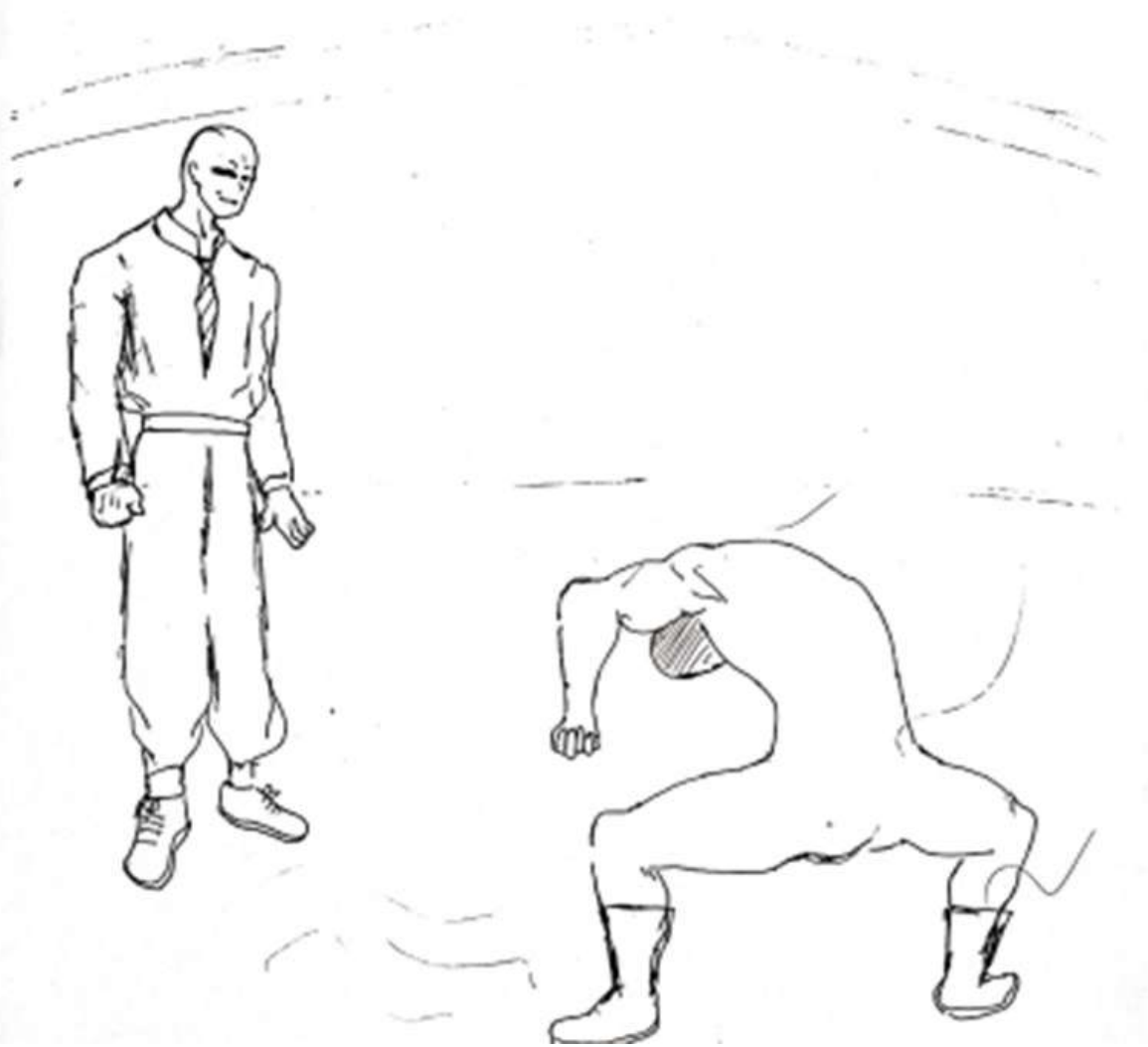
Christiano Got home and his mom was not there!!! he tried to call her but there was not Answer...



he searched through all the city without Results,
When he received a call From His mom



christiano got there very angry and worried, to save his mother at soccer's stadium, there were many people because Ecuador was playing against Argentina.



they look and talk to each other...



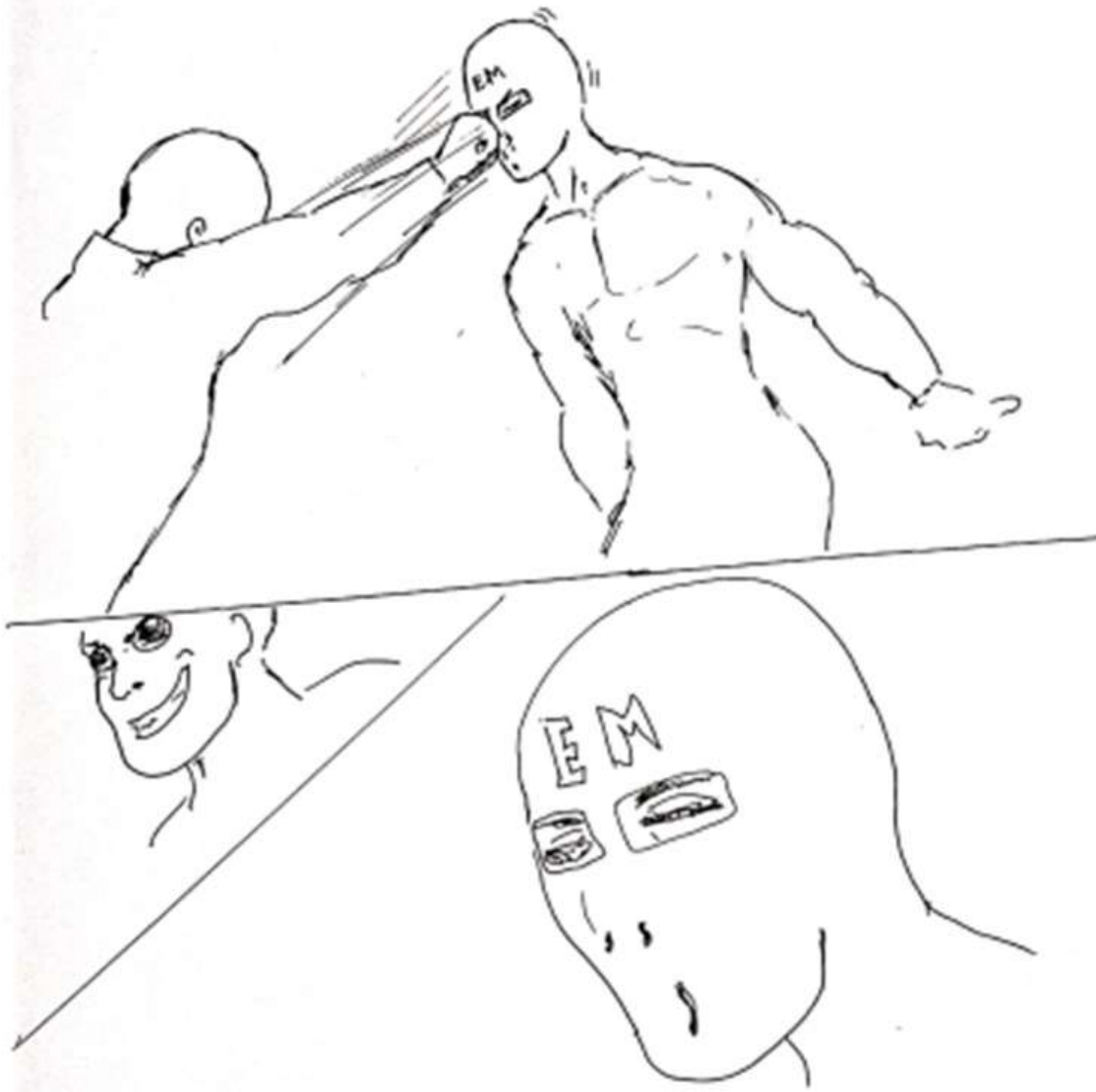
Give my Mom back
IF you don't want to get
beated.!!!
..

I'll be honest EM!!!
I did not take your mom here
to kill her... I brought her
to kill you in front
of all these people.

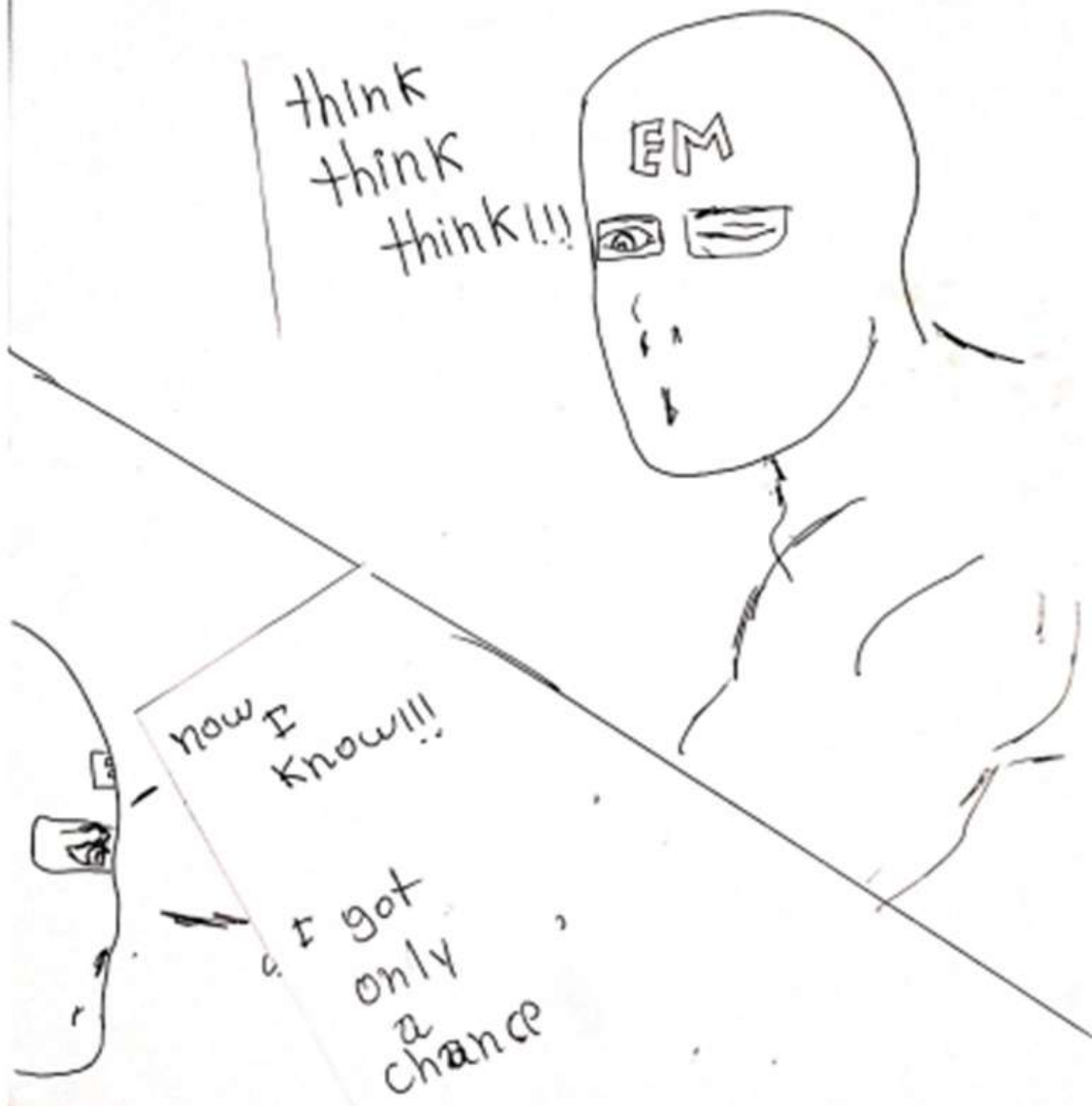


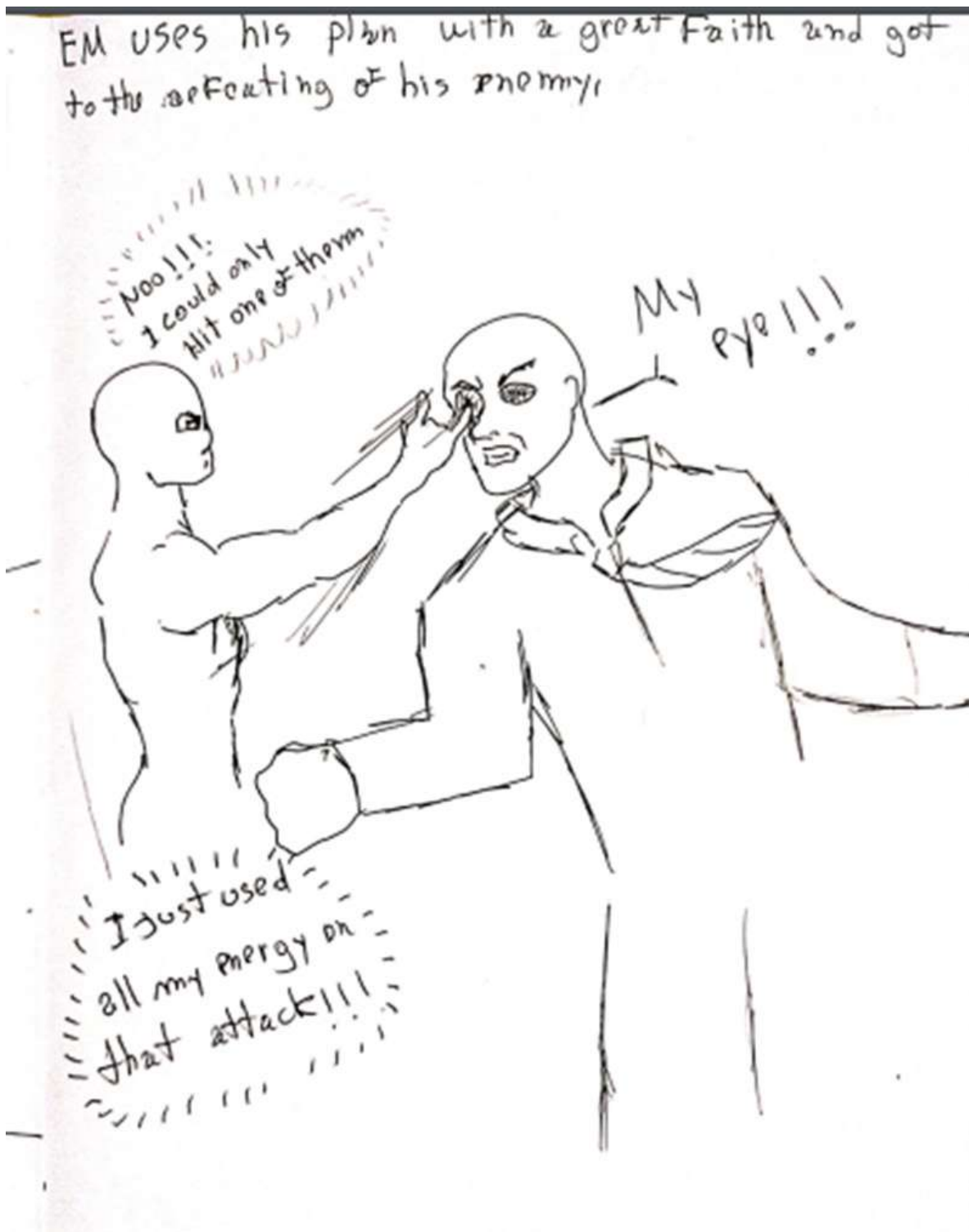


Fly man is superior to EM...



EM realized that he would never win against Flynn
So, meanwhile he was receiving a beating, he thought
of a plan to defeat his enemy

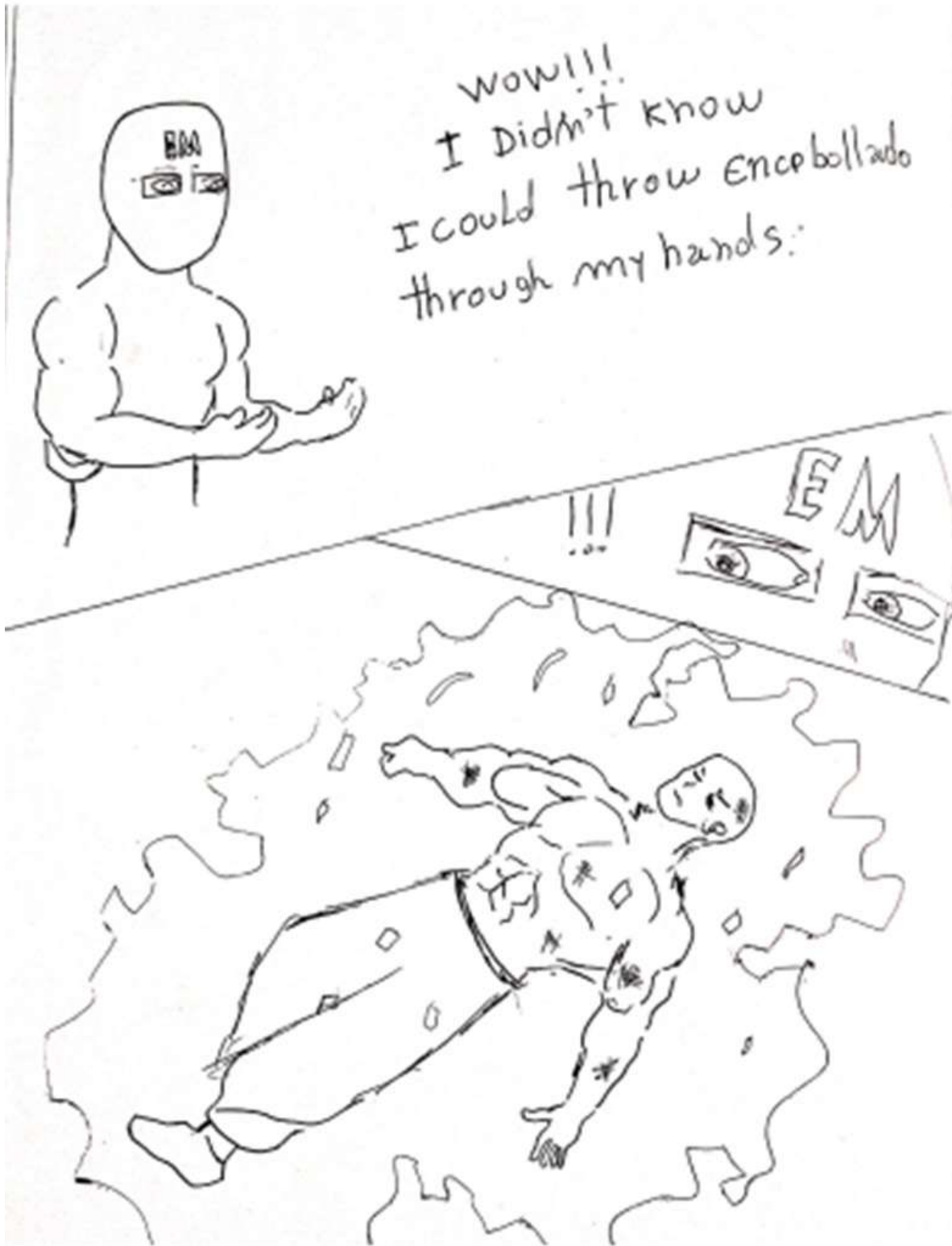




Fly man was about to finish
EM but suddenly...









THE
END!!!





Manga: The super encebollado

By

Luis Hernan Velez Andrade & Luber Eduardo Cedeño Zambrano

Program Pedagogía de los idiomas Nacionales y Extranjeros - PINE

Universidad Laica Eloy Alfaro de Manabí

Christiano was an ordinary Ecuadorian teenager who expected to have a great future.

One Sunday, he went out to look for an “encebollado” The typical delicious food similar to a soup cooked with cassava, fish, and onions slides. He always visited his favorite place called “encebollado – Mesi.” After Christiano had eaten his dish, he started to feel tired, so he returned home to rest and recover energy. Finally, he fell asleep.

When he woke up, he felt something was different in himself. He went to the bathroom and washed his face, but surprisingly he saw a completely different man’s face in the mirror. Though, He did not know this was just the beginning of his adventures.

Then, he found out that he had superpowers, and after a day of trying out his powers and skills, he realized the encebollado had given him those powers. He decided to protect his loved ones and people who could need help.

After becoming a hero, the enemies started to arrive in the town, putting innocent people in significant danger!

On the other hand, a compelling villain was watching our hero from the darkness. He was sneaking his address and found the place where Christiano and his mom lived together.

The villain said, “Christiano’s mom is at home completely alone... It is the chance to hurt her!”

By the time, Christino got home; his mom was not there! He tried to call her, but there was no answer. He searched through the town without having good results until he received a call from his mom's phone. The villain captured her.

Christiano got very worried. He needed to go to the Jocay's stadium in Manta to save his mother. Many people were in the stadium because Ecuador's soccer team was playing against Argentina.

Christiano and his enemy glared at each other. Super encebollado realized that he would never win against a villain that could fly. So, meanwhile, he was getting a beating, he thought in a plan to defeat his enemy.

Super encebollado threw onion slides into the villain's eyes. The villain started to cry and got very weak. Super encebollado's plan resulted effectively and got to defeating his enemy.

Christiano's mysterious powers from the encebollado helped him save his mother.

The End.

1^{RA} EDICIÓN

ACADEMIC & CREATIVE WRITING

Experiences and products emerging from the articulations of the
functions of research, teaching, and community outreach

CHAPTER VI STUDENTS PRODUCTION OF STORY TALES



1. Mario, the blue footed booby bird

By Ashley Vera

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Once upon a time, a blue-footed booby bird named Mario lived on an island called “La Plata” He was very sad because he was all alone. He asked for a friend. Every night, he asked a wish to the stars. Thus, he would not feel so lonely anymore.

One night, a star told him he could find friends just like on another island called “the big island” Mario looked at the big island and realized it was very far away from his home. It would be so hard for him to get over there. The star replied to him -To achieve his dreams, he would have to try and work hardly-

Mario knew the star was right. Then he decided to get ready and beginning his journey the following day.

Thus, Mario started to fly to the big island, but the more time passed, the more tired he felt, and the big island was still so far away. Mario was so tired that he decided to stop his travel and rest on some rocks in the middle of the sea. Mario sat down on the rocks and said: - I am exhausted; I have flown all day, but I still have a long way to go. I will never be able to reach the big island-



Mario cried, thinking he could never reach the big island and fulfill his dream of having many friends.

Suddenly, he remembered the star's words: "you would have to work hard to make real your dreams. So, he decided to stop crying, rest more, and continue the travel again. Mario started flying again, full of energy, but this time, the closer the big island seemed to be, the more time passed. Even though Mario was exhausted, he decided to try harder with the hope of reaching the "Big Island."

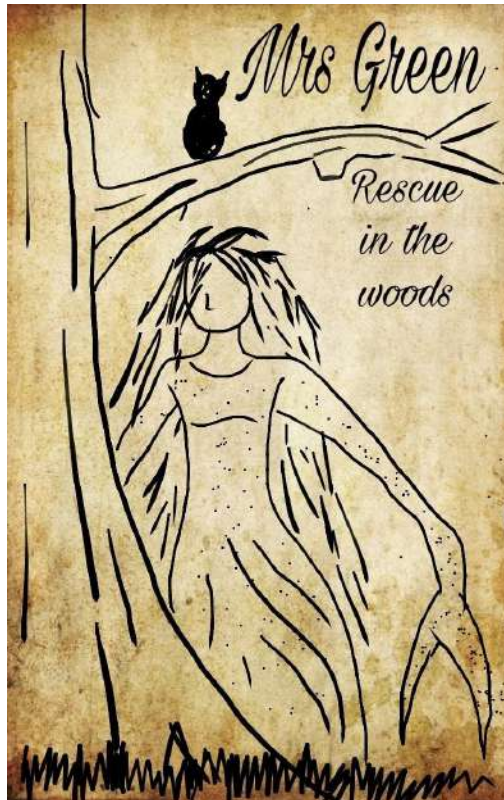
After a couple of hours, Mario finally arrived at the "Big Island," and just as the star promised, there were many birds similar to Mario and others very different.

Mario was pleased because he would never feel lonely anymore. Mario learned that working hard to make his dreams real would pay off.
The end.

2. Mrs Green. A rescue in the woods

by Ashley Milena Bravo López, Erick Manuel Cedeño Zamora
& Ana Rosa Cedeño Párraga

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A long time ago, there were three children in a city called Portoviejo: They were always inseparable Friends. They were a pretty good team. Frank was the strongest one, Jhon was so smart for his age, and little Freddy was not known for anything in particular. He felt he had an exceptional talent. Though, he felt that way whenever he played with his friends. Despite everything, they were not popular in the town; instead of them, there was a popular kids group called “Black rivers.” Only a few people interacted with them. They were wealthy parents’ children. Probably, that was why they did not get along with all kinds of people, but once upon a time, without any particular reason, they decided to talk to little Freddy.

He was surprised. Besides his friends and mother, no one else had tried to converse with him. The “Black river” guys told him they wanted to become his friends. They just wanted to play, but in Exchange, He would become very popular, unique, and well-known for playing with “Black river” guys, which was supposed to be a privilege.

At last, Freddy’s answer was yes. Later, they decided to play -hide and seek- that night. Nevertheless, playing that game during the night was considered something bad.

At 10 pm, Little Freddy left his house without permission to play hide and seek. The kids went to the woods to begin to play there.

Little Freddy was hidden in a bush, waiting to be found by the other kids, but no one did it. Initially, it was right because that place was an excellent location for getting hidden. However, later, it felt weird. Little Freddy felt alone, totally alone. The “Black river” guys abandoned him. It looked like a prank with pretty bad intentions. He began to cry because he did not remember the way to return home. Little Freddy was walking around the woods, wishing to find the correct way to go home. Then, he felt that his body was heavy, he could not breathe, and it was cold. The atmosphere was thick, and worst of all, he heard a strong voice coming behind him. That voice was calling him. Little Freddy turned around and saw a very tall woman without eyes on her face but with a big smile. Little Freddy thought it was the end.

The next day, Frank went to John’s house to tell them that little Freddy was not at home and his mother was so worried and crying. John began to think, and after a few minutes, he remembered seeing Little Freddy talking to some guys from the “Black river” group. It was strange. Then, Frank and Jhon immediately decided to ask the “Black river” guys about Little Freddy.

Thus, as soon as they arrived at school, they quickly asked those from the “Black river” guys about Little Freddy. They remained silent, looking at each other, and explained that they had played hide and seek with him in the forest last night. They were tired of looking for Little Freddy, and after yelling at him to come out, they stopped playing. He had gone too far into the woods that they could find him. As it was already getting very late, they decided to return home, hoping he would appear at school.

Little Freddy’s friends looked at the “Black river” boys angrily because they felt what they said was a lie since they knew that Freddy was a terrifying boy and could have never gone so far into the forest alone.

John and Frank immediately left school to look for his friend in the woods in the hope of finding him safe and sound. Just when they arrived, they felt the dense atmosphere, and an eerie cold ran through their bodies, making them feel fear. However, they decided to get into the forest and look for Little Freddy.

Shortly after hearing that strong voice, the same tall woman without eyes and with a big smile appeared between the trees and the darkness. Freddy’s friends were terrified because they had never seen such a strange and terrifying being appear out of nowhere. This mysterious and strange woman told them their friend was fine, but if they wanted to see him again, they had to use their abilities and face the obstacles they would find inside the forest.

John, intrigued, asked the woman: why was his friend captured? The strange woman answered: The reason is simple! Freddy had left his house very late and without his parents’ permission. He showed disobedience towards his parents. In consequence, he would have to learn the lesson. Frank, angry at what the strange woman had said, asked her:



- And what do we have to do with Freddy's disobedience?

The woman told them:

- You are his friends. Show Freddy that he cannot have better friends than you. Thus, he will learn not to make the same mistakes.

Freddy's friends, without further ado, decided to rescue his friend to teach him that lesson.

The woman disappeared, leaving Frank and John alone. Fortunately, they already knew that their friend was in the forest, so they were filled with strength and managed to search for him in the dark forest. They first decided to take different routes, trying to find him more easily. Later, after realizing they could not find him, with tears in their eyes, each of them desperately shouted: "Freddy. are you there? Can you hear us?" "Friend, come back with us, please."

Every time they went into the forest, they felt how everything was clouding over and how the cold made their legs tremble; however, that did not matter. Their only objective was to find Little Freddy. They were going through the most dangerous zone of the woods where wild animals live. They walked on plants that can cause much sleep. John was sleepy due to the plants' effect and asked another of his friends to help to walk. Then, they were still on that long journey.

Suddenly, Jhon saw a white light at the end of a road that reflected the face of the strange woman they had met before, and she said: "You are excellent children for making all these sacrifices to find your friend. It is a true friendship. Keep it up. You are about to find Little Freddy soon." The boys were shivering from the cold and fear when they saw the woman, but it was clear they would soon find their friends. Then, they kept walking and shouting their friend's name when they heard some moans in a cave full of spiders. Despite all, that did not matter; they entered and saw a body on the floor among the shadows. They got scared, but they realized it was Freddy. They ran to help him because someone tied his feet and hands up with ropes. They untied Little Fred-

dy and gave him some water. So that he would have more strength for the return, he cried with happiness to see his friends there but asked to be removed from that terrifying place as soon as possible. Everyone was pleased despite the adversity they had gone through. Then, they took Little Freddy to his house, and his mother was happy to see her son again. She hugged him tightly and thanked the friends for having tried hard to find her son. She invited them to dinner and celebrated that Little Freddy had returned home.

The End.

Moral:

1. Look for friends not only because they are popular.
2. Stay with those who have been in the worst and best moments because those are true Friends who Will be without hesitation forever.
3. Do not try to be a better version of other people; try to improve for better purposes as a human being since that Will be your essence.



3. The lost village of Caraquez

by Alexandra Delgado Cedeño & Jordan Figueroa Arteaga

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A long time ago, there was a tribe known as the “Caras” located near the coastal beach of Bahía de Caráquez. Lands in the middle of the world.

The Caras’ leader Tainsuse, along with his wife Kira, was the most respected and influential shaman that people there had. The boy Kakne and the girl Atkara were the children of these great shamans. They were very recognized in the area because they were identic twins, which made people quite amazed seeing how physically similar they were to each other.

All the village inhabitants were good, hardworking, and quiet people, women and men dedicated to agriculture and fishing. It was a happy community that used to celebrate with dance and music whenever they had the opportunity.

They all knew each other and worked together so that the village would always be prosperous, but one night when they were all inside their humble huts, a deluge fell on the town. Rain was so heavy that villagers were terrified that night.

Almost all of this village was destroyed the following day after that heavy rain night. There were leaves and tree branches broken everywhere. Many roofs were detached from their huts. It is because the rain devastated almost all living houses. Then, the shaman Tainsuse decided to meet his people to help and give them some encouragement after such a disastrous rain.

—I have summoned you here — The village leader began to speak — because what happened last night has harmed us as a village. I



ask you to put off all the activities you had pending today and help our brothers who have suffered destruction.

Upon hearing these words, the villagers decided to follow their leader and all of them began to collect the necessary things such as wood, bricks, nails, painter, and tools for repairing people's houses.

Later, the twins approached their parents to cheer the community. Thus, the shaman, his wife, and the kids were visiting hut by hut to ensure everyone was all right.

—Father, can we help too? —asked little Kakne.

—Yes, I also want to help the people—replied little Atkara.

Even though they were only 10 years old, when they saw that the village was destroyed, they did not want to stay without doing anything.

—Calm down, my children!— said Kiara, the children's mother —we, the adults, will manage this situation. You can go and play with your friends. Support to the other kids. That would be great from you.

The children listened to their mother because they would not want to stand by with their arms crossed. They decided to go to find their friends and go to the beach coast to collect some large leaves to help repair their huts.

Once at the beach, every child realized that the adult villagers had yet to go to the beach. They and their friends were the only ones over there.

—We can be of great help to our parents—mentioned Hullat, whose father was a fisherman.

—Of course, we can, Hullat—said little Meda; her father was a farmer who worked the fertile land of the village

—Since there are no adults around here, we can pick up some leaves and vines. We can clean up the beach.

—You are right, Meda —little Atkara supported her friend, and they began picking up the garbage left by the heavy rain the night before.

.....
The children continued walking along the beach when suddenly little Kakne noticed a stranded boat, and a child's body was next to it.

—Look, over there—little Kakne pointed at the boat, and a boy is lying there.

—We must help him—said Atkara, realizing that his brother was not referring to the boat but to the boy there.

The children ran along the seashore and reached the stranded boat; they saw the unconscious boy. At the same time, they realized that his clothes were totally different from the ones they were wearing. While the twins, who knew some healing tricks, tried to wake the unconscious boy. Their friends searched the boat to see if they could find anything that could identify the boy.

—I found a box—said Hullat, as he showed it to his friends—I'll open it to see if there is anything important.

While Hullat was checking the box, the unknown boy reacted and spit out some of the water he had swallowed.

—Are you ok? —asked Atkara when he saw that the boy started to rise up—What is your name?

—Atkara—her brother said: let him assimilate the situation!— the sister, somewhat embarrassed by her brother's comment, helped the boy to sit on the sand.

—Who are you? —The boy, a little scared, tried to move away, but he couldn't get away.

—Calm down!— Hullat, who could not understand what was written on the box, approached the boy —we won't hurt you; we just wanted to know if you are all right! —

—Excuse my attitude— said the little stranger

—My name is Ivalle, my father and me were traveling in this boat when suddenly the heavy rain began, and the current dragged me over here.

—I'm very sorry— said Kakne and added:

—we haven't seen your father anywhere, we only found you! —.

—Don't worry—little Ivalle didn't want to be disappointed. So he very bravely told the children: —My father and I are researchers, and we were searching for a lost city—

The four children's eyes lit up, knowing that this little boy was brave. It crossed their minds to help him search for the mysterious city.

—We promised each other that if someday nature separated us, we would continue searching for the city on our own. We will meet at the entrance of it.

—That's impressive— Meda was impressed by Ivalle's bravery and proudly spoke of his plan.

—We will help you fulfill your promise— Kakne's voice sounded very excited, wanting to be part of this great adventure.

—My brother is right— all the children looked very excited, —First, we will help you to recover. Lets' go to my village and ask for help from our parents. They are the leaders and shamans of our town. They Will know what to do.

—Yes, Mr. Tainsuse and Mrs. Karas will check you and make sure you are not hurt

Hullat and Kakne helped Ivalle stand up while Atkara and Meda rescued a few things from the boat.

After that, the four children who had gone to the beach to pick up some material to help fix villagers' houses took little Ivalle to Atkara and Kakne's parents, the great shamans.

In the village, most of the people gathered among themselves, helping those who had suffered because of the rain. Sun was almost setting, and everyone was exhausted.

They decided to finish the work for that day with the promise that they would continue the next day. However, it was noticeable how much progress they had made in repairing the village houses.

The leaders returned to their homes, and when they realized their children had not yet returned, they decided to look for them. When they were about to leave, they saw them returning.

.....
—Why are they coming back at this hour? — asked the mother, a little annoyed. It is very late.

—Chill down, my wife—said the children’s father— I’m sure they were very amused playing—

Neither of them noticed the child their children were bringing, almost asleep.

—We are sorry we are late, mother— Atkara hurried to say —we were on the beach, and we met Ivalle at the beach. His boat was destroyed, and his father had disappeared.

—Ivalle? —asked the father.

—He was fainting— said Kakne —apparently, he was traveling with his father in a boat when the rain hit them.

—I understand— said the father when he saw Ivalle’s conditions —it seems that last night’s rain was heavier than I thought; take him to bed—. That night the village leaders welcomed Ivalle and took care of him as only they knew how. Ivalle could rest all night, but he knew that the next day he had to continue his search and travel.

The following day the villagers continued with the reparation. They reinforced the security of their houses a little more. In contrast, the four little kids decided to accompany to determined Ivalle in his search for the lost city.

—We will start the tour from here — they were all on the beach —can I have the box they found yesterday? — asked Ivalle kindly.

—Take— Hullat handed him the box back, and Ivalle took out a map that apparently neither Hullat nor Meda had realized was in the box.

—This map— he spread the map on the sand, and everyone approached in amazement to see it —shows us how to get to the lost city —.

—It is impressive—Atkara noticed a cross marked on the map— look! It is our town— on the map was “Caras village” in big letters.

Fortunately for little Ivalle, he had arrived at the long-awaited place. He was excited he would soon be able to meet his father.

Knowing that they had to walk around the town, the five children prepared some bags with food and some medicine they might need.

After that, they started their journey and walked for miles along the beach coast; thanks to that, they could have incredible landscapes to admire. They didn't stop until they found Ivalle's father. The five children faced dangerous animals and strange vegetation, but they all were brave, risky, and determined.

Each one had to go through a difficult test, Atkara faced his fear of spiders and realized that he would be able to achieve anything. Hullat faced his fear of heights and climbed with the other children a small mountain that was huge for him. On the other hand, Meda could take a risk and be braver, as she was a timid and introverted child. And as expected of Kakne, he became the group's leader and was expected to be in the future for his people.

He guided them all, protected and helped them to overcome their fears. He supported each of them at every moment. After Kakne, Hullat, Meda, Atkara, and Ivalle, went through some difficulties that, perhaps, for adults would have meant nothing, for them, they were enormous challenges. Still, they were closer to achieving their goal.

A few kilometers ahead of where they were, they could see a massive cave in the distance, the entrance to what seemed to be something magical. The five children ran as fast as they could until they reached the cave entrance.

—It's vast—Meda was amazed that the cave entrance was higher than her house.

—We must find some sticks to light a fire and use them as torches—Ivalle was a brilliant boy and got ready in advance.

The children did it as Ivalle had asked and created some torches to enter the cave. Inside the cave were drawings that tried to tell what life

.....
was like in the lost city. They could hear water falling from somewhere as they advanced a little further. They could not believe what their eyes saw.

—WOW—Hullat found a waterfall falling from the top of the mountain.

—This place is beautiful —Atkara looked around and was very impressed with how the vegetation shone.

The children were happy because they had finally found the lost city, so they decided to take a break and eat. At the same time, they enjoyed the air and the scenery. When they finished eating, they decided it was time to go back. Their parents would be worried because it was very late, but they had not realized something. They could not find Ivalle's father.

Ivalle, a little dissatisfied, followed them all, crestfallen, without looking at anyone. When he was out of the cave, he felt some arms tightly squeezing him. It was Ivalle's father, he was alive, and he could also find the lost city.

—I am glad you are well, my son— Ivalle's father was delighted.

—I have made new friends: Kakne, his sister Atkara, Hullat, and Meda— he pointed out one by one —and they helped me search the lost city.

— Finally, my dear son!— Ivalle's father was pleased —we have found the lost city of the Caras. And the most important: New friends. They are the real treasure.

The End.

4. Greedy Twin

By Nathaly Aisha Alcivar Guevara & Ambar Janaine Menendez Pico
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Once upon a time, two brothers lived in a small town called Montecristi: Noel and Jose. They were identical twins. Even their mother found it too hard to differentiate between them. However, they were like two extreme poles regarding everything other than their appearance. They grew, and neither agreed with anything nor shared even one trait!

Noel had no friends, whereas, for Jose, the world was friendship. Noel loved toys, and Tom loved to be in his room. While Noel was generous, Jose was greedy!

Time passed, and they became teenagers. Their father wanted to share his fortune equally. However, Jose disagreed and argued that whoever was more intelligent and robust would gain a higher share of wealth than the other.

Surprisingly, Noel was happy about it, so he agreed. Their father decided to organize a competition between the two. And he ordered the two sons to walk as long as they could and that they should return home before sunset. Whoever covers the longest distance in the direction to Portoviejo, an ancient city. They should return home before sunset. They will get considerable wealth to demonstrate how far they went. They didn't carry a watch to calculate time.

Both started to walk a long way on a sunny day in January. Noel walked slowly and steadily while Jose urged to win over his brother, started to run instantly.

The distance they cover until mid-noon would equal the length they reach home before sunset. It was mid-noon, and Noel decided to return as he could get home on time.



However, Jose, with his greediness to earn more wealth, didn't turn his way back home even after mid-noon. He walked a long distance and decided to return back before sunset. Unfortunately, Josee could not even make it halfway home, and the moon rose. He did not arrive on time.

He lost the race and was defeated. All because of his greediness!

The End.

5. The “chocotete” orange tree

by Emily Peñafiel Chávez & Anthony Abad Murillo

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This story takes place in a little town full of magic and mysterious events called Jipijapa. It is in a nation in the middle of the world enriched with various cultures and legends. The name of this nation is Ecuador.

A long time ago, people still used mules for carrying all sorts of stuff to “Jipi japa” a wonderful city that enchanted people visiting it. Their first inhabitants discovered a pristine area very far away where a sleeping volcano was placed.

All the local people could perceive a mystical and magical feeling radiating from that zone. That’s why outlanders were attracted to this location and felt particular sensations.

In those lands, there was a volcano named “Chocotete”. In the área nearby, a Silvester orange tree stood out for its immaculate appearance and beautiful fruits. Nevertheless, bad people began taking advantage of this beautiful location, trying to settle down in the area and claim it as their own. However, that kind of lousy action had consequences.

Thus, people trying to encroach on this land began to realize the power of nature and why this place needs to be free of any human activity.

Rumors started spreading about the mountain powers, especially about the orange tree on its top. In addition, women used to say that the wind whispered things to their ears. Farmers recalled views of the zone under fire flames. Everybody could see strange shadows and how landscapes could suddenly change before their eyes. "This place was cursed!" It was said among the farmer who tried to take advantage of the area.

People started disappearing. This was terrifying for outsiders who expected to visit the area. Still, for the women who used to go there to wash their clothes, it wasn't uncommon to hear.

When local people were asked about the strange things happening in the location, they used to answer: "The forest claims what is taken with greedy intentions!"

The orange tree will erase the memory of anyone who looks at it with profit intentions. If somebody tries to leave the mountains with the fruits, these mountains will claim to take the fruits as their property.

"Nature is to be respected. We, as humans, must be mindful of our actions. Thus, what we take from nature for our benefit, we must give back to nature to keep it in good condition for future generations."

The End.

6. The Jaguar at the Manteños' chair

By Sofia Mercedes Solorzano Ponce

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Once upon a time, a local artisan was carving a jaguar figure in stone to support a Mantas' chair. He was commissioned by a significant priest in the community of the Mantas tribe.

That same day, the artisan's son was playing with a ball near his father's workshop, who had warned him many times not to do so as he might disobey any of the figures. The boy, as usual, thought it would not be a problem since he was old enough to listen to his father.

While playing with one of his friends, the boy picked up a large stick that surpassed his size. As he wanted to impress his friend, he did not realize that each step got him closer and closer to the workshop, where all his father's works were. Among them were the chair and the jaguar figure.

In the blink of an eye, the chair was broken. The jaguar figure that held the chair had its legs scattered all over the workshop, and the child lay there fainting from the blow with the big stick.

Immediately he stood up and tried to put the pieces together while praying with all his strength that everything would be resolved. Soon, the figure began to tremble and suddenly opened its eyes, showing very bright green spheres.

The surprised and happy boy tried to talk to the figure, but it did not respond and remained motionless. A few minutes later, the jaguar figure got up and ran to his side as if inviting him to play. The excited and happy boy followed it, and they played all day.

The boy's father asked him to go into the house, as it would soon be dark, but as usual, he decided not to listen. The jaguar figure began to run towards a nearby forest, and the boy decided to follow it.

The night came, and with it, the darkness took over the forest, and the boy, fearful of the dark, felt terrified. He began to call out to the jaguar figure, but it did not listen to him. The only thing he did, ignored him and laugh. They were like this for a while until the figure finally took him out of the forest. However, the boy could see how the figure approached his father's workshop.

When the little boy looked into the workshop, he could see the complete destruction of all his father's work. The boy felt scared and guilty. If he had listened to his father for the first time, none of this would have happened. The boy began to cry but eventually decided that the best thing would be to talk to his father and ask for his forgiveness. Once he decided that, the boy sat up. Still, he didn't notice the Stone figurine hanging above him, and suddenly the jaguar figure was thrown towards his head.

When the boy opened his eyes, it was still daylight, and the stone figure lay destroyed next to him. As he got up, he could see his friend running away. It was as it was in the beginning.



The boy decided to be honest thanks to everything that happened during his dream. He went to his father and told him what had happened. His father understood the situation but advised him of what had happened. From that day, the boy promised to heed the advice of others to avoid trouble again.

The End.



7. Wesley

By Jaime Josue Delgado López & Justin Joel Molina Reyes
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A long time ago, in a house in the neighborhood called “Perpetuo Socorro” in the city of Manta in Ecuador, people had an ancient story that could scare anyone. Especially to children who mistreat dogs, cats, or other animals that can be found near this area.

The reason? It is said that the spirit of a boy who lived in this neighborhood wanders the streets. His real name is unknown, but the inhabitants chose a pseudonym for him, “Wesley.”

He had a deep love for animals and purity. His passion for animals was so great that his soul decided to renounce eternal rest to continue wandering in his land. The soul punished those who dared to mistreat animals unjustly. He would not allow them to take advantage of their vulnerability and inability to defend themselves from human beings. For this reason, if someone decides to attack an animal in the Perpetual Socorro neighborhood, he would go after it to punish it similarly.

It is said that when he was a child of flesh and blood, he had an undesirable life and would not even remember a happy childhood. Wesley was very lonely, so much so that he could not even tell his parents, as he never had good communication with them. He has many memories of walking together, as any family should sometimes do. His parents were very busy, so he couldn't see them for long during the day. He had a brother, Mathias, and his relationship with him was even worse than with his parents. He was a bully to his own brother and used to take any moment to tease him or even hit him. Wesley didn't have many friends at school. Actually, he didn't have any, so anyone could deduce that he wasn't a pleased child because the lack of affection at his age was essential for his growth. One day like any other, while he was looking for a

way to entertain himself alone, something caught his attention through the window of his room. It was a white and orange cat with a remarkable collar around its neck, a cat he had never seen before. What caught Wesley's attention was that the cat had been there for a while, and he could not find a person near it to guess that it was its owner. Then, Wesley looked at it for a few minutes.

The next few days passed, and whenever he came home from school, he used to find that same cat on the same street in front of his house, lonely as always, so he came to the conclusion that he had been abandoned or someone had lost it. One day he decided to say hello, and the cat came up to him and returned the greeting by stroking his feet. Wesley was pleased with the cat's quick trust. So unable to bring himself to do anything for him, he decided to save some of the lunch his mother was preparing for him and share it with the animal. This kind gesture on Wesley's part was slowly becoming a habit, and he finally felt he had gained a friend or someone to spend time with, for the cat liked to play with him, too.

But the happiness Wesley was feeling ended more quickly than expected, as in one of these encounters. At the same time, Wesley decided to walk with the cat and take it to the beach near the neighborhood (specifically, on the lonely part of the beach). His brother Mathias showed up with three of his friends to bother him. Wesley tried to run away from them, but the three taller friends grabbed him between them and pinned him down. Helplessly, Wesley asked the 4 boys to leave the animal alone. Since he knew his brother did not see animals as living beings, he had no empathy for them. Mathias, noticing his brother's concern for the cat, decided to grab it and, in front of him, started hitting it repeatedly without measuring the amount or strength of his blows. It took several minutes for his brother and his friends to leave him alone. Wesley tried to help the cat, but it was on the verge of death, and he knew there was nothing he could do. Wesley was with it even in its last moments. When the cat was gone, with all the emotional pain, he was forced to carry his little friend's body to a vacant lot in the neighborhood

and bury it there. That cat was Wesley's most affectionate living being, and this event had unsurprisingly broken him inside.

Time went on, and Wesley's attitude changed quite a bit. Not only was he a quiet and shy boy, but he also looked sad and angry all the time. But as usual, no one approached him to ask how he was doing, even though it was very noticeable that he needed help. The boy felt utterly alone, but he was in a more difficult situation to overcome this time. Now he was forced to remember the horrible event he had just experienced. An event he would never forget because the person who did it lived in the same house. Wesley was constantly reminded of what had been done to his friend. It was a duel that no person could win without someone's help. The days passed, and Wesley's condition did not improve. Months after, the boy died of sadness in his own home.

People finally see the problem when the harm is already done. It happened to all the people around Wesley, as was the case with his parents, who, after his loss, could understand their mistake of not improving communication with their children. Of course, this also affected Mathias, who, despite his actions, never thought he could bring a child to such an end, especially his brother. But despite the guilt and the moral, they probably could have learned this would not be the last consequence of their actions, and neither was Wesley's story over.

One night, at precisely 3 a.m., the boy's brother had woken up from a dream he didn't remember, but that wasn't what was really on his mind. The coldness Mathias had felt when he woke up got worse after seeing that it was his late brother. When he woke up, he felt a chill throughout his room as if he had left the air conditioning turned on. Even though there was none in the whole house. He got out of bed, intending to go out to the kitchen to get a drink of water, but as he wandered around the room, he came across something that left him hiding in the sheets. In the darkness, from the corner of his room, the figure of a child stood motionless.

His eyes were wide open as if they were wild. His head was tilted back slightly, looking up at the ceiling, his broad, exaggerated grin standing out the most, as he looked more like a caricature than an actual human. The fear Mathias felt had a similar effect to sleep paralysis. He could neither move nor scream for help. The boy laughed lightly as if he could sense Mathias' desperation. All Mathias could do was watch how his brother's figure slowly approached him.

When he was at his side, the figure leaned down to look at Mathias' face, standing face to face and confirming that it was not just sleeping paralysis. Wesley whispered a simple phrase, "You can't defend yourself now. You should change your attitude before the animals. You should take care of them."

After that night, Mathias became a boy who rescued the streets' animals.

The End.



8. The Dreaming Wolf: Howler

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Once upon a time, near Posa Honda in the province of Manabí, lived three very bitter wolf brothers. Still, there was a particular wolf who was wildly cheerful and playful, whose purpose in life was to be a comedian. That was his dream. However, it turned out that his jokes did not make anyone laugh. His name was Howler.

One rainy day, while the dreaming wolf was taking a shower, his good friend, the oldest of the wolves, was waiting for him in the house's living room. Eager to go out to have lunch with him.

Then, they went out to play. The wolf brothers' eldest usually believed that he would get rid of his deep anger by going out to play.

Suddenly; he heard his friend Howler making strange noises in the shower. He thought something wrong was happening to Howler. Maybe he needs help. Are you Well? Asked the oldest wolf. Houndy answer. I just sing! However, it was very comic listening to Howler singing. It makes everybody laugh out louder... "And not because the wolf sang ugly. Because his singing way was so comic."

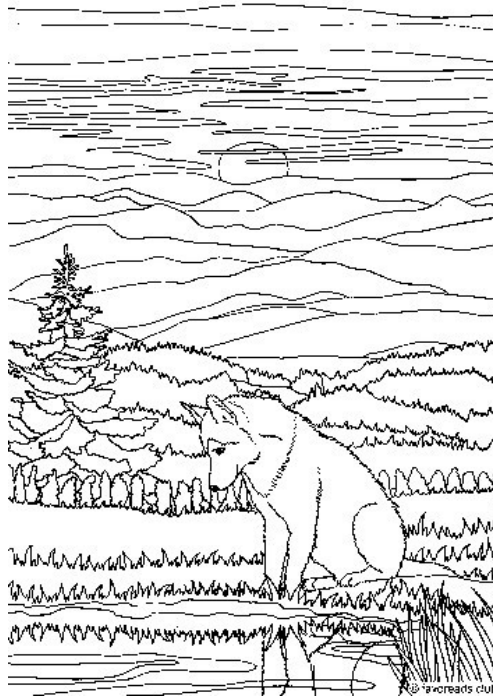
On the contrary, Howler sang well, but in some way or another, his melody provoked irrational laughter in most of the wolf brothers.

When the wolf friend came out to wonder what had happened?! The older brother answered: - "It was Howler singing that caused a lot of laughter" - At first, the wolf felt terrible because he thought his friends were making fun of him, but it was not so.

After a few weeks, Howler, the "dreamer" wolf, invited his other friends for an excursion by the beach. He began to sing in front of his other Wolf friends. The same thing happened that day because the reaction of his friends was to laugh without control. They all laughed and applauded him for having that characteristic of a comedian...

That is how Howler made his dreams come true. Becoming the comic wolf.

The End.





9. The Kitten

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Once upon a time, a kitten was very proud of his beauty. He loved his white fur and soft paws. The kitten did not know any animals because he was always at home, looking at his feet and beauty in the mirror.

One day, the kitten wondered if the other animals would be as cute as he was, with beautiful

white fur and soft. He was very curious that he decided to visit the zoo to meet other animals.

and see if they were also white and had as soft paws as he had. When he arrived at the zoo, he saw two giant animals dancing in the distance; they were very different from him. He approached to see them better; they were huge, gray, and

had long noses and big ears. The kitten greeted them very surprised and asked them their names. The dancers answered, “we are elephants” The kitten asked them:

Why do you not have white fur or soft paws? They replied that elephants do not have that. Instead, they have big noses to be able to play.

The kitten quickly realized that although they were different from him, the elephants were also magnificent. Very confused, the kitten continued on his way.

The kitten kept walking, thinking about how those animals could be so cute if they differed from him. Finally, the kitten came across 3 chicks singing very happily. He was surprised to see they were small, with yellow feathers and a pleasant voice.

After a short walk, the kitten saw a brown rabbit hopping around happily. He approached it curiously and asked its name. I am a rabbit, he said. The kitten was inquisitive and asked why he did not have white fur, or soft paws, to which the rabbit replied, Rabbits do not have that. Instead, we have powerful claws to run and jump very fast. The rabbit did not have white fur like him, nor a big nose to play with like the elephants. However, the rabbit was adorable, although he did not understand why. The kitten asked why they didn't have white fur, soft paws, long noses, or strong legs? The happy chicks replied. "We chicks don't have that; we have a harmonious voice so we can make others happy." they continued singing, "We are all different, but that's okay. How boring it would be if we were all the same."

After his last talk, the kitten finally understood; his white fur and soft paws were adorable, but everybody had something unique. For example, the long nose and ears of elephants, the rabbits' solid and agile legs, and the chickens' sweet voices.

Finally, the kitten left the zoo and returned home, happy to discover that all animals are different and have something that makes them beautiful and unique.

The End.

10. Mar: A story about acceptance

By Marino Jacob Abad Rivera & Alisson Geovanna Barcia Barcia
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Mar was a butterfly with a pretty yellow color. One day, while she was flying among the flowers, she saw a blue butterfly; she went back home and said to her mother: Mommy, Mommy, I saw a blue butterfly.

-What about it? - asked mommy butterfly.

- I want to be blue - said Mar.

Mom painted her daughter's wings a pretty blue color, and she immediately went out to show off in the garden. But then, she saw an orange butterfly, and the story repeated. Now, Mar wished to have orange wings. Her mother pleased her again by painting her wings in orange color.

Early the following day, Mar flew by the forest of Montecristi, flaunting a new color on her wings. However, she met a group of white butterflies. She immediately flew back home.

- Mommy, mommy. I don't want this color anymore. I want to be white, like some butterflies I saw today - Mar begged.

And the mother immediately washed the little butterfly's wings and painted them shiny white. The little butterfly was so happy with her new color

that she didn't notice that heavy rain was coming, so she had to take shelter under a tree.

The wind was mighty that little Mar could not avoid a few drops falling on her.

Do you imagine what happened then?

The little butterfly's wings began to fade. She got home feeling very ugly. Her mother hardly knew her.

- You see, my daughter. This has happened to you for being capricious! You should learn to be happy with your color and not pretend to look like other butterflies.

The poor little thing! Mar cried a lot. She was sorry. She thought she would never again wear the pretty yellow color of her wings.

Her mother let her cry until she got calm. Her mother helped her and cleaned her wings till they reappeared like gold. Since then, Mar has learned to love herself, no matter what.

The End



11. Not all dreams are as one thinks

By María Belén Vera Román & Jeffrany Daleska Zambrano Muñoz
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Once upon a time, a charming female seal liked the world outside the water. Still, she would never leave her family because of fear and the restrictions imposed by tradition. Her name was Maggy, and She lived near La Plata Island and was only ten years old.

Then, one day she decided to go away from her family for finding fulfill her dreams. It all started with visions of a world she had not known well. She was thinking about a beautiful plan, full of adventures that she had always wanted to live, but for fear of her family, she had never dared. Then, little seal woke up with a great conviction to make her dreams come true.

Her plan to go and see other places was good, but since she had never left her habitat before, she had no idea how to do it. Then, the little seal asked a neighbor to give ideas and recommend a place to visit. Her neighbor had just gone on a trip with his family. But our protagonist did not count on the fact that the neighbor seal was a gossiper and would be told Maggys' parents what she wanted to do.

And boom!

A great scandal arose; Maggys' parents became so angry that they did not let her leave her house. That saddened the little seal since she liked to play with her seal friends.

Although, she felt sad. She also felt furious because her parents considered her a vulnerable baby who could not do anything alone. Didn't let her see other places.

Then, guided by her rage, the seal decided to do everything secretly and run away without caring where he was going or the risks involved. Our little seal never thought that her parents' intentions were to prevent her from getting hurt since the outside world was not as good as the little seal thought.

The next day the little seal escaped and arrived at a strange place. It turns out that where she had ended up in an "aquarium" where animals are captured, mistreated, and used to give shows to people. When she opened her eyes, she realized that anything she saw was good.

Realizing evil existed outside the ocean waters, the little seal devised another plan to escape from that aquarium. She waited for the water to be changed, and due to an oversight by the working staff, she could run swimming fast.

On the way home, she saw that everything around her was contaminated with plastic waste and many toxic pollutants. The little seal, seeing everything she had to go through, realized her family's immense love for her and that they only tried to protect her from the outside world and human evil.

The End.



12. The king bird of the Andes

By Cindy Yerimar Segovia Chancay

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The sun was shining brightly, the sound of the wind was an incredible melody, and the wild grass moving in the wind. Everything seemed happy in the wasteland, as if something amazing was going to happen.

High in the sky, beautiful birds were flying happily. They were condors! Condors of the Ecuadorian Andes.

A couple of young condors lived in one of the moorland mountains. This couple was delighted because they would have a baby condor.

Mommy Condor and daddy Condor were in their cave; daddy Condor carefully cared for Pablito's nest, as that is what the baby condor would be named.

Days later, Pablito was born, a beautiful condor with beautiful plumage and a refined beak. Pablito was the most beautiful young Condor there was by then.

Other condor babies felt jealous of Pablito since he was a spectacular condor.

Pablito is now the youngest of the herd of condors that needed attention. Everyone wanted to play with Pablito, but Pablito felt sad because he couldn't have fun like the other condors. He also wanted to fly like the others. He tried to fly many times.

Mommy Condor always helped him, showing him flying techniques. She said: "You should open your wings, take a breath, and rise slowly until you reach height, then let yourself be carried away by the wind." Pablito tried many times but couldn't fly, and he felt he would never succeed. He was sad, unfortunate.

The other little condors began to make fun of Pablito, telling him that he was a loser and that it was useless to be so pretty and bright if he could not fly like them. They told him that he would never appreciate the beautiful view of the mountains while he passed.

Pablito began to cry very sad, and daddy and mommy Condor consoled him, but Pablito was still very sad.

Time passed, and Pablito was already a giant condor, but he could not fly. Pablito was still beautiful and bright, with spectacular plumage and a captivating crest. He was a mighty and handsome condor.

All the little condors that bothered Pablito were grown up, too. They had turned into beautiful condors that explored the moorland daily.

One day Víctor and Walter, two of the condors that bothered Pablito when he was little, were happily flying on the ends of the mountain, looking for food, and suddenly - Boom! –



A loud sound was heard in the mountain; all the condors listened to the sound and were terribly scared.

-They were hunters, the condors were now in danger, and they could get hurt or much worse than that...

Pablito saw in the distance that Víctor was flying quickly and was scared. Pablito did not see Walter and thought that something had happened to him. Víctor asked Pablito for help. He told him that Walter had been wounded by the hunter. Probably, he had flown towards the other side of the mountain.

Then, Pablito tried again what he had stopped trying some time ago.
-to fly-

He opened his wings, lowered his head and raised it again, and closed and opened his wings again; everything was so surprising. Everyone observed him, and Pablito was finally able to fly! It was so beautiful to see him rise through the sky. It was the most beautiful Condor ever seen in the moorland. It was a miracle!

Dad and mom Condor watched him and were proud of their son.

Víctor showed Pablito the way. Before leaving, Pablito told all the condors to stay in their caves attentive and cautious, not to leave because they would be in danger since the hunter was still in the mountain.

Both condors left in search of Walter, many meters to the north on the next mountain, they could see a bird on the ground - It's Walter! - shouted Pablito.

Both condors descended and found Walter on the ground. They saw his right wing was injured.

Victor was very scared for Walter. He thought he was going to die and began to cry.

Pablito said he had to get up to take him back home, so he took some medicinal leaves from a plant there and placed them on Waster's wound. It was already getting dark, so they decided to spend the night there. At dawn, Pablito and Víctor asked Walter how he felt, and he said that he felt a little better, so he could fly again, although his wing still hurt. All the condors in the moorland were worried because Pablito and the others hadn't come back the night before

-Here they come - dad Condor exclaimed –
Pablito, Victor, and Walter finally got home.

Everyone received them happily and was happy. Victor told everyone how Pablito helped Walter; everyone was happy and proud of Pablito for saving Walter and because he could finally fly. From that day on, Pablito earned the respect of all condors who had made fun of him when he was little and even apologized for it.

From that day on, Pablito flew daily throughout the moorland, ensuring that there were no hunters and thus being able to keep the entire herd safe... Pablito became the head of the condor herd, and everyone supported and respected him. Everyone started calling him "The King of the Andes."

MORAL

We should never judge people by their appearance, physique, or flaws because we don't know what they are capable of and what they can become in a moment. Even they can become heroes for those who judge them.



13. Lulu and Paco

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Lulu and Paco were a couple of lovebirds who lived in the center of the city of Manta. One day they and the other pigeons decided to get away from home to get to know the city better.

A beautiful day of walking could have been a better idea.

Lulu was very extroverted and liked to approach people, unlike Paco, which was shy. That day Lulu decided to come with a group of children, but they threw a stone at her, which caused Lulu's wing to get hurt.

From that moment on, Lulu and Paco decided to go home. As Lulu was, she couldn't get that far, and they chose to stay in a nearby house. Lulu was unfortunate for not being able to fly. Still, Paco, with his unconditional love, told her not to feel bad since he would be there for her at all times and gave Lulu a flower.

The next day, while Lulu was walking through the house yard was seen by Marina, who lived there. Marina realized that Lulu was hurt and got in the house with Lulu in her hands. Paco did not know what to do. Both were very scared and distrustful of Marina.

Marina never had any bad intentions and began to clean Lulu's wound and heal her. Paco was watching Lulu and Marina feed and water them through the window. Thus, Lulu and Paco realized that Marina, through her actions, showed that she was not a wrong person and did not want to hurt them. They learned that only some people are the same and that one shouldn't judge based on a bad experience before meeting the person.



Lulu felt much better on the third day, and Marina decided to release her. Quickly Lulu and Paco got home to talk about their great experience. Since then, Lulu and Paco have been used to going to Marina's house to visit her.

The End.

14. The kid and the magical macaw

By Bryan Samuel Cagua Heredia

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Everything started in a village far away from civilization. The story has it that a mysterious animal, never seen before, existed there. Some people could see it, and whoever saw it got magic powers. Most people who lived in that village (Norfolk) wanted to get muscles. Still, this animal used to go out every ten years, and it was all a mystery as people didn't know which animal it was. Some people said it was an animal called a hawk, but nobody knew it. One day, a couple who had just got to the village had a baby. That day would turn the village story unexpectedly. The baby would be a warrior who gets there to find that animal and finish those years of mystery.

Ten years later, when the kid was going to be eight, a windy night with thunders made him wake up. He got up and looked through the house's window to the forest; at that moment, he saw something strange in the far, but the lightning due to the heavy rain didn't allow him to see correctly. The next day, the kid told his parents, but they couldn't believe that nonsense story. Months passed by, and the kid turned 10 years old; one day in the afternoon, when the kid was playing in his house's yard with a kite, the kite was gone away, and he tried to chase it; the more he chased the kite the further he was from home. Suddenly, he realized he was too far from home and didn't know how to get back home; meanwhile, the kite was stuck on a big and beautiful tree. The kid tried to take it down and listened to a weird noise from a Bush; guided by the sound, he approached the bush and removed it. His eyes couldn't believe what he saw. He was in a fantastic place with many animals, lakes, and mountains; there were all kinds of things that he was impressed with, and he just could admire that beauty. The fact was that all animals in that place were able to speak and when all of them realized the kid was there were speechless.

All animals hid, and the kid replied to them, "I won't do anything to any of you, don't hide from me."

A rabbit went out and said: "but look at yourself. You are human." At that moment, the leader of the animals was the mysterious animal in the village (it was a macaw), it said "Hello, Young man. Who are you? And what brought you here?"

The kid shaking and trembling voice told it, "I got lost, and I don't know how I got here."

The macaw asked him, "What's your name, boy?-"
The kid replied, "My name is Dafiell. My parents and I just moved to the village."

"Poor boy! We have to help him get back to his house," a turtle said.
A monkey said, "But the kid will talk about us," All animals got scared and started to talk to the kid, and he said, "Don't you worry, I won't tell anybody. I want to be your friend".

While the kid was happy enjoying nature and all the animals there, people started his search in the village.

The time to take the kid out of that place had come; the animals helped him to get back home. Once in the village, people asked him where he had been, as the forest was quite dangerous due to a mysterious bird's existence.

The kid promised them not to go there anymore.
On the visit to that place, the kid got magic powers. He didn't know, but he could speak with all animals. He used to go and return from the forest to play with his friends, the animals, and its leader, the colorful macaw.

The End.



15. The story about Guatuso

By Angelica Reyes Parrales

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Hello my little friends! This is the story of a young guatuso called Pickle which found his perfect bond... a family.

A few years ago in a town called Pedernales, our little friend Pickle was walking alone in the forest. His family abandoned him in the forest because they thought he was too small and too ugly for them.

Pickle was just a child and for that reason it was difficult for him to find a home and hunt his food.

One afternoon Pickle saw a dog that was full of joy and happiness, but Pickle was blue, sad, and skinny like a stick and dirty like the mud. He saw the dog running to a couple of humans who received him with tons of love. That experience gave him an idea to find that joy, but what he didn't know where he was supposed to search that. Without food or a place to stay he was too weak and sick to keep walking, but his desire and soul were stronger than his body at that moment.

On the way, meanwhile he was in the middle of the forest, he talked to a little family of birds and he asked them sadly -Do you know where I can find the happiness?- The birds were so confused because of that question. So, they answered -Well, we are happy together, our family makes us happy- Once again, the birds showed Pickle what he needed to know.

He kept walking until the night, and he was so tired, because he hadn't eaten anything during days. As a result, he fell asleep under a guayaba tree without imagining that tree will save his life...

Very early in the morning, two kids were running near the guayaba tree to catch some of that fruit, and they saw Pickle. He could not stand and run for his life, but the kids loved the animals and they ran looking for some help. Pickle saw that and thought -this is exactly what I need!- Somebody who worry for me!. Then, two adults humans took him to a veterinerian. Pickle was very sick and suffering from malnutrition. However, he was so happy that those humans had helped him. They took him to their house and offered food and care in their house.

Years went by, and now Pickle is not skinny or dirty. He is not sad anymore, because he is with a family and friends. But, he is a good guatuso and helps his family to take care of other animals that live in the farm all the time. You should never judge animals or anyone for their appearance, that was what a bad family did to Pickle before.

Finally, Do you remember the dog that Pickle saw on the forest? Well her name is Naila and it became his big sister, and they get along pretty well in the beautiful location in Pedernales.

The End.



16. Bird Paradise: Mindo

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In a faraway place, deep in El Choco forest in the northwest of Pichincha province of Ecuador, lived Quetzal, a prehistoric bird of the quetzal type known for the beautiful bright platinum green color of its plumage, its nice and beautiful tail of a color varying from gold to violet blue and its chest and belly of intense crimson red.

Quetzali lived with his grandfather, who was fair and reasonable. He always told Quetzali:

-you should never go near a human because people who enter the forest are evil and perverse; they only seek to hunt and capture wild and free animals to enslave them.- Quetzali had never seen a human, but he was aware and knew that his parents had died at the hands of humans, as they were hunted when he was just a chick; since then, his grandfather had taken care of him.

Several days passed, and the grandfather allowed Quetzali to search for food in the forest. But he warned him not to go too far and to come back soon. While Quetzali was singing happily among the trees, he saw

a huge avocado tree, his favorite food, and thought -grandpa will love it. It is also his favorite fruit. I will take some to him -

Quetzali flew and sang happily in the direction of the vast tree. Without even suspecting the enormous danger that was coming. A hunter had heard him singing, which had attracted him to where Quetzali was. The wicked and evil hunter was preparing his gun. He got the position in Quetzali's direction. He was ready to shoot it when suddenly a fearless Arborea snake passing by there saw Everything happening and decided to scare the hunter throwing him away from it Quetzal. The Snake approached the hunter and tried to attack him, but the hunter jumped out of fright and shot out his gun. The grandfather heard the great roar, which was a strong indication that in the forest, there was an intruder that the inhabitants disliked. He remembered that Quetzal was in the woods looking for fruits and in great danger. The grandfather opened his wings and began to fly; old and tired, he tried to go as fast as possible to rescue his grandson.

Quetzali upon hearing the great noise so close to him, turned around and saw for the first time a human, his pure white and pale face. Fear ran all over his beautiful plumage. The Snake saw that it could no longer stop the hunter and shouted at Quetzal to flee from where he was in great danger. Quetzal was so afraid that he had forgotten how to fly his wings didn't respond. Unexpectedly, he saw his grandfather flying towards him and told him to run away and fly as far as he could. The hunter saw Quetzal and shot him, that time hitting his target. Quetzal watched in tears as his grandfather quickly collapsed to the ground. The hunter continued shooting but failed to hurt Quetzal, and fled.

Heavy rain began, and under it was Quetzali alone, sad and not knowing what to do. His grandfather had died at the hands of a hunter, just like his parents warned. Indeed the plumage will be used as ornaments for some human garments. He had been left alone and without a family. So he saw the Snake again and thanked it for helping him. The arboreal

Snake answered him -Do not worry, boy, my intention was to help, but it was not enough, you have lost your grandfather, but you must be strong and resist. Where is the rest of your family?

Quetzal (sad and tearful voice) -- No, I have no family, I only lived with my grandfather, but now that he is gone, I am all alone in this forest.

-You are a quetzal bird, Aren't you? I have seen very few in this forest.
-I am the only one and the last one left. Humans have wiped out my species through poaching, pollution, mining, hydroelectric, and the loss of the cloud forests that are my natural habitat ; Everything threatens me!
-said Quetzal.

The arboreal Snake replied.

- ;Well! I have seen many birds like you, so you are not the only one. You just have to find one by yourself.

Ironically Quetzali said- It is not like that. My arboreal friend, my grandfather, and my parents were the only quetzales I knew; from there, they don't exist anymore. Although my grandfather always told me stories of a paradise of birds where you could live freely without danger or fear of being attacked. But that is just a story. There is no such thing.

-Boy, how wrong you are. Of course, there is that paradise that your grandfather told you so much about. I know it, I have seen it, and I have seen many birds like you.

Quetzal showed a little smile of astonishment and happiness- It is true what you are telling me. If there is that perfect paradise, do you know how to get there? Can you show me the way?

-Hahahaha, it does exist, and yes, of course, I will tell you how to get there, but I will not be able to accompany you. I have a mission, so I must continue traveling throughout the world's forests, dear friend.

-Thank you! for your help, wise Snake. What is this vital mission you have to accomplish? Why travel all over the world facing dangers? ¿when could you have stayed in that beautiful paradise you are telling me about? Quetzal asked.

- I travel the world for the same reason as what happened today. Because I seek to help other animals and guide them to this incredible paradise if they wish. I desire to share the beauty of the earth and the simplicity of its beauty. This gives meaning to my life and I will do it until the end of my days because, I show many animals that there are places where dreams come true.

The wise old Snake showed the young bird a small map containing directions to the Mindo bird paradise. But before giving him the correct advice, she warned him that it was very possible that, along the way, he would encounter difficulties that he would have to face alone. Still, above all, she emphasized that he should not allow any human to see him for the protection of himself and the sacred place to which he was going.

Quetzal said goodbye to his kind friend and set out on his journey, according to the Snake's instructions. He was to fly to the north of the forest. First, he had to find a place called The Eucalyptus Road. This would indicate that he was in the right direction. Quetzal flew for several hours until he smelled a fresh, minty scent in the distance. Guided by this smell, he stopped at a huge tree when suddenly a slow voice from the same tree was heard, and it asked -Where did you come from, so agitated little one? -Quetzal, so frightened that he couldn't answer, looked towards where the calm voice came from. A female sloth had apparently welcomed Quetzal to her home in the tree, where she had paused to rest.



The Sloth – chill down boy, I won't hurt you!

Quetzal apologized and answered - I come from the forest of Choco. I just lost my only family; I am a lonely bird.

The Sloth slowly said again -I am so sorry about your family, little friend, but if you like and you have nowhere to go, I offer you my tree, it is vast, green, with big branches, and I don't mind sharing it with someone.

- I really appreciate it, Mrs. Sloth, but now I am traveling in search of a beautiful place that the old arboreal Snake told me about.

Sloth -You're talking about an arboreal snake.

Quetzal- Do you know her? She is my friend, she helped me to escape from a hunter and told me about the beautiful bird paradise. Now I'm looking to get to the eucalyptus path, but I think I'm lost.

Sloth -Yes, of course, I know who it is. That arboreal Snake is a chatter-box. There is no such bird paradise; it's a fantasy.

-How sure are you that it doesn't exist? Why do you say that? Have you traveled as much as the old Snake? Do you know many other places besides this tree?

- No! - answered the Sloth

- I do believe the old and wise Snake. She gave me hope, and I am willing to find that bird paradise.

-Well, boy, excuse me, I admire your courage and audacity to venture into unknown territories. And a moment ago, I heard you mention that you are looking for the Eucalyptus path. Well, you are already in it.

Quetzal jumped, smiled excitedly, and continued his journey, bidding farewell to the Sloth. He flew for another couple hours when he saw that the sun was setting, the night was coming, and he had to find shelter

to spend the dark and cold night. As he was looking for a safe tree to take refuge in, he saw a small and clumsy frog of beautiful orange color with black spots stumble on a small rock and fall to the ground several times. Quetzal laughed out loud when the little frog saw him and said Tell me what the joke is, so I can laugh with you.

Quetzal approached -I apologize if I offended you, but you looked clumsy tripping over the same rock several times, Wasn't it easier to avoid it instead of trying to jump over it?

-No, because when you have a problem, you face it and overcome it, no matter if it is big or small. You don't avoid it. Life doesn't work that way, my strange and fearless friend.

-Oh, I understand! Again, I apologize for my deliberate reaction. My name is Quetzal, and I come from Choco.

—The pleasure and privilege are mine, my friend. I am sorry to introduce myself. I am the Arlequin Frog. It is the first time I have seen a bird like your Quetzal.

-What have you been doing so far from home Quetzali?

With a sad voice, and this time without a smile, Quetzali answered I have no home; my family was destroyed by a hunter. I am alone in the world and searching for the paradise of the birds that the wise Snake told me about.

-The paradise of the birds- said the Arlequin frog while holding his chin as if he was trying to remember something.

-Do you know this place? Do you know where it is? Can you guide me?

- Calm, calm Quetzali, I don't know the place. I don't know if it exists, but I have heard of that place they call bird paradise; for many, it is nothing more than a story, the imagination of travelers and believers like you. Although I do not know the place and can not guarantee that it exists. There is something that makes me think it does exist, and I would love to know it, but I don't know how to get there. Sorry, Quetzali, I can't help you.

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-You are wrong, Arlequin, you have taught me a lot, and if you want, we can travel together in search of this beautiful place.

-You're serious. Yes, I would love to accompany you on your trip. Got it, Quetzal answered- today, let's look for a place to spend the night, and tomorrow as soon as the sun gives its first sunbeam, we will leave for San Tadeo.

-San Tadeo- repeated Arlequin —Yes- nods Quetzali - it is within the indication given to me by the wise Snake. Do you know where it is?

-Yes, of course I know- answered Arlequin -it is very close to here; tomorrow, very early in the morning, we will be crossing San Tadeo.

A beautiful starry night was visualized in the sky as the hours passed. Arlequin observed the beautiful sky when by surprise, his skin began to glow just like the stars of that night. Quetzal was astonished to witness such a beautiful act. A strange noise was heard Quetzali and Arlequin went to where it came from. It was a boy of about 11 years, his name was Sebastian. He was scared and crying in the middle of the forest. Arlequin tried to get close to the boy, but Quetzal stopped him and told him — No, don't get close. He's a human, and they're wrong. He can hurt you. Arlequin decided to approach the little boy anyways.— Hello why are you crying little one?

The boy became alert, but as soon as he saw the little frog, he calmed down and said —You are shining. How beautiful!

—Yes, I know, it's fantastic. I'm an earthly star; my name means the starry night so the radiant light of the stars is reflected on my skin. But tell me, what happens to you? Why are you crying? to which the crying child responded

— I was playing with my friend Yara, a puppy, but she got lost, and my mom said that tomorrow we would look for her; it was already late, but I

had to find her. I have to help her. She may be in danger.
The boy started to cry again. Suddenly Quetzali made a slight noise that left him in sight of the boy.

— Hello — said Sebas, and Quetzali nervously answered — Hello.
Arlequin told Sebas that Quetzal was afraid of people. Sebas approached Quetzali and said, In the name of all people, I ask you to forgive us, beautiful bird. Our arrogance does not let us see the damage we are doing to the world, but some good people are not to be feared. Quetzal told him they would help him look for his friend Yara.

They began the search. The light of Arlequin and the luminous night helped and facilitated the search. After a long time, Arlequin saw that a small woof was heard under the branch of a fallen tree. It was Yara. She was injured. He approached together with Quetzal and Sebas, and they tried to get Yara out. They tried several times until they succeeded. Her paw was very hurt, so Sebas hurried to take the puppy to her mother. Quetzal and Arlequin accompanied him. They got to Sebas' house, and his mother, very worried when she saw him, hugged him and immediately assisted little Yara.

Sebas's mother thanked Quetzali and Arlequin for helping her son and allowed them to spend the night at home. The next day, Sebas thanked his new friends, said goodbye to them, and gave them some fruits to continue their journey. Quetzal had made a human friend who made him understand that not everyone is terrible and that there are also good and kind people like Sebas and his mother.

It was a lovely morning, and our adventurous friends were ready to head toward their next stop. They arrived in San Tadeo and continued their journey, this time, their next stop would be the Butterfly Valley. They flew for hours until Quetzali decided to stop to pick some fruits and eat with his friend. While Arlequin and Quetzal satisfied their hunger, a tiny caterpillar watched them afar. They finished their feast and decided to

continue; up ahead, they saw a band of butterflies dancing and fluttering in the air. They were of many colors, pink, blue, green, violet, purple, red, turquoise, and light blue. From the center of this event, a large butterfly of violet and blue tones was seen leaving with an old caterpillar Macaon on the way to Quetzal and Arlequin.

Caterpillar Macaon-, Oh, you came earlier than expected, and apparently, you brought a friend.

Quetzal confused, asked- Were you waiting for me? Did you know I was coming?

Macaon Caterpillar- hahaha, of course, we were waiting for you. The old arboreal Snake warned us of your arrival. Come, I will show you the place you are looking for.

Quetzal and Arlequin followed the old caterpillar, who led them to a huge waterfall which he called the king waterfall. The old caterpillar pointed to the vast waterfall and said -we have arrived. Your paradise is behind that big glass curtain. Quetzal and Arlequin thanked the old caterpillar for guiding them and walked along a path behind the waterfall. Everything was totally dark when suddenly they saw a small light coming from the bottom of the path.

Quetzal flew with more strength and when he arrived he was amazed to see such a beautiful place. He had found it, he had really found it, the paradise of the birds was natural, and he and his friend Arlequin were in it. They could see many birds, hummingbirds, macaws, parrots, quetzals flying freely without fear and without drear. And that was how Quetzal and his friend Arlequin arrived at the desired bird paradise, "Mindo," and lived happily.

The End.

17. The Glass frog

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“People often judge others by appearance, and we do not expect or dare to meet them.”

Flappy, the frog, was a unique and rare frog. It had transparent ventral skin. The internal organs, including the heart, liver, stomach, and intestines, were visible through the skin due to their transparency. It lived very happily in a lagoon on the outskirts of the city. That particular characteristic was the origin of its common name...

One day, a group of students walking around on a field trip saw her, and one of them thought she was so cute and different that he decided to take her to his backyard. Flappy suddenly found herself in a can of corn with a bit of water, moving to the beat of who knows what. And without having the slightest idea of what her destiny would be, she got a little worried.

When the boy arrived home, he showed his mother the fantastic frog. Surprised by such a strange creature, she allowed him to stay and left it in the garden, which from that moment on, would become his home. His

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bulging eyes looked at this new place: it was not ugly. On the contrary, it was full of plants, flowers, wooden benches, a hammock, and a pool that Flappy mistook for a pond that seemed strange and different.

Flappy was not the only inhabitant of that garden; there were snails, bugs, worms, earthworms, a rabbit, and two little dogs. Little birds nesting in the trees and curious butterflies went here and there. Flappy's eyes seemed even more bulging than usual. Everything amazed her; everything seemed cute. She even looked at things with the eyes of the heart, of good

and simple nature. She started jumping, happy with life, ready to go through every corner of the garden and make new friends. Poor Flappy didn't know that she would not be welcomed by his companions there. None of the animals living there had ever seen a frog, let alone one with such characteristics: The back was yellowish green. The front half of the belly was white, and the back half was transparent. The bones were green. The iris was yellowish white to pale yellow with black reticulations, so they did not know what kind of animal it was, but what Flappy was like inside, beyond its physical appearance.

They didn't care much, either. Each and everyone had something to say about our little friend Flappy. Let's agree that the little frog wasn't widespread, but what did that matter?

- You can see her organs through the skin. How disgusting! - said the snail, who had a hard time finishing a sentence.
- She wants to imitate me all the time by jumping and jumping, but she won't be able to jump as much as me. Did you see her little legs? They look like popsicle sticks next to mine - commented the rabbit.
- And her skin is so translucent that you can see his internal organs through his belly. I wonder myself. Isn't she a little sick? Asked a little butterfly flying around.

No one of the little animals in the garden didn't welcome the frog. Still, instead of worrying about getting to know Flappy and seeing if they could be friends, they took it upon themselves to criticize her appearance and everything she did.

- She's a mocking frog! -complained a little worm. Haven't you noticed how she sticks her tongue out at us?

- You're right! He's making fun of us all. She just sticks out that long, thin tongue. What does she think she's doing? - I added the rabbit.

- I think so, too - said the snail, whose sentences were never very long. Otherwise, he would take too long to tell them.

What about the eyes? They look like two little golf balls! She has them so far out that she can look at us and make fun of us better. Maybe someday they'll fall out - commented a bug.

- Well, yes, we'll pretend she doesn't exist - said a little butterfly.

The truth is that Flappy used to stick out her tongue all the time to feed on insects, as all frogs do, and not to make fun of anyone. Others thought she did not have bulging eyes to look at others because all frogs and toads have them. What really happened was that nobody took the trouble to ask him, get to know her well, and understand what the little frog was like.

After a while, Flappy began to feel very lonely. She tried to talk to her neighbors, but none of them would listen to her. The little frog wanted to return to her pond, no matter how high she jumped. She knew she could not get there, not even out of the garden. Realizing she was not welcome, Flappy crawled into a hole in the grass and tried to get out of there as little as possible so as not to disturb anyone.

Summer came, and an invasion of mosquitoes never seen before in the backyard. All the little animals were scratching non-stop, trying to hide under a rock (those that came in), the dogs in their houses, and the rabbit in a little box where he slept, but the mosquitoes were still advancing non-stop.

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- This is going to kill us! - said the snail inside its shell.
 - I can't even jump over them! - complained the rabbit.
 - Thank goodness I can hide under rocks," said the little worm, relieved, "but one day, I'll have to go out and look for food.

Everyone in the garden was very nervous and upset. The only one who was happy was Flappy, who had never had so much food so close at hand and was starving from all the time he had been in the hole. Ready to kill, the little frog jumped into the garden and ran through it, chasing every mosquito that crossed her path.

With his long tongue, which had brought him so much trouble, he grabbed every insect that had invaded the garden. After a while, the other animals began to see the result of Flappy's great feast, not only because the frog already had a belly that looked like a balloon but also because there were hardly any mosquitoes left.

- He saved us, said the snail, who wanted to scream for joy but couldn't do it.

- I don't understand," said the little worm, "first, she makes fun of us, and then she gets rid of the annoying insects. Who understands her?

- What can I tell him? I'm jumping for joy. We finally got rid of those bugs!

- said the rabbit.

At that moment, Kike, one of the dogs in the house, intervened.

- I'd say we should go and thank him, don't you think so, friends?

- That weird animal with the transparent skin that looks like jelly, I wouldn't be crazy! - shouted the little worm.

- It's the right thing to do, and it's what each and everyone should do. I personally saw that that wonderful animal doesn't eat any more mosquitoes.

Kike was angry at the attitude of his friends.

- Shall we go, guys? - asked the trembling snail, who had become very frightened at the thought of the annoying mosquitoes returning.

And they all went, not wildly convinced, by the way. In a long line, the

smallest ones first and the biggest ones later, with Kike included, went to thank Flappy. The snail was about to start talking, but it took so long that the rabbit took the floor.

- Dear friend Flappy, we really want to thank you.

Flappy didn't understand why they were thanking him, but seeing that all her neighbors had come to talk made him smile more extensively than her mouth.

- Sorry, I don't understand," said Flappy humbly. Thanked me, why?

- You took those annoying insects away from us. Since you arrived, we wonder why you did nothing but make fun of us and then help us with the mosquitoes.

- Mock? Me?

Mock who? Why would I do that?

Flappy understood even less than his neighbors. The truth was that in that garden, everything was a misunderstanding. That's what happens when people don't communicate, and they don't know each other.

Let's confess, sticking out that tongue, all day sticking out your tongue, do you think we didn't see it? Not only did she stick his tongue out at us all the time, but to make fun of her better, he would stick out those eyes that she had on the outside.

- Sorry to disappoint you, friends, but I didn't make fun of anyone. If any of you had come up to talk to me or let me come up to you, we would have met, and you would have known what a glass frog looks like. My name is Flappy, my eyes are bulging from birth, and I stick out my tongue to catch insects.

- What? - asked the snail, who was already beginning to feel embarrassed.

- A glass frog, gentlemen, I am a frog with bulging eyes like all my kind and a long tongue that I use only to feed myself and not to make fun of anyone.

The beautiful frog Flappy went to his little hole, although now it was more difficult for her to enter because he was much fatter because of

all the mosquitoes she had eaten. All the little animals were silent. They knew they had acted wrong. They also knew that if they had introduced themselves to Flappy the day she arrived, they would have never thought she was making fun of anyone. It would have been so easy, yet they did not.

In the face of Flappy's rejection, they realized the damage they had done. Without needing to say a word, one by one, once again in line, they approached the frog's little hole. There was no need to agree because they all wanted to do the same thing.

- Flappy, glass frog, we forgot something - said the rabbit with a slightly trembling voice.
- We apologize for making you feel bad - added the snail.
- And for supposedly knowing more about you," added Kike.

Flappy came out of his little hole, ready to give his neighbors another chance. They confessed that they felt she was a weirdo, and some were curious as to why her skin was translucent, so they all began to talk, and Flappy felt confident and began to talk about herself and her species. Flappy forgave the little animals, and soon they became friends.

After a while, the boy who had brought Flappy the glass frog brought home a lizard. The little animals in the garden again saw a specimen they did not know. Only this time, they acted differently. Flappy approached the new inhabitant all in a row, but this time to introduce themselves and welcome him.

The End.

18. A bear's tale of woe

by Waleska Juliana Macias Castro

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I remember it as if it were yesterday... Amidst the old woods, a little bear cub, tiny and furry enough to be mistaken for a furball. Except, of course, much louder than one. I mean, it was me, after all. I was that furball called Rico.

I lived in a beautiful forest in Ecuador in the famous and enormous Andes. It was full of life and nature. I grew up surrounded by the tallest trees I've ever seen, flowers of all colors, and delicious achupallas! An endemic Ecuadorian plant that I loved.

Mama bear and papa bear were the best parents ever. I was their only kid, so you can imagine how clumsy I was as a baby. Oh, and I have a big family. Mole, my aunt from USA. Clay, my cousin from China, and Gunther, my uncle from Norway. They lived on other continents, like Mei, a panda, and Alexei, my Russian cousin.

Well, and here it was, my story starts. As a baby, I lived with no complications. We would live near a waterfall, so we often had an excellent source of fresh water, plants, food, and a fun place to stay but all that started to change. Creatures "humans," they call themselves, started constructing horrible "houses" near my area, and mama and papa bear began to suffer because of that. They destroyed our place, our trees, and our life... we tried to move on and find a new home and new friends, but this was just the beginning.

Two months after the Humans arrived at our place, they killed some family members. I heard my family discussing it. Humans wanted our fur and skin for their clothes. I never understood that; just put yourself on my paws, and imagine how strangers kill your family for something

so stupid... honestly, I felt destroyed, heartbroken, and depressed. My family died because of them. After moving to a mountain, we thought humans would never find us. We lived there for months, almost a year, the place was good, far away from those monsters, and we felt safe, but life was more complicated. I grew up a lot in that year. I learned to take care of my family, hunt, and find the best food.

Unfortunately, they found us, we noticed it too late when they were already hunting us, and they had us under their guns. We tried to escape, and I made it. Except for mom and dad, they couldn't make it. That day I lost everything, but they did it for me, my family, and my future, so I ran and ran as fast as I could. I ran until my paws were bleeding. I was lost in a mountain where everything seemed destroyed and dry. No trees, no signs of life, no achupallas or water, and humans razed.

Two years passed after the tragic day I lost my whole family, and I never found a place to stay or more food. Every place I visited was full of humans, fabrics, and deforestation, But at that moment, it wasn't only humans. It was the earth; I heard the world crying and suffering. Heat waves started to hit the whole planet, and my family from other countries suffered too, poor Aleksei and Gunther! their homes were melting in front of their eyes, and they couldn't do anything to stop it. Mei suffered a shortage of food, and Mole and his baby bear died of malnutrition because there wasn't fish to eat due to the excessive fishing.

I'm telling you my history now because I'm no longer on my beautiful earth I lived until 7, so young and full of hopes. I don't want humans to keep committing the same mistakes they will regret soon. I couldn't save my family, house, or life, so I beg you, please: Save your home and your family.

The End.

19. The English Coconut

By Andrea Michelle Méndez Coox & Eduardo Alfonso Intriago Toala
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There was a boy who did not like vegetables. His mother always asked him to eat his vegetables.

-Honey, why don't you like vegetables?

- If you eat vegetables, you will grow strong and have a healthy body.

But he didn't obey her. One day, he went to the park to play with his friends.

On his way to the park, he found a brown ball. He picked it up, and the ball spoke to him. It was a Coconut.

Coconut said: Hey, how are you, my little friend?

The boy answered: Who are you? You are a coconut, smaller than me, and you look funny!

My name is coco, and I am a magic coconut.

I am here to advise you, and you can make the best decision.

Oh no, I do not need any advice. My life is perfect.

I am fast and strong. Just look at me.

Oh, my friend. I Heard you do not like vegetables. I want to tell you that you should try to eat all your veggies. Otherwise, you will end up like me.

Look at me. I am smaller and weaker than you

I do not believe you. You are lying to me.

I have to go, bye.

Wait-said the coconut.

When you start to feel tired, please do not forget what I told you- said the coconut. It is ok if you do not believe me. But at some point, you will realize I was right.

Eventually, he started to feel sick. And when he walked or went to play with his friends, he just felt exhausted and sleepy.



Then, he wondered why my friend had more energy than me?
He noticed that his friend used to eat healthier than him.

The coconut was suitable. I should eat more veggies and fruits. It is my fault. But it is not too late. I can change my bad eating habits.
From that moment, he remembered the coconut's words and went to bed early to wake up with a lot of energy.

And eat as many vegetables as he can. Eat healthier and less junk food.

20. The little big things of the sea animals Life – “Bubble’s Story”

By

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It was a good time in the morning, yes, it was a sunny and hot day, but it was suitable for those who lived on the beach around the corner.

Hot and fantastic for those who live on the beach. And if it is not excellent for you, unfortunately, you don't live close to the beach without being able to enjoy the smell of the ocean but imagine that you are now at the beach, it's sunny, and you feel the refreshing breath of the sea.

Suddenly you see a square made of dry cane with yellow tape, with something written that you don't understand, and in the middle of this square, there is just sand. Why is there a zone of sand that I can't step in? You may ask....

Well, here is where our story begins. Don't stop looking at the square made of cane sticks and yellow tape because now you will see an astonishing thing.

Inside that restricted square, you can find something beautiful, a sea turtle found a good place for her nest. However, she can't stay to care for her child and won't see them born. She just returned to the ocean to do sea turtle things and wait, hoping to see her child again someday.

Today is the day! You will see them born; inside, there are so many turtles waiting inside an egg waiting excitedly to go out of the shells. Bubble was the first one to go out of the egg. It took work. She fought for hours until she could do it. She slowly got out of her safe place and realized this was not the hard part, but she had to deal with a more significant challenge: walk to the ocean!

Bubble could notice that she was not alone. Seagulls were hunting for her! Waiting for her miss-step, so they can devour her, she realizes that going alone won't do it, so she decides to stay for her brothers and sisters.

When all the little turtles were together, Bubble warned them about what would happen and said: -we have to get into the ocean. If we go together at the same pace, we will fool the seagulls- the decision was made, and every turtle did what Bubble said.

However, some brothers and sisters went for themselves and didn't want to listen to the warning of Bubble. Sadly they were not seen again. The Bubble's plan looked to work perfectly. The seagulls didn't understand what was in sight. They only saw a big black stain on the sand, they were confused and starved, and they had no other option but to go away and let the turtles be.

Congrats, the seagulls fly away, but there are still a lot of roads to walk before reaching the ocean. Bubble felt very tired and didn't want to walk anymore, but suddenly thought they were almost there and didn't want to give up so quickly, so she kept walking and guiding her brothers and sisters.

Later, Bubble and her brothers and Sisters realized that they had arrived at the shore and felt the water with their bodies, the ocean was not calm at all, but it had many waves and looked angry. The brothers asked -what now? What should we do?- Bubble responded: -be calm, we need to use the waves in our favor, don't be scared- However, Bubble felt scared, it was something new for her and everyone, but she decided to have courage and began to swim and flow with the ocean. All the turtles found themselves swimming following Bubble. Suddenly, they realized a big black net that carried a lot of fish slowly going to the surface, and the brothers and sisters of Bubble were curious about what was happening to the point that a fishing harpoon injured one turtle.

The Bubble was scared because of this and told her relatives: -don't get close to that risky thing>> after saying that, Bubble heard a soft voice that said -you are right, my little one, don't do something like ever again>> Bubble and her brothers turn looking for the source of the voice, and all at once realized that was their mother, once again all together in a great surprise filled with love.

Everyone told their mother about their experiences, and Bubble was the last to talk.

At the end of the conversation, she told her mother that it was hard to be the guide and face every challenge, yet, she learned to trust herself and her instincts and said: -I'm ready to start my next adventure-.

The End.



21. Pedrito and the colored fish

By Lucía Melissa Moreno Cevallos & Adriana Gissell Farfán García
Universidad Técnica de Manabí
Red LEA “Cambiando vidas”



It is summer, and in the Manabí countryside of San Jacinto in Santa Ana, the grasses begin to turn yellow, and the wind plays with the vegetation. On the hills, the bototillos bloom incessantly, some baits throw their wool to sleep, while the rich mangoes grow up before the anxious gaze of children and adults, one of whom is Pedrito.

Pedrito is a robust and adventurous boy with spots on his shins from tripping and walking, with large green eyes and golden hair like corn fluff. He lives with his parents at the foot of a hill in a humble little house. One very sunny day, Pedrito, as usual, walked *puchudito(1)* between the banana trees, always looking for a plant to prop up since the wind sometimes blows so hard that it knocks them over. Then, he decided to approach the estuary that comes from the 24 de Mayo waterfall and goes kilometers to reach his home.

Full of curiosity, he discovered that the great estuary roars like a giant monster in winter. At that year's season, it only seemed to be a snap due to the little water it had, but to his surprise, he found a shallow pool full of little goldfish.

Pedrito looked at them, amazed and happy, but then a concern clouded his face; the estuary was drying up, and if he didn't do something soon, the little fish wouldn't survive.

Putting his feet in the dust and his mind to fly, he ran home sweaty and agitated, surprising his mother:

Mom, mom, I found some fish. Can you help me?

The surprised mother and her son thought of a plan. Finally, they took a bucket and a *mateancho*(2) to the estuary.

Pedrito hastily began cautiously taking out the fish one by one by using a mateancho until there was none left. With a full bucket and a smile from ear to ear, they crossed paths on foot. On their way, there were many *piñuelas*(3), one or another fallen carob tree, and many curious squirrels who looked at them.

The journey was not short, but it was not long either. The kids walked, always caring not to trip over his precious cargo. After passing through farmhouses in Lodana, they finally reached the Portoviejo River, and to be sure that his little friends would live in peace there, he released them and watched them all swimming together in freedom.

And so, smiling and satisfied to have fulfilled his duty, he remembered the words of his dear father: "Who saves a life saves the whole world."

The End.

(1) Puchudito: red tone on the face due to the sun and the activities on the farm

(2) Mateancho: an instrument that is made from a fruit of a tree and has domestic uses

(3) Piñuela: a plant whose fruit is used to feed cattle

22. The whisper of a voice

By Gissella Leonor Espinoza Peñarrieta & Isabel de los Ángeles García Farfán

Universidad Técnica de Manabí
Red LEA “Cambiando vidas”



It all started when I got a complex because I did not have the same things as children in big cities.

My name is Jacinto. I am a country boy from the beautiful Manabí, Santa Ana canton. I am a very sociable child, and I have friends all over my little town, and recently I met children from the city. Thanks to my dedication to my studies, I entered a school in the town, and since then, I have gotten up very early every morning to study.

One day I felt ashamed to talk about myself, where I came from and what I did in my spare time. “I go to my cousins’ house to play video games,” “I listen to music in my room,” and “I watch series” were some of the answers from my friends. All of them are surrounded by technology and modern things, unlike me. I am surrounded by trees, flowers, freshwater streams, and many animals.

When I talked about myself, everyone seemed excited about the things I did daily and how I had fun outdoors, among nature. However, I blinded myself by not being equal to them. I felt inferior.

Arriving home, I noticed a large number of people, women with beautiful and colorful skirts and baggy blouses. The men wore cloth pants, colorful t-shirts, and a toquilla straw hat. It was a traditional festival.

The music was thunderous, and the laughter and the smell of food filled the whole place, but I remembered the conversations with my friends and thought, “What am I doing here? Why is this so special?”

Suddenly, a soft voice called my name, it was a small and warm light, and it enveloped me. Surprisingly, I appeared in an empty place where the dry and barren land had no end, the plants did not show their charm, and the sun burned so hotly that my lips were dry.

I walked, and step after step, my body asked for all the elements that nature provides. But no, there was no water, no trees, no fruits, no birds, nothing, and I felt all my energy go away little by little. Then I remembered all the wonders of my little town. The food, the water, the fruits, the music, the trees, and the singing of the little birds would never be lacking in my mornings.

“I don’t need what other children have, I can learn and enjoy the city, as well as enjoy the splendor of the countryside, my home,” I said to myself, lying on the ground, and again, that little light appeared, it approached my face, and in a blink, I was in my bed.

I ran outside, my parents danced happily and proudly, and everyone showed off their beautiful costumes and dances and happily shared their *amorfinos*.

“I want to be here forever” I walked towards the food stalls and games and looked around in amazement. “We have all this because of the care of our parents, our grandparents, and the parents of our grandparents; nature smiles at us, and we are here to enjoy it and take care of it for the ones who will come after us.”

The end.



23. Love in the stars

By Dean Martin Guerra Galarza & Isabel de los Ángeles García Farfán
Universidad Técnica de Manabí
Red LEA “Cambiando vidas”



Once upon a time, a white moon danced in the heavens. She was happy turning according to the rhythm of her heart. After so many years of dancing, the moon began to lose its rhythm. Something in her began to overshadow her happiness. Lately, she has paid more attention to the sun, the star king, and his beloved. He was always cheerful and warm, and he was always the center of attention. The other stars adored him for the affection he transmitted. Everything revolved around him. His warmth was something that attracted others. The other planets were always close to him; they danced together even though he didn't move. The moon, feeling insecure, stopped her dance gradually. No one noticed at the time except her closest friend, the Earth.

The Earth asked the moon: “Why don't you dance?” The moon did not answer, but she had a reason. “Are you feeling well?” insisted the beautiful balloon in her green and blue dress. Later, the moon answered: “Everyone seems to need him; he doesn't even know how to dance, yet he's the brightest on the dance floor. I would like to be like him,” – said the lady in white.

The Earth looked at her tenderly and replied, “But you don’t need to be like him. You already shine being you”. Then, the moon, without understanding what her friend was referring to, saw how the Earth invited one of her children to talk. It was tiny Ecuador. He appeared smiling and cheerful, enthusiastically contemplating the moon. “Because I am in the middle of the world, I am one of the countries closest to you,” - he said proudly. “And being close, no one better than me can appreciate how beautiful your light is.”

“But I’m not the sun. Not everyone needs me,” - replied the moon with great sorrow. Ecuador smiled fleetingly and replied, “I need you. We all need you in every aspect.” The moon started to listen carefully and became interested. “You control the tides of my pearly shores, cool my highlands; from ancient times, our ancestors have observed you do their activities. Because of you, they know the time to grow, the time to harvest, and the time to fish. Your presence gives rest and companionship to my hardworking people. And your brightness captivates everyone who observes you,” - Ecuador claimed.

The moon, full of joy while turning on a reddish tone, understood that the sun had a unique light, but she had a brightness that delighted beauty without equal. In gratitude for the nice words that Ecuador gave her, she asked him to observe the sky that night; he was going to witness an extraordinary event.

Ecuador waited expectantly, looking at the constellations to see the moon arrive accompanied by the sun. She approached her distance with her beloved king, and with just a kiss, Ecuador witnessed an eclipse between them.

The End.



24. An enchanted river

By William Alfredo Toro Mero

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A long time ago, in a place in the Manabi countryside, a group of explorers was heading to a distant forest to carry out a significant investigation. The forest was little known, and the human being had not yet left his mark; or at least it was not known because it was heard that the people who managed to enter never returned home, which was a great mystery.

Ready for the adventure, they all bravely left together in a small van as soon as the day dawned. They were singing, laughing, and telling stories; Sofia, the youngest of the group, looked out the window and saw how little by little they were moving away from the city. She felt a little nostalgic, but the excitement of visiting the forest was more significant, and they had no worries.

Going up and down the mountains, tired and covered in dust up to the eyelashes, after 8 hours of travel, Carlos, who was leading the expedition, said that they had reached the place; the sun was not yet hidden, and they could see everything around them. But his disappointment was great when he saw that most of the trees were dry. The lack of internet had prevented them from finding the exact location, but the situation looked worse. The animals also seemed dead. Carlos thought that he had made the wrong place.

Fear began to seize them; However, they started their journey, and slowly they were advancing. José was in charge of recording everything in a notebook, while Katty, who did not want to miss a detail, took photos with her professional camera. They were twins, and they were aware of everything. They wrote and filmed what she saw so as not to forget anything; Memory is fragile, they said.

Sebas, on the other hand, liked to touch every object that was in his way, a dangerous practice if you don't know what you are feeling, but with him, every bug had bitten him, or he had pricked himself with all kinds of thorns, but nothing it made him change. He was touching what caught his attention. Suddenly, he found a unique branch and pulled on it; a thunderous sound was heard, and everyone was scared. They thought it was some monster of those that the grandparents tell that appear in the mountain. They all stayed quiet to listen well and see where the sound came from until they were totally astonished.

A secret door had opened in the middle of one of the trees that were still alive, and passing through it, they were transported directly to a beautiful and enchanting place with a spectacular waterfall formed from a mountain. It would have about 30 meters; when falling, they created an immense lagoon of crystalline waters, which allowed them to see varieties of aquatic species and different types of plants that adorned and gave the perfect touch.

Sebas, who wanted to touch everything, was the first to enter the river formed from the waterfall, and he motivated all his friends to do so. When they were all together, something strange happened, Carlos was transforming into a shrimp, José into a beautiful river horse, Sofía into a cute little frog, Sebas into a crab with huge claws, and Kathy into a shell.

At first, they were surprised but laughed at themselves because of how funny they looked. They relaxed a bit until they fell asleep. The next day, they seemed to have had a dream, but when they looked at each other, they realized they could not return to normal. And they began to despair because they did not want to be like this forever.

Then a tilapia that passed by told them that whoever entered this river to bathe could never leave unless they found the lost crown of Queen Amelia, a fairy of the river less than 48 hours, who had lost it in the dark waters of the mangrove.

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Determined to recover their human form, they began their new journey through the river's waters until they reached the ocean near the mangrove swamp. On their way, they found their first obstacle. The ruthless catfish, commanded by Enrique, the catfish prince, had entered the river and had become entangled in the nets. They only needed powerful pliers to free themselves from the net where they were trapped, Sebas, the crab, helped them quickly, and thanks to They were able to continue on their way.

When night came, they were a little worried because they were apparently far from fulfilling their mission on time, so they had to take refuge in the roots of a vast mangrove at their disposal. And since everything was dark, only Sofia's croaking gave them security in the dark of the night, where they couldn't see each other; Katty and Sebas were in their best habitat, but their human customs still prevented them from catching in the dark.

The next day, everyone woke up early, wanting to continue and reach the expected destination, but Sofia did not. She tried to rest because she had croaked all night, so her friends felt accompanied. She was totally exhausted, but she continued with the group without the same energy.

After a while, they arrived at a small island, almost at the mouth of the river. Everything was in order, and a well-organized and colorful community was visible. Alone, a small sardine was in trouble. It could not detach itself from some fine and entangled branches, but luckily for her, Sebas came to the rescue again, and with his tweezers so strong to break anything, he helped the little fish. As a token of gratitude, the little sardine showed them where they had to go.

Suddenly, the little sardine, with many of her friends, returned with something shiny. It was Amelia's crown. She said that the river had dragged it to the sea and seemed pretty, but they had no use for it. Helping

the other little animals had taken their time, but it didn't matter. When someone needed it, they always shook hands. Well, now the pliers, they commented among themselves. They were a team, and they didn't need a queen.

With the crown in hand, they had to go back into the mangrove swamp to reach Aguas Negras, where Amelia, the river fairy, lived. Amelia was a very stylized heron. She said her wings were those of fairies, and her extended model legs. Her beak was like a magic wand, and the crown made her respectable. She had lost her crown one day when she entered the mangrove swamp. She got entangled between her roots, and from that day on, had a hard time making herself obey. Without a crown, I'm just another heron, she said. Amelia liked to be in charge, and she just ordered the others to do everything, and if they didn't do it right, she ate them.

Seeing Amelia, everyone was afraid of being devoured by her, so Carlos, the river shrimp, who was very fast and the leader of the group, went to deliver her crown. However, when he got closer, he noticed that Amelia was sobbing; some "pink herons," she said, had come to her little kingdom. They were more extensive and more beautiful. Their plumage looked like cotton candy, and when they saw no king or queen of the place, they had taken it over. Carlos, with fear and tenderness at the same time, gave her the crown, and Amelia put it on her little head. Now Amelia glowed, and the invading birds flew back.

They arrived just as the door was beginning to close; seeing themselves safe, they cried with happiness because they thought they would never return; however, it was a unique and incomparable experience. Amelia promised to treat the other river animals better because of her attitude. They never defended her from the pink birds. With her beak, she touched each of the explorers, and they returned to her normality. It was difficult for them to return now that they were human, but José remembered the way very well.



When crossing the door, they found the forest turning green, and the animals ran happily. Although she seemed fragile with her model legs, Amelia was powerful, and her sadness affected the entire forest.

Back in the city, they made their respective reports, but no one believed them about the content. They were even fired from their jobs for the exaggeration of everything narrated. However, those adventurers became closer than ever and went on more incredible journeys.

The End.

25. “The little adventure spirit of “UMIÑA”

By Kevin Bravo Zambrano

Jhonny Bailon

Alexandra Olmedo

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The story is about a girl with long hair who played with the fresh dawn of the wind of the sea breeze, of cinnamon skin, of impressive beauty, with beautiful green eyes that transmitted life, which was the reason for her name “Umiña.” She was the daughter of the chief of the Mantas tribe named Shygui.

Thus, her father had the appearance of a warrior. A tall and stout man who was skillful in training soldiers for war.

Her mother was a beautiful maid and priestess of the tribe. Her name was Naky. Humble and intelligent possessed healing powers and great kindness in solving problems within the tribe. Umina spent much time with her mother and learned her mother’s chores.

The story takes place in a village on the peaceful shores of the Pacific Ocean. Sunny days whose inhabitants were engaged in tuna fishing, a fish appealing to the tribe, for which they used a rustic boat made from the raft, and for the same that they asked for luck in the fishing of priestess Naky, with favorable results.

While fishing, they were shown a vast marine animal shaped like a fish and a dragon. It devoured everything on the surface of the sea, but these fishermen were not afraid because they had the protection of the priestess, so much so that when they crossed paths with the sailor, it did not detect them and went on his way. This luck accompanied them at all times.

Meanwhile, Umina was only devoted to adventuring and making mischief like all children her age, but one day she committed the worst of her pranks. She got in a fishing boat without permission and protection from her mother. Suddenly, the ship went into the sea.

Without fear and full of innocence that nothing terrible would happen to her, she ran into the tremendous monstrous. Upon seeing Umina, it looked into her eyes instead of eating her and got away. Then she was rescued by the fishermen, the same that returned her to land.

One day something magical happened while he was in school. A partner felt muscular back pain, and the teacher did not know what to do. Then Umina sees the pain in the form of comfort. I hug him without imagining that hug would take away her partner's discomfort.

Both the teacher and the other student were surprised and a little scared. Over time, her friends and the people understood Umina's healing power, which her mother possessed.

Umina, his feeling of adventure, was growing over the years, and the idea of knowledge beyond his people convinced her to go out and explore other places.

Umiña's mother, seeing her desire to be an explorer, warns her that if she leaves the town, her healing power will disappear. Still, Umiña's dream of discovering new villages and landscapes is more powerful, so she heads towards the fall of the sun at the end of the day.

This is how he met some people, new friendships, new experiences, but one day she met a boy named Zunco, of physically thin, somewhat funny, white skin. He belonged to a tribe of peasants that was dedicated to the harvest of fruits and grains, such as corn, coffee, tagua, banana, oranges, etc.

One afternoon Zunko while collecting the corn crop, was attacked by a jaguar, and he was very hurt. This despair made Umina see that she could not save him, and she tried several times to hug him, but it didn't work.

Until the great love that Umina felt for him took her to give him her first kiss. She approached slowly with tears in her eyes and kissed him as if she never saw him again. When she left him, she got a huge surprise, Zunko's wounds had healed, and he woke up as if nothing had happened.

After that fact, they decided to return to the village of Umina; when Umina arrived, she felt something return to her, her family, Naki, to see her run and strongly embrace her. Umina and Zunko made their lives, had children, and lived happily forever.



26. Dayko the rescue dog

By Liz Castro & Bryan Roldan

Graduate of the Bachelor of Languages program: English
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It was once a Labrador dog who lived abandoned in the cold streets of Ibarra in the mountains of Ecuador. Our little friend did not have a family or a place to eat.

One day, Dayko was wandering through a dead end. Suddenly, a dog stalked him, causing deep wounds, thus lying on the ground without being able to move. The poor dog was searching through the trash for something to eat.

A few minutes later, a good firefighter went to the same place to find the injured animal. When he saw him, he felt sorry and took him to Simon (the vet) to heal his wounds. While the dog was recovering, he was under the care of the young fireman. As time passed, the firefighter became fond of the canine, so he adopted it and named it DAYKO.

Dayko accompanied his owner daily to work and showed great interest in the activities that the master carried out; the firefighter decided to train him as a rescue dog to also serve his country and the nation.

Dayko spent many months training and learning what is necessary to save and find people in possible risk situations such as fires, landslides, and earthquakes...

As time passed, Dayko was already 4 years old and became a great rescue dog. One afternoon like any other falling night, an earthquake of 7-8 degrees on the Richter scale shook the country of Ecuador. There were many whipped cities, mainly Pedernales, established as ground zero.



Pedernales is a city located in the province of Manabí and is a tourist place well known for its beautiful beaches and friendly people.

This was an emergency situation, for trying to save the lives of many people who suffered under rubble. There came reinforcements and help from different countries and cities, among them, the canine Dayko, who facilitated the search of people for his unerring ability to track.

And so, during four long days, Dayko worked tirelessly until he could not do it anymore and gave up on dehydration. A veterinarian doctor near the place said he should have immediate rest and returned him to his hometown. But shortly after his recovery, Dayko continued with new adventures.

Then the people thanked him for his courage, gave him a medal, and made a monument in his honor, remaining an essential character in our history.

The End.

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CHAPTER VII

THE YOUNG DREAMER A STORY OF PERSEVERANCE

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Characters:

Sebastian...The dreamer

Rachel

Graciano

Mr. Demetrio (Rachel's father)

Mrs. Rosalía (Rachel's mother)

Mrs. Magdalena (Sebastian's mother)

Mr. Anselmo (Sebastian's father)

Marcelino (Sebastian best friend)

Location:

This story takes place in the canton Pichincha, Manabi, Ecuador.

Once upon a time, in the peaceful rural location called "The Land of Bermud," there was a rustic wooden house. There Sebastian was born, like most of the people of the Ecuadorian countryside, in the middle of the 20th century.

Sebastian was the second of the six sons that Magdalena and Anselmo's marriage engendered. He was an active, lively, and intelligent boy. Soon, He grew and became a young dreamer farmer because he spent hours and hours thinking about his own future.

Sebastian wished to conquer the heart of the forever beauty Raquel and to become a doctor in medicine. However, because of his family's economic limitations, he thought his dreams were impossible.

He had to work hard on his family's small farm to help his parents, who were sick and weaker. Also, his older brother was already married and had moved to another town. He was the young man of the family.

Raquel was Mr. Demetrio and Mrs. Rosalia's daughter; the wealthiest family and owner of great lands. They had even hired Sebastian to work on their large farm. Sebastian had fallen in love with the forever beauty and sympathetic Raquel, but she knew nothing about him.

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Part 1: The beginning of the story

Scene 1.1: Sebastian faces his everyday reality under the responsibility of being the young man and the hope of this poor family.

Sebastian: And what's the problem? Or does love discriminate?

Magdalena: Love doesn't, but people do. And you are among those who are discriminated against for being poor people.

Scene 1.2: Sebastian talks to his family at the dinner:

Sebastian: Tomorrow will be my special Raquel's birthday but I cannot give her a good present. I have any coin. It won't be enough to demonstrate my deepest love for her if I could give her my life.

Don Alsemo: Are you stupid? We were not even invited to her celebration! (Don Alsemo says with a feeling of being excluded).

Sebastian: Yes. Dad, I know it. But, I wonder, why weren't we invited to her celebrations all these times?

Magdalena: Ummm Maybe, Her parents already know about your intentions, my dear dreamer son.

Sebastian: What? What do you mean, mom?

Magdalena: Well, everybody knows about your feelings for Raquel. Unfortunately for you, she is the daughter of the wealthiest man.

Sebastian: And...What's the problem? Or does love discriminate?

Magdalena: Love doesn't discriminate, but people always do it. And you are among those who are discriminated against.

Sebastian: Yes, mom. But please don't say that again. We have to fight against our reality, and don't excuse us all the time about it. No more, please! (Sebastian says, clearly angry).

Don Anselmo: Look son. We love you and want the best, but now you should be realistic. The parents of Raquel don't want you to date their daughter because you come from a poor family. That's it. Therefore you haven't said anything to her about your feelings. Don't you think it is also stupid?

(Magdalena tries to divert the topic of conversation, asking him about the idea of going to study medicine in Portoviejo, but he leaves the table).

Scene 1.3.: Sebastian and Marcelino decided to go to the house of Raquel.11

Marcelino: Look, Sebastian, over there. Isn't that Raquel? Can you see her?-she is looking out of the window.

Sebastian: Yeah, she is the more beautiful flower in the garden. I think she already saw us.

Marcelino: Oh, my friend. Did you tell her about your love for her?

Sebastian: What. You've gone crazy? I'm too timid.

Marcelino: It is that you are not brave enough.

Sebastian: I'm brave enough, but I don't tell her because I'm afraid. She will reject me.

Marcelino: That is contradictory, my friend. How will you know that she will reject you if you never say anything? Therefore imagine she feels something for you too. Oh, no way! Look, she's coming towards us. This is your opportunity.

Raquel: Hi guys, how's it going?

Marcelino: Pretty good Raquel. Say something, Sebastian!

Sebastian: Hi Raquel (Sebastian replied very nervously). You are so beautiful today.

Raquel: Thanks Sebastian.

Marcelino: So guys, I have to go to my house. Sebastian, please take care of Raquel. (Marcelino says with a tone of complicity the only thing he wanted was to leave them alone so that Sebastian could declare himself, but he couldn't express to Raquel)

Part 2: Sebastian can't confess his love for Raquel and sees her for the last time.

Scene 2.1.: Sebastian is talking to Raquel in a friendly way

They have a conversation but sebastian does not confess her his fe-

eling. He wants to tell her about his feeling, but instead, they have a typical conversation. At the moment, they are talking about Graciano, the son of a business owner interested in Raquel. “Long time no see,” (Graciano says). “Yes, it’s been like two months since we haven’t seen you,” (Respond Raquel).

Sebastian feels a little uncomfortable because he’s not participating in the conversation, so he decides it is time to leave. Sebastian feels internal that he is losing Raquel since Graciano is getting ahead of him.

“I have to go,” (Sebastian says, knowing that if he doesn’t do something early, he will lose to Raquel, or Maybe he has already lost her).

“Take care, Sebastian,” (Raquel says, hoping that he confessed his love since she also feels the same for him, but unfortunately, Sebastian does not say anything.

Scene 2.2. Sebastian moves to Portoviejo thanks to an uncle he has there

Don Anselmo: Son, your uncle Ramiro called me to tell you that the school of medicine is accepting new applicants.

Sebastian: I won’t apply; I’m no longer interested.

Don Anselmo: Seba, it’s been your dream, your goal. You can’t reject this opportunity. Go and at least try. Well. Your parents will always support you, don’t worry about money. Think of Raquel. I bet she’d like you to become a doctor. You are young, so tomorrow you will leave for Portoviejo.

Sebastian: Yes, you’re right, dad. I’ll try, and I’ll win.

Don Anselmo: Well said!

Sebastian: But, in case I’m accepted, how will we pay for that?

Don Anselmo: Don’t worry, son; your mother and I have money saved, and we can pay for your first year. After that, God will provide.

Scene 2.3. Sebastian is pursuing his dream, but he cannot forget Raquel

It has passed almost five years since I haven't seen Raquel (Sebastian thinks internally). I wonder how she is. I feel peace in my soul because I have my parents here living with me; since my father got a job where my uncle works. Anyway, I will never forget Raquel. The day I graduate, I'll return to my town. I need to see her this time. I'll tell her about my love. I know it's true love.

Scene 2.4. Sebastian Graduated from medical school.

Today is an excellent day in Sebastians' life because, thanks to his perseverate, he has achieved his dream of becoming a doctor. His parents feel highly proud of their son. Mrs. Magdalena and Mr. Anselmo cry, happy at seeing how their son has overcome obstacles to become what he is now. Sebastian knows that without the help of his parents, this couldn't be possible. So, he thanked them very much to his parents for all the support.

Part 3: Sebastian goes back to his town now as a Doctor.

Scene 3.1. Sebastian finally arrives in his town

Everyone greets him as a hero, although many question him because he had not come before. Sebastian tries to excuse himself, saying that it is difficult; the distance is long, and so on. But he had not come because he had promised himself that he would have to be a doctor the day he saw Rachel again.

Sebastian does not waste time and starts to build his office. Among his patients arrives Raquel with a girl of at least two years. Sebastian is very excited to see her. They begin to chat, Sebastian asks for the little girl, and Raquel says she is her daughter. She explains to him that after two years, he left the town she decided to marry Graciano. Sebastian cannot take it anymore and confesses what he has kept for a long time. "I always loved you, Raquel. I went to the city to achieve my dream but also thinking about coming back someday and telling you the much I

love you, but now I can see that I lost you,” (Sebastian says with his heart hurt). Raquel leaves the room crying without saying a word.

Scene 3.2. Sebastian and Raquel begin a new life.

After a week, Raquel’s mother gets to Doctor Sebastian’s office to tell him that her daughter Raquel is like one year divorced from Graciano. This impressed Sebastian, who decided to go to her house to talk to Raquel. “I always have loved you, Raquel. I want to marry you.” (Sebastian says).

“Why didn’t you tell me that before? Why did you not even say goodbye when you went to Portoviejo? Tell me why?” (Raquel says, feeling mixed feelings).

“I was afraid you rejected me,” (Says Sebastian). “But I spent it waiting for you to tell me something.”

After a short time, Sebastian and Raquel started a relationship and decided to move to another place to continue their lives....

The End.

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CHAPTER VIII COPLAS FROM MY REGION

Moreira Moreira Juliana Sofía

Graduates of the Bachelor of Languages program:
English



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Sitting in the hammock outside her house, Barbarita contemplated how the sun was going down that December afternoon. “The rains will start soon,” she said. As the desire of every country boy is to go out and play and bathe while it rains, Barbie, as her relatives affectionately called her, thought of inviting her cousins from the city who would soon go on vacation.

–Barbie– her mother yelled at her so that she would go to help her pick the fruits that her father would take to the market tomorrow. She loved helping her parents on the farm where they lived, her parents had instilled in her good manners towards others, and Barbarita was a delighted girl who was loved by her relatives.

The next day she got up very early to milk the cow, and Mateo passed by, a boy her age, with whom they always played amorphous; so she asked him to play after she finished what she was doing. Mateo waited for her meanwhile, she flew a kite that her uncle gave them. They began saying:

–Recorriendo mi campiña,
voy volando mi cometa,
disfrutando del paisaje y
saboreando mi salpíeta. –

Barbie replied:

–Que linda la cometa,
me la prestas para jugar,
mamá ya voy a dejar la leche,
que acabo de ordeñar. –

So they kept improvising couplets for a long time with whatever came to mind. They were so distracted that they didn’t notice that Mrs. Josefina was calling them to breakfast. When they found out, they ran to the dining room and were delighted to see their breakfast.

-Uhm, how rich! – Matthew said. -Yes, very rich! – Barbie replied while looking at the roasted sweet plantain with salprietita and a cup of freshly boiled milk. After eating her breakfast, he prepared to go near the stream so that Don Eliseo, Mateo’s grandfather, would take them for a ride on his raft.

–Hey children, come! Let’s go to the sister in God to bring them the bananas and yuccas they want to make delicious buns. – Don Eliseo exclaimed enthusiastically. –Uhm, how delicious!! – Barbarita and Mateo said in unison.

-Don Eliseo- said Barbie, -tell me- he answered. “Could you teach us more about the amorphous? You know a lot,” she said. -Look, guys- said Don Eliseo

–El secreto de la rima,
es tener sabiduría,
vivir como el montubio,
sonriéndole a la vida– prosiguió.

“Let’s go to the little comadres. They can explain much better. They will soon learn,” he replied. –Yup! – The little ones shouted with excitement. When they arrived at the neighboring town, Don Eliseo ordered... children run to the ladies to learn how to say the best amorfinos.

–Buenos días Doña Juana,
voy llegando con mi nieto,
para que usted bien les enseñe,
de los versos su secreto. – explicó con rima el señor.

–El amorfino es un verso,
hecho sin mucho estudio,
reflejando el sentimiento,
de nosotros los montubios.

– Doña Juana began to explain, while the children listened attentively.

–Si una copla vas a hacer,

.....
nunca debes de olvidar,
la segunda línea tiene,
con la cuarta que rimar. –

–Wow! – The little ones showed surprise.

Among so many teachings they prepared to return, Barbie was eager to tell her mother every detail about her and show her that she already knew how to make rhymes. Each one said goodbye to Doña Juana, and before they left, she finished by saying: –don't forget that,

A través del amorfino,
conservamos el saber,
del montubio sus costumbres,
todos deben conocer. –

Then, as a farewell, each child was going to say a couplet, and Barbie began:

– Que hermoso es,
conocer mi tradición,
Gracias doña Juana,
por darme una lección. – Entonces prosiguió Mateo

– Muchas gracias Doña Juana,
me despido muy contento,
usted me ha brindado,
este gran conocimiento-

The gentlemen laughed, appearing to be happy at the children's ability. When they got home, Barbarita realized that her cousins from the city had arrived, so the children quickly said goodbye to Don Eliseo and ran home; they already had someone else to play with and taught them to tell the amorphous ones.

And colorín, colorado... this story is over!!

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