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OF SANTIAGO DE GUAYAQUIL  
FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES-ENGLISH**

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**Literary awareness of national writers among ecuadorian  
high school teenagers**

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We certify that this research project was presented by **Goya Márquez, María Valentina; Anchaluisa Olaya, Melissa Gabriela** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

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## **ABSTRACT**

This paper reports the results of a study made among teenagers regarding local literature awareness in an attempt to put forward a proposal, (developed in English for teaching critical thinking through reading practices), of interactive teaching methods to increasing awareness and appreciation of Ecuadorian literature among the population already mentioned (teenagers from 14 to 18 years old in Guayaquil). Through a descriptive and exploratory approach, the researchers examined the current disconnection between teenage students and national literature, analyzing data collected from a survey given to students in upper secondary education. The questionnaire sought to understand the direct and indirect factors that led teenagers to feel a lack of knowledge and/or interest in Ecuadorian literature. Findings indicate that the students strongly prefer interactive learning experiences, particularly through web-based platforms. Beyond this aspect of motivation, other aspects that can be influential at the time of learning about Ecuadorian literature and renowned authors were also analyzed. A website was created with the purpose of providing engaging access to author biographies, literary extracts and contentbased activities. The platform combines multimedia presentations, games, quizzes and creative writing activities. All the contents displayed are intended to enhance the learning experience of the students as well as to contribute to the appreciation and acknowledgment of the legacy of Ecuadorian literature.

***Keywords: Ecuadorian Literature, Ecuadorian Authors, Cultural Awareness, Teenagers, Website, Literary Piece***

## INTRODUCTION

Literature reflects social, political, and equality-related topics as well as a variety of long-held ideals from many generations. Burke (1941) explains that in literature, stories are designed to portray human life and action through some characters who, by their words, action and reaction, convey certain messages for the purpose of education, information and entertainment.

Many people in Latin America have resorted to writing as a means of expressing anything that makes them feel conflicted or confused. They have become skilled narrators who want their stories to be heard by everyone, presenting them from a variety of viewpoints. Since every text or book has a lesson to teach, literature is an art form that should be appreciated in different ways and by a wide range of individuals, regardless of age.

Ecuador's literary scenery has been profoundly shaped by a constellation of influential writers whose works have become integral to the nation's cultural heritage. These authors have masterfully chronicled Ecuador's historical transformations, social movements, and pivotal moments that have defined the country's trajectory. Among the most distinguished contributors to Ecuador's literary canon are: Jorge Icaza Coronel, Juan Montalvo Fiallos, Jose de la Cuadra Vargas, Joaquin Gallegos Lara, Alicia Yanez Cossio, Dolores Veintimilla de Galindo, Juan Leon Mera Martinez, Alfredo Pareja Diez-Canseco, Demetrio Aguilera Malta and Medardo Angel Silva. This research focuses specifically on these writers because their seminal works have played a crucial role in fostering national identity and cultivating a sense of cultural belonging, particularly among younger generations. Through their diverse literary contributions, these authors have not only documented Ecuador's societal evolution but have also helped forge a distinctive national consciousness that resonates to this day.

Music, audiovisual crafts, and other forms of artistic expression have a huge impact on younger generations. Young people's capacity to take in all the information that is offered to them must be maximized in order to implant in them knowledge that will enable them to learn about a nation's history through literature. They will benefit from all their literary resources, which are methods

of employing language to improve or embellish the content being communicated. Abdullayeva (2021) states that through its artful use of language, literature has a deep effect on readers by introducing novel concepts and fostering both thought and empathy. Literature will also assist many young Ecuadorians in expanding their vocabulary, learning new words, and improving their language skills.

Unfortunately, because they lack simple access to great poets and their literary works, as well as knowledge on how to get copies of published books and library resources, many young Ecuadorians are ignorant of the riches and vastness of cultural facts that would converge in a thorough understanding of who they are and why they need to observe certain traditions like table manners, feeding habits, ways of addressing people, reactions, etc.

Thus, literary immersion would be a successful way for teenagers to absorb information about Ecuadorian literature, embrace their heritage, and absorb the country's rich cultural diversity as portrayed in literary works.

Increase of literary awareness among young students will help them to form critical perspectives on the nation's social, political, and cultural problems. They will also be able to form opinions based on historical facts, which will help them devise potential solutions in their immediate and mediate future.

## PROBLEM STATEMENT

Literature is extremely valuable since it is a potent representation of the spirit of a country, in this case, Ecuador. Literary works serve as a mirror, reflecting a country's past, societal conflicts, and cultural development. By exploring the writings of Ecuadorian authors, readers may learn a great deal about the history of the nation, including the struggles and experiences of various socioeconomic groups. Moreover, by tackling current themes like poverty, injustice, and environmental concerns, Ecuadorian literature frequently provides a forum for social criticism, encouraging readers to think critically and become more socially conscious.

Beyond its historical and social relevance, Ecuadorian literature encompasses a diverse collection of literary genres and styles that enhance the world literary scene and highlight the author's skill and originality, making it essential when trying to maintain cultural legacy, raising social consciousness, and developing a better comprehension of Ecuador and its citizens, among readers.

Reading national literature can provide cultural awareness to individuals. As Beresova (2014) said literary texts are highly beneficial for language acquisition and cultural understanding. Hence, Ecuadorian literature exposes readers to a variety of viewpoints and stories, which fosters empathy, critical thinking, and a sophisticated awareness of the world. With this information, they can become aware and engaged citizens who can make significant contributions to their community.

Teenagers, specifically high school students may feel disconnected from their sense of national identity if they are not exposed to Ecuadorian literature and its cultural advantages, especially during EFL reading practices, where Ecuadorian literature is absent. Their capacity to participate actively in current concerns may be hampered by a lack of knowledge of their nation's history, customs, and social battles. They may also lose out on the insightful viewpoints provided by Ecuadorian writers, which would hinder their ability to grow as individuals and think critically. A diminished feeling of cultural pride and respect for their own background may also result from this estrangement.



This research paper seeks to introduce innovative study materials, including activities, that emphasize the significance of familiarizing oneself with Ecuadorian literature. By doing so, the authors seek to stimulate students' curiosity and encourage them to delve deeper into the literary works of prominent Ecuadorian authors.

## JUSTIFICATION

The following undergraduate research is based on an analysis of literary knowledge among high school teenagers, and the viability of implementing engaging activities to raise awareness of teenagers about Ecuadorian literature. The study will concentrate on teenagers between fourteen and eighteen years old who, in accordance with the Ecuadorian curriculum, are revising Ecuadorian literature and its cultural importance in class.

The findings of this study will yield enough data for the authors to be able to put forward a proposal for Ecuadorian teenagers that are currently attending public as well as private schools. They will potentially learn about Ecuadorian culture through literature, and gain more interest on national literature by being exposed to several activities that they will be able to perform during classes.

This project aims to provide valuable support to educators by presenting numerous activities that can revolutionize the way national literature is approached and taught among teenagers. This could serve as a beneficial tool for fostering critical thinking, cultural pride and respect for their own background.

Additionally, by showcasing the rich cultural value of Ecuadorian literature, this paper could empower high schools to offer students more engaging learning experiences during English classes. These activities could become a cornerstone of their curriculum, inspiring future generations to connect with their literary roots.

## **RESEARCH QUESTIONS**

- How can the gap between teenagers and national literature be bridged, considering both their current awareness and potential engagement methods?
- Which interactive learning strategies can effectively introduce teenagers to essential Ecuadorian authors and their most relevant works?

## **RESEARCH OBJECTIVES**

### **Main objective**

To analyze the current situation regarding knowledge of local literature among EFL teenagers in their reading practices, so as to propose a way to spread knowledge and appreciation of Ecuadorian literature, relevant authors and their most significant works by implementing engaging bibliographical texts and activities to foster understanding of Ecuador's cultural heritage and its significance to strengthen national identity among teenagers.

### **Specific objectives**

- To identify the main authors and works of Ecuadorian literature that have marked a milestone in the literary history of the country.
- To help teenagers develop critical reading skills so that they can interpret Ecuadorian literary texts and relate them to the social, political, and cultural themes of the time.
- To stimulate interest in reading by implementing appropriate spaces where students can improve their knowledge about Ecuadorian literary works.
- To determine which interactive strategies are applicable to engage teenage students and foster interest in Ecuadorian authors and their literary works.

# LITERATURE REVIEW

## Literature

As stated by Lumen Learning & Ivy Tech Community College (2018), in its widest definition, literature is any piece of written material. Etymologically, the word derives from the Latin term *litaritura/litteratura* meaning “writing made with letters,” though several definitions encompass oral or sung texts. More narrowly, it refers to writing that has literary value. Literature can be categorized based on its classification as fiction or non-fiction and its form as poetry or prose. It can also be differentiated based on primary types like the novel, short story, or play, and creations are frequently classified according to historical eras or their alignment with specific aesthetic aspects or arrangements (genre).

Bump (2021) claims that Literature often considered the “finest writing”, has been both entertaining and valuable for centuries. Literature is one of the greatest forms of artistic expression through the ages. Its contributions have shaped our history, and these inputs are essential for the widespread knowledge of the present and future generations.

## Importance of Literature

Literature plays a crucial role in human society, serving multiple essential functions that extend far beyond mere entertainment. As Eagleton (1996) argues, literary works provide profound insights into cultural, social, and psychological contexts, enabling readers to explore diverse human experiences.

In academics, literature furnishes a foundation for both critical thinking and analytical skills. Learners who become familiar with challenging texts learn to identify themes, analyze character motivations, and grasp subtle contextual clues, all of which are skills that translate directly into problem solving and decision making in the real world. According to Siliņa-Jasjukeviča & Rancāne (2022), cultural literacy empowers learners into living life consciously within their cultural environment and society. Additionally, such exposure to diverse

literary traditions helps cultivate cultural literacy and global awareness which is crucially growing in our interconnected world.

The ability to immerse oneself in a world outside of our own is an escape from reality that sparks creative thinking as well as a stimulus to the imagination and other intellectual functions. Kidd & Castano (2013) empirically demonstrated that reading, particularly literary fiction, enhances social cognitive abilities, including empathy and emotional intelligence. In our daily life, these skills are a valuable asset when making decisions, envisioning new ideas and performing in the educational and work environment.

### **Literature in the Context of Culture and History**

As Lorenzo (2014) stated in his research “Literature Is Powerful: Literature Defines Humanity,” beliefs, human societies, and customs are all based on literature. It is a work of art, a window into a philosophy, and a mirror of reality. A work of literature may document and teach us about all that occurs in a society. Literature, whether in the form of poetry or prose, offers the reader emotion, depth, and knowledge or wisdom.

Regarding the importance of literature in relation to history and culture, as stated by Alfarhan (2024), literature has always had a big impact on how people think and behave, as well as how society is shaped. Literature has always been a potent medium for passing down concepts, ideals, and cultural standards from one generation to the next, from ancient epics and religious writings to contemporary novels and poems.

### **Importance of Literature in Cognitive Development**

Literature plays a pivotal role as a foundational catalyst for cognitive development, offering significant neurological and psychological benefits in individuals. For instance, Cunningham & Stanovich (2001) provide evidence that reading systematically improves vocabulary and linguistic competence. In their research they show how reading is a particularly effective way of expanding vocabulary considering that the words used in novels, tales, poetry and others tend to be rarer than the words we hear in casual day-to-day conversations.

Mikkonen (2015) mentions that instead of giving away answers, a cognitive benefit of literature is that it sparks curiosity and boosts readers to explore solutions. The cognitive benefits extend beyond linguistic skills, being exposed to literature plays a crucial role in memory enhancement through many cognitive processes that also help with problem solving skills.

Consumption of diverse literary materials strengthens cognitive abilities, supports the memory formation, and promotes intellectual growth in the different life stages. When referring to reading as a cognitive development, it is important to note that “It is also the process of communication through which formal learning takes place and therefore society becomes more developed.” (Oladejo, 2021, p.183) Frequent consumption of literary material among young people strengthens the aforementioned skills and pledges to settle them cognitively in order to be useful in future experiences.

### **Influence of Literature in Developing Critical Thinking Skills**

During the reading comprehension process, the development of critical thinking skills transcends the simple ability to solve problems. Tung & Chang (2009) emphasize that a proper literary piece can help readers to identify their limitations and weaknesses and make an effort to do better. These acquired skills can help readers cultivate personal autonomy as well as self-assurance, intellectual curiosity and prudence which are fundamental to sustain critical thinking capabilities.

According to Kidd & Castano (2013), literary pieces assist readers in developing abilities to navigate and comprehend social complexity by improving “Theory of mind”, which is the capacity to understand and predict human behaviors and emotional states. This ability goes beyond just being empathetic but instead possessing a sense of social reasoning that allows individuals to understand other people’s behavior. Byom & Mutlu (2013) affirm that “Integral to an individual's success in these social encounters is his or her ability to reason about the thoughts, beliefs, and feelings of others to predict behavioral responses”. (p.1)

Moreover, critical thinking is vital as a useful skill to improve reasoning and motivate actions to approach, prevent and/or solve day to day problems. Halpern & Dunn (2021) emphasize that as a cognitive skill it helps develop high order thinking skills such as analyzing, evaluating, and creating.

### **Usefulness of Literature in High Schools and How to Teach It**

According to McKay (1982), literary texts can help develop reading proficiency and therefore serve student's academic and vocational goals. There are many skills that teenagers can acquire while reading diverse literary pieces.

For instance, literature unconsciously encourages students to develop compassion and understanding. Barton et al., (2019) describe that giving students the chance to explore emotions through reading, writing, creating and reflecting fosters meaningful emotional growth and promotes overall well-being. Through investigating several narratives featuring diverse character backgrounds, teenagers can evolve a greater understanding of emotional responses.

The book "Wonder" by R.J. Palacio, which was eventually made into a movie starring Julia Roberts and Owen Wilson, tells the story of Auggie, a boy with facial malformations resulting from Treacher Collins syndrome (TCS). The book is ideal for raising awareness about bullying, a prevailing issue among teenagers across various age groups. Barton et al. (2019) suggest that teachers should be provided with opportunities to help students explore their emotional responses in order to foster their self-awareness, social understanding and emotional regulation. The story teaches kindness, empathy and understanding, important values for teens to learn during this period.

Moreover, literature opens a door to different cultures. By reading a new story, students can learn about the history and roots of a certain character as well as the traditions of a particular culture. When being introduced to these cultural backgrounds, an environment of empathy and equality might arise among peers with the objective of breaking down stereotypes. Lovrović & Kolega (2021) claim that educators should strive to enhance cultural understanding and sensibility among their students. When exposing students to foreign

literature, teachers should also take advantage of encouraging local literature to their students through learning methodologies that are appealing, interesting and above all focused on maintaining the cultural knowledge of their own roots.

### **History of Ecuadorian Literature**

Ecuadorian literature boasts a vibrant and varied story, showcasing the country's distinct blend of indigenous, Spanish, and Afro-Ecuadorian cultures. As Segreda (2014) expressed, the narrative art in Ecuador undoubtedly existed before the Spanish arrival in the 16<sup>th</sup> century, and is demonstrated as indigenous folklore and religious myths. In spite of that, the most ancient instance of the Western narrative tradition in what was once referred to, prior to the conquest, as the Kingdom of the Shyris, is the novel *The Dream of Heaven*, composed in the 17<sup>th</sup> century by the priest Jacinto de Evia, who, however, obtained greater recognition for his poetry.

Relevant figures including Juan Leon Mera surfaced during this time, signaling a significant point in the evolution of Ecuadorian literature. His book "*Cumandá*," an emotional story of love and societal scuffle, is considered as a foundational work of Ecuadorian literature. Puig (2018) describes that Mera vindicates a knowledge of an ancestral indigenous past as a historical framework and content for a new poetry that allows readers to mentally detach from an unwanted present while at the same time bring originality to poetic creation. It cunningly incorporated native legends and European romanticism, enchanting readers with its evocative depiction of the Ecuadorian setting and its varied population.

Moreover, the social realities of Ecuadorian society were vividly represented in the works of writers like Jorge Icaza. His book "*Huasipungo*," a powerful criticism of the mishandling of indigenous workers on extense ranches, highlighted the social and economic disproportion that troubled the country. Landberg (2011) declares that critics agree *Huasipungo* is conceived as a social critique that wants to show a problem that needs to be solved. Icaza's writing revealed the resilient realities faced by many Ecuadorians and acted as a strong impetus for social evolution.



## **History of Ecuadorian Culture**

Conejo (2008) expresses that Ecuador is a multilingual, multicultural country, comprised of indigenous, black and mestizo communities. Ecuadorian culture is notable for its unique blend of indigenous, European, and African influences that have given rise to a distinct cultural tapestry. In contrast to its neighboring countries, Ecuador maintains vigorous indigenous traditions, especially evident in the Sierra region, where the Quichua culture remains lively in Ecuadorian daily life, garments, and celebrations.

The country's geographic diversity, spanning from the Galapagos Islands to the Amazon tropical forest, has influenced regional identities and traditions that vary even within its own region. Hofstede et al. (2010) described culture as the mental programming shared by a group that modifies its members from those of other groups or categories.

Vargas (1965) stated that the events of Ecuadorian cultural enhancement appear in the education of the people, in the manifestations of art, in the contribution to scientific knowledge, in literary works, and in the awareness of its historical life. The various impacts on art, science, politics, and the social and cultural progression of Ecuador are components that are engraved profoundly within the essence of the country and its citizens, who inherit this legacy from their origins, which will remain alive in the historical narrative of their nation.

Ecuador's cultural heritage will endure forever thanks to the profound bond between its ancestral traditions and the new generations that keep them afloat. Through its diverse manifestations, from the rich Andean gastronomy to the traditional handicrafts of each region, from indigenous rituals to Mestizo festivities, the cultural legacy is transmitted like an inexhaustible river of knowledge and wisdom. As Vargas (1965) expressed:

The historical culture of Ecuador, the facts, perpetuated in testimonies survive in the present, constitute a collective patrimony, they model the environment in which the generations succeed each other. Time has been compared to a river. The instant that passes connects with the

present and the present with the future in an uninterrupted connection, like the drops of water in a current.

### **Importance of Ecuadorian Culture in Literature**

When it comes to Ecuadorian literature, native authors have emphasized the integration of national cultural elements in their literary pieces. In analyzing these works, Pérez (1997) notes the author's meticulous attention to landscape and setting, conveyed through formal academic language that often draws upon antiquated expressions. Throughout the texts, there are numerous passages that delve into the nation's rich cultural heritage and regional customs. Likewise, there are literary contributions that capture the social and political struggles in different historical stages of the country.

In social terms, the novel *Huasiungo* (1934) by Jorge Icaza, tells the story of the exploitation to which the indigenous people who worked on Alfonso Pereira's hacienda were subjected. The novel that follows Andrés Chiliquinga exposes the reality of the unremunerated work to which the indigenous workers were obligated. Landberg (2011) explains that Icaza represents the white and indigenous people as two polarized groups. Through this work, Icaza highlights elements of the Quechua language, Andean traditional costume and the unfair dynamics among the indigenous people who worked for the landowners.

Another notable work that especially stands out for its incorporation of elements of the nature of the Ecuadorian Oriente is *Cumandá* (1879), a literary piece written by Juan León Mera that intertwines romantic elements with elaborate descriptions of the indigenous customs, beliefs and natural surroundings of the Ecuadorian Oriente. Puig (2018) points out that Mera does an impressive job at integrating the Ecuadorian nation into the Indigenous ethnic group while respecting and honoring their culture. Mera's work is distinguished especially for its documentation of indigenous traditions and its yearning to spread their culture and introduce it to the literary scene.

## **Main Ecuadorian Writers and Their Cultural Relevance**

Ecuador is a cradle that has given life to renowned writers who have captured the essence of literature in various pieces that have received widespread local and international recognition. Their different contributions have enriched a fundamental pillar of the heritage and legacy of the Ecuadorian people. The Ministry of Culture and Heritage (n.d.) presents authentic biographies of these emblematic figures who have given birth to significant creations that have contributed to the legacy of Ecuadorian literature and the country's cultural heritage.

- Jorge Icaza (1906-1978) emerged as one of the most significant Ecuadorian authors. His literary piece, "Huasipungo" (1934), altered Latin American literature by demonstrating the struggles endured by indigenous groups under the ranch system. The novel's raw portrayal of exploitation and social injustice made it a cornerstone of indigenous literature, which ended up influencing social reforms and the approach in which Ecuador dealt with unfair manual labor treatment in the ranches.
- Alicia Yáñez Cossío (1929-2022) arose as a crucial feminist voice in the literature of Ecuador. Her novel "Bruna, soroche y los tíos" explored women's roles in Ecuadorian society along with the incorporation of magical realism. Her legacy paved the way for future Ecuadorian female writers and also contributed to discussions on equality in Latin American literature.
- Medardo Ángel Silva (1898-1919) used his poetic genius to become one of the most significant poets and writers in Ecuadorian modernist poetry. As a member of the "Decapitated Generation", his verses, which were deeply emotional through his works such as "The Tree of Good and Evil", explored subjects ranging from love, death and melancholy. His work particularly appealed to young readers and influenced the growth of romantic poetry in Ecuador. Significantly, Silva's poetry was defined by its rhythmic essence and intricate metaphors, showcasing both modern European influences and Ecuadorian sensitivities.

- Jose de la Cuadra (1903-1941) captures the essence of Ecuadorian “Costeño” through his masterly depiction of Montubian life in works like “Los Sangurimas” (The Sangurimas). Through his writing style, called Montuvian magical realism, he initiated a distinctive literary depiction of Ecuador’s “Costeño” identity and remains impactful on modern authors.
- Joaquín Gallegos Lara (1909-1947) was an outstanding representative of the Ecuadorian social realist movement of the 1930’s. His novel “Las cruces sobre el agua” (The Crosses on Water) vividly illustrated the 1922 massacre of workers in Guayaquil, establishing itself as one of the country’s most relevant literary pieces focusing on social protest. The novel revolutionized the way Ecuadorian literature dealt with political violence and workers’ struggles, creating a custom of employing storytelling to preserve historical remembrance. Throughout his lifetime, his impact reached beyond his texts, as he led the way of numerous emerging writers and played a key role in founding the literary movement known as the “Guayaquil Group.”
- Alfredo Pareja Diez-Canseco (1908-1993) distinguished himself as a novelist and historian. His ambitious twelve-volume work “The History of Ecuador” transformed how Ecuadorians perceived their history, while his novels including “The Pier” examined the intricate relationship between Ecuador’s coastal societies and modernization. Through the incorporation of thorough historical inquiry and creative storytelling techniques, his work stood out in connecting the divide between scholarly and public insights of Ecuadorian history.

### **Utilizing Websites as a Resource for Educating on Ecuadorian Literature**

The use of web pages for educational purposes is a new way of adjusting to the new age of technology to which teenagers are currently exposed. As stated by Cakir (2012), technological progress has infiltrated nearly every aspect of our lives, suggesting that incorporating technology into education is unavoidable.

It is essential to identify materials that are functional, practical, and engaging for the students. Ng (2014) explains that from an aesthetic perspective, a website should be visually appealing in order to capture the attention of its target users and encourage them to explore it further. Their design and presentation should contain elements that attract the attention of their users, as well as content that offers relevant educational material through interactive ways that provide more than just a simple reading experience.

Currently, websites are an important educational medium. Area Moreira (2009) defines them as spaces or pages of the WWW (World Wide Web) that feature various types of material, information, and useful resources for school and collective work.

## METHODOLOGY

This project is a descriptive/exploratory endeavor to investigate the current state of literary knowledge and interest on local (Ecuadorian) authors among teenagers to propose ways to promote teenagers' understanding and awareness of Ecuadorian authors and their literary works. The outcomes derived from a survey applied to teenagers between 14 to 18 years old was further analyzed and results were tabulated for graphic purposes.

Descriptive research examines a situation and is commonly applied in education and social sciences. Its worth relies on the assumption that issues can be addressed, and methods enhanced through observation, analysis, and description. The survey is the most prevalent descriptive research technique, encompassing questionnaires, personal interviews, and more. (Manjunatha, 2019).

As stated by Saunders et al. (2023), an exploratory research design serves as an effective approach to discover what is occurring; to gain new insights; to pose questions and to evaluate phenomena from a fresh perspective.

Given the purpose of the study, a quantitative approach was applied in order to carry out a survey, from which an analysis of the results was obtained.

In a research paper, Ghanad (2023) states that survey research is a quantitative approach in which the researcher distributes a series of questions to a sample of a research. It is especially beneficial when a researcher wants to describe the characteristics, attitudes, behaviors, and opinions of a large population.

This study adopts an inductive approach, utilizing a survey designed to explore the extent of teenagers' immersion in Ecuadorian literature and its cultural significance.

As stated by Blackstone (2012), in an inductive research approach, a researcher begins by gathering data relevant to their topic of interest. After collecting a substantial amount of data, the researcher takes a step back to

gain a broader perspective. At this stage, they examine the data for patterns, working to formulate a theory that explains those patterns.

### **Population**

The selected sample consisted of 116 teenage students from local private schools. Most of the students were in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of upper secondary education. They belong to the District of Guayaquil. The average time devoted to English lessons is between 3 and 5 hours per week, as stipulated in the National English Curriculum Guidelines.

According to Applebee (1993), a major motivation for the present focus on literature education arises from concerns about the perceived decrease of traditional cultural values. In light of this context, this project centers on an association of students who demonstrate minimal familiarity with writers of Ecuadorian literature.

### **Data-gathering tools**

This research utilized a survey to collect precise information regarding student familiarity with Ecuadorian literary authors and their important contributions.

As a research tool, a survey assists an investigation in collecting data from a number of subjects through standardized questions. Scheuren (2004) explains that in accordance with the purpose of the study, a survey solely gathers information from only a segment of the population of interest.

The use of a survey helps researchers collect data at scale, analyze the information obtained and perform data interpretation that leads them to drawing the corresponding conclusions regarding the inquiries that answer the research questions. Kadam (2023) suggests that well-constructed and validated surveys can yield crucial and trustworthy information, which is sometimes the only instrument available to address some research questions.

### **Protocol**

Considering the emphasis on the general population of high school students aged 14 to 18, the researchers sought to collect information from a wide variety

of teenagers in this age group, including a mix of backgrounds and experiences typically found in high school settings.

Regarding the number of students surveyed and the schools they were associated with, a particular method of sampling known as convenience sampling was utilized. Etikan et al. (2016) describe convenience sampling as “the collection of information from members of the population who are conveniently available to provide it.” This definition highlights the practical nature of this sampling method, which is particularly useful in educational research where access to participants may be limited.

Mete et al. (2019) emphasize that convenience sampling allows researchers to gather data from participants who are “geographically accessible” and willing to participate, thus catering to practical constraints such as researcher availability. This aspect is crucial in EFL research where the target population may not always be easily accessible.

The research sample comprised six educational institutions selected from different areas of Guayaquil. Three schools were chosen from the northern sector of the city, while two schools were selected from the southern region and lastly, one school from the downtown area.

Data was gathered throughout a 4-week period. A survey was designed and modified according to the requirements of the researchers. The survey included 8 questions that focused on everyone’s experience in learning about Ecuadorian literature, Ecuadorian writers, and their notable works.

The students needed to select a response for each of the 8 questions with complete honesty, reflecting their educational experiences. The inquires pertained to their age, a crucial element to consider as this study centers on teenagers, their engagement with Ecuadorian literature, their knowledge of authors, works, etc.



## Data Analysis

### Surveyed Students

To determine the exact age of the participants, their birth dates were gathered. This information was crucial for establishing the age range of high school students in their first, second, and third years of study, which makes up the target population of this study.

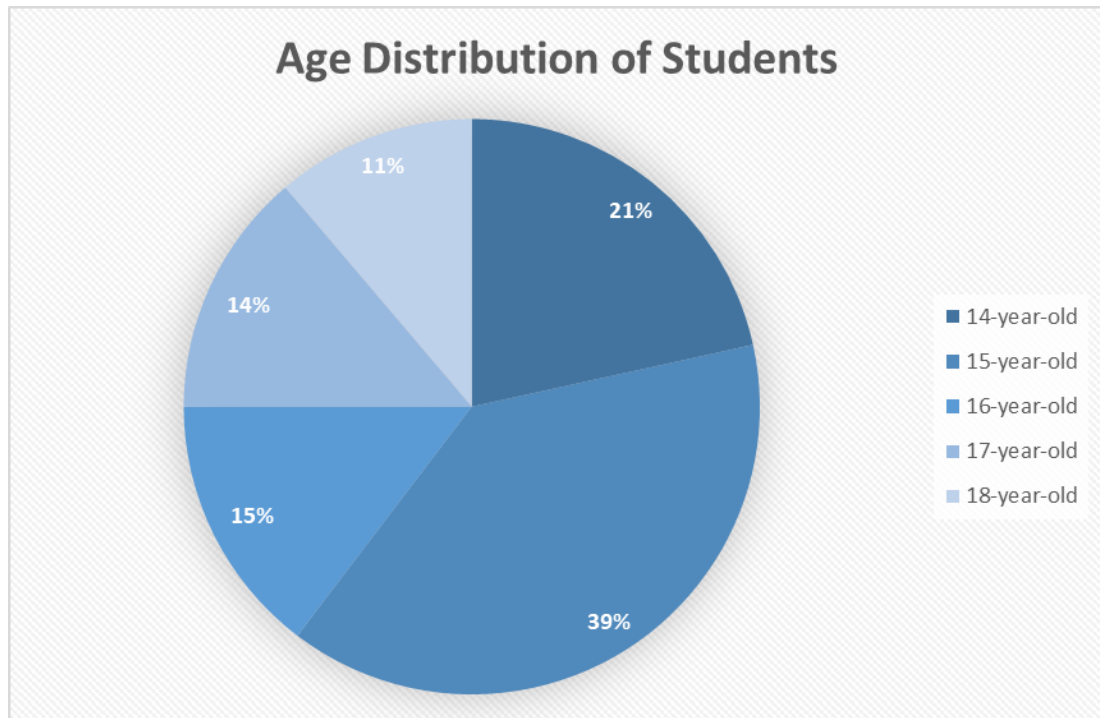


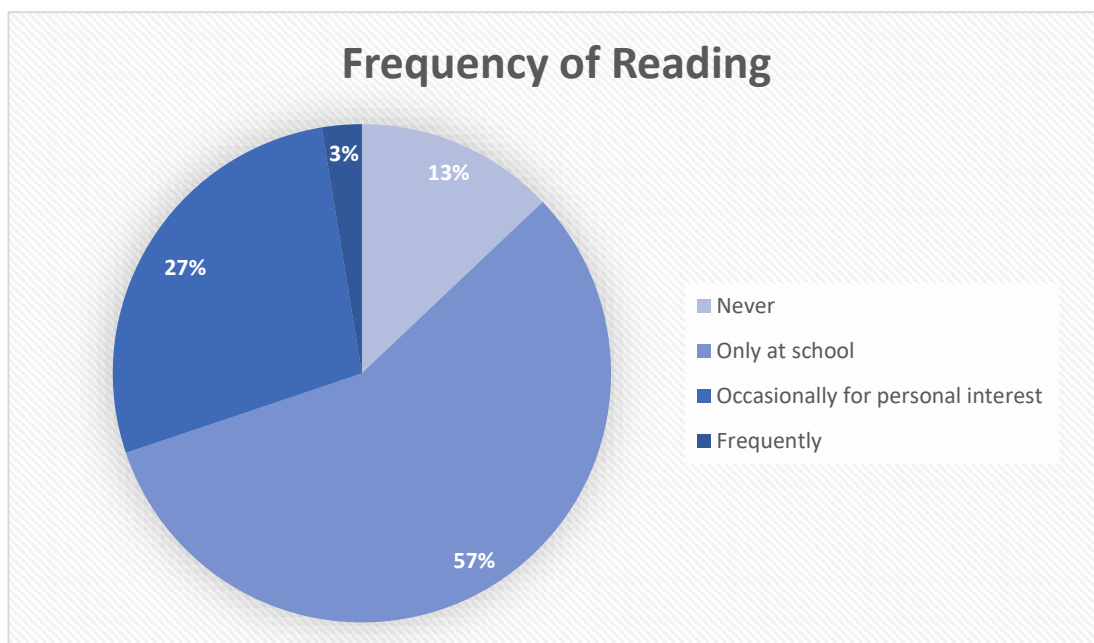
Figure 1: Age Distribution of Students. Elaborated by the authors.

The graph points out that with 38.8% the majority of respondents are 15 years old, followed by 14-year-olds with 21.6%. The corresponding ages of 16 and 17 are in a similar range of 14.7% and 13.8% respectively. Finally, the minority group in the survey corresponds to 18-year-old teenagers with a percentage of 11.2%.

### Immersion of adolescents in Ecuadorian Literature

The following information offers an understanding of how often adolescents engage with Ecuadorian Literature. The main aim of this analysis is to

determine the degree of involvement and immersion of teenagers with national literary pieces.



*Figure 2: Frequency of Reading. Elaborated by the authors.*

The graph represents a frequency range in which teenagers consume Ecuadorian literature. More than half of the respondents (56.9%) indicated that they only read it at school. 27.6% indicated that they do so occasionally for personal interest. This was followed by 12.9% who indicated that they never engage with it and concluded with 2.6% who specified that they do it frequently.

### **Ecuadorian writers acknowledged by the teenage participants**

The subsequent information displays the number of National authors recognized by the adolescent participants. This study sought to explore the level of adolescent awareness regarding a notable group of Ecuadorian literary figures.

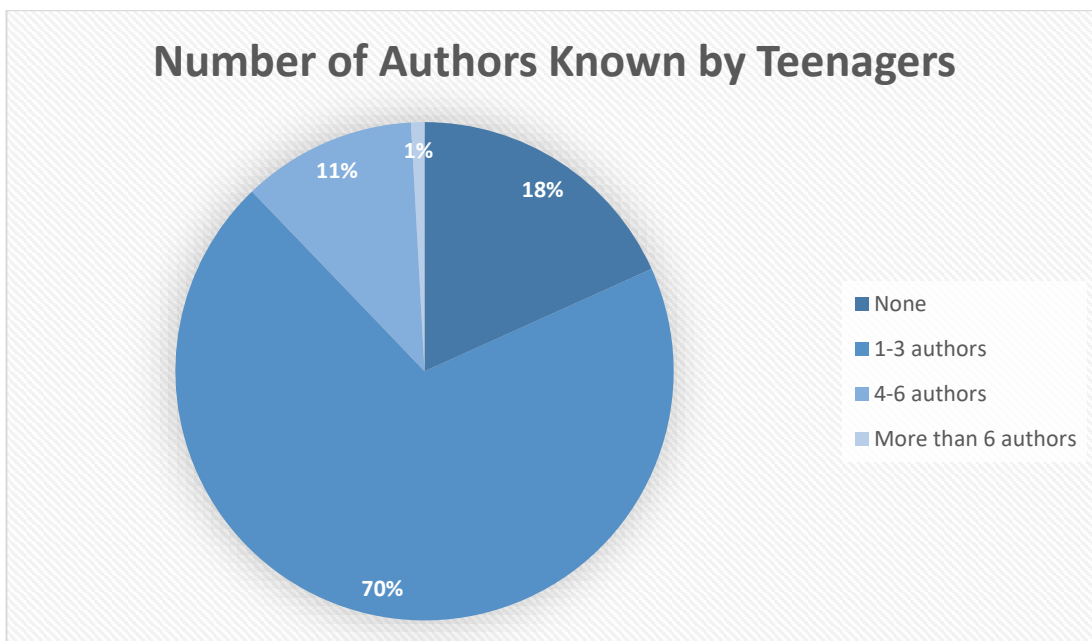


Figure 3: Number of Authors Known by Teenagers. Elaborated by the authors.

The graph represents the results that seek to determine the approximate number of Ecuadorian authors that adolescents know. A total of 69.6% indicated knowing between 1 and 3 Ecuadorian authors. Likewise, 18.3% indicated not knowing any author followed by 11.3% who specified knowing between 4 to 6 authors, while finally only one person (0.9%) indicated knowing more than 6 authors.

### **Ecuadorian authors known by the respondents**

The subsequent data provides details about specific authors emphasized throughout this paper. This method was implemented to guarantee uniform and dependable information about adolescents' awareness of a determined group of notable Ecuadorian writers.

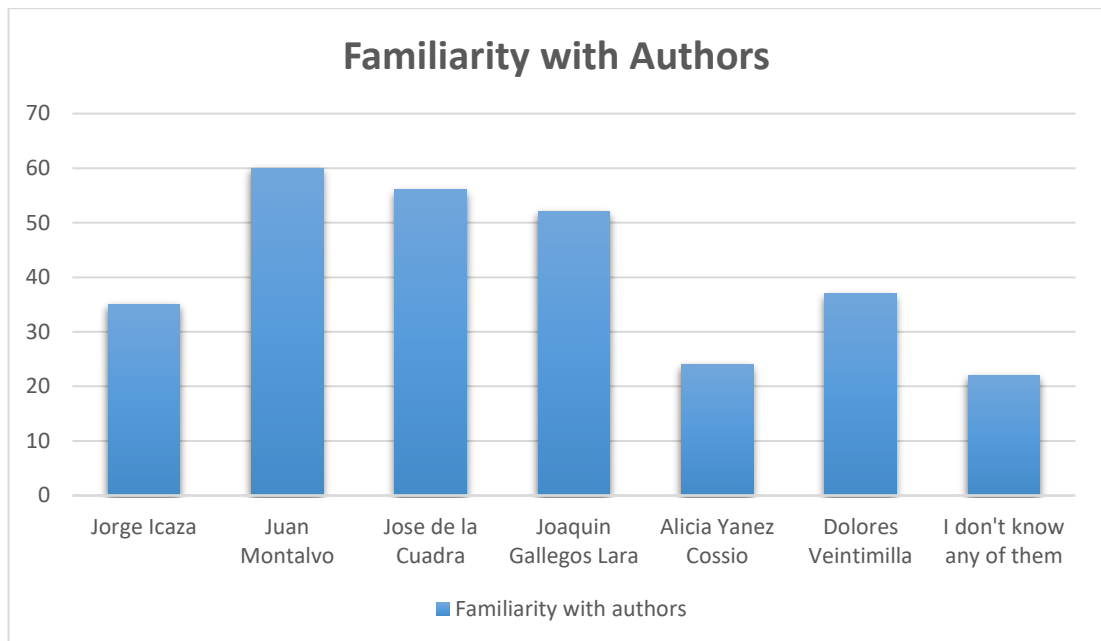


Figure 4: Familiarity with Authors. Elaborated by the authors.

The bar chart represents the results that aim to determine specifically whether the Ecuadorian authors listed in the survey are known by the respondents. The teenagers were allowed to select the number of authors they knew. The most popular author in the survey is Juan Montalvo, known by 51.7% of the adolescents surveyed. Followed by José de la Cuadra and Joaquin Gallegos Lara with 48.3% and 44.8% respectively. There was a difference of about 2% between Dolores Veintimilla (31.9%) and Jorge Icaza (30.2%). Alicia Yanez Cossio obtained 20.7% and finally 19% of the teenagers specified that they were not familiar with any of the authors listed below.

### **Exploring the reasons for the significance of understanding Ecuadorian literature**

The visual information provided here demonstrates teenagers' views on the importance of being acquainted with Ecuadorian literature. This research sought to thoroughly evaluate their understanding of the diverse advantages gained from interacting with national literary pieces.

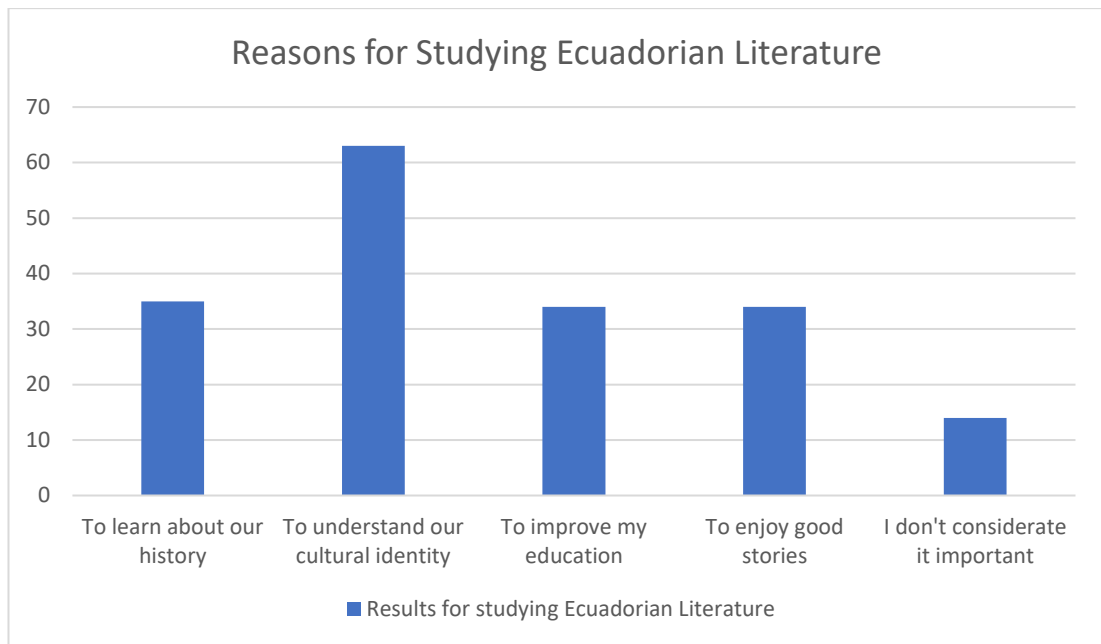
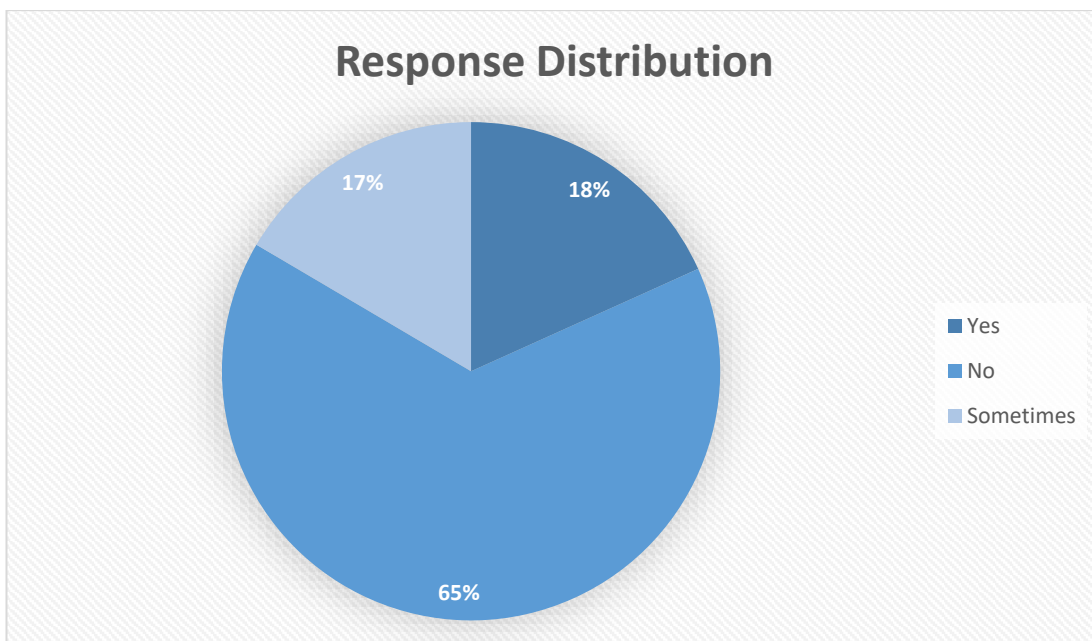


Figure 5: Reasons for Studying Ecuadorian Literature. Elaborated by the authors.

The bar chart represents the results that seek to understand which of the reasons listed justify the importance of being familiar with Ecuadorian literature. The teenagers were allowed to multiple select the number of reasons they agreed were important. First, the most selected option was “to understand our cultural identity” with 54.8%. The following reason was “to learn about our history” with 30.4%. Then there was a tie between two options, “to improve my education” and “to enjoy good stories” which were selected by 29.6% of the respondents. Finally, only 12.2% considered that it was not important to learn about Ecuadorian literature.

### **Ecuadorian literature is effectively taught in an engaging way at schools**

The information provided illustrates the views of participants concerning the teaching methods used for Ecuadorian literature in their individual schools. In particular, it examines their considerations of the teaching as being either ‘appealing,’ ‘engaging,’ or ‘not particularly appealing.’ This study sought to measure the percentage of teenagers who find the teaching engaging and those who have opposing opinions.

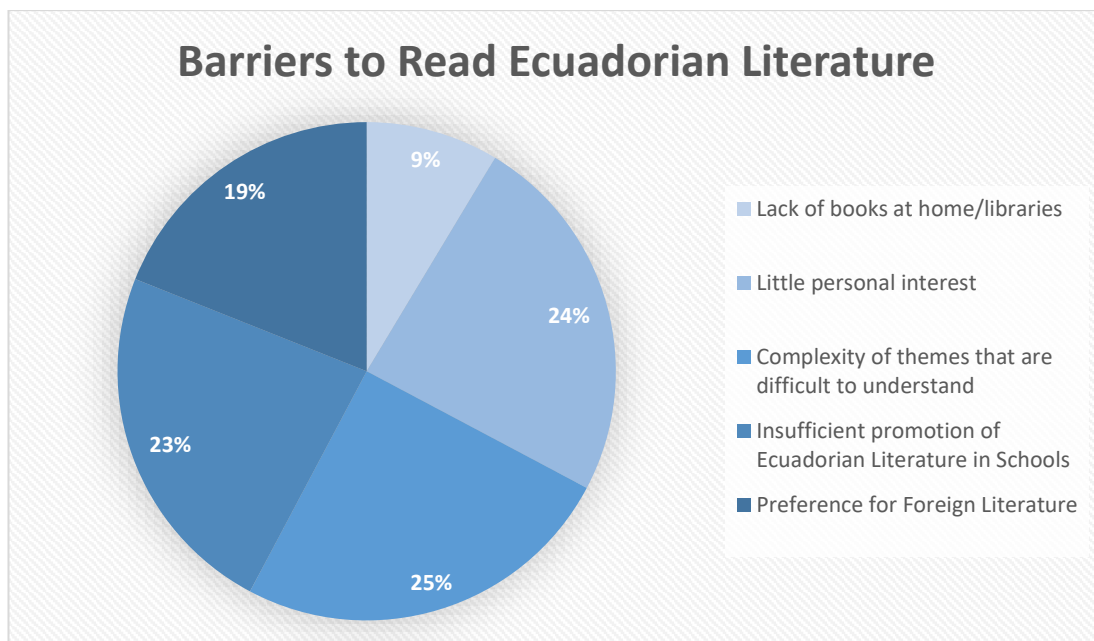


*Figure 6: Response Distribution. Elaborated by the authors.*

The graph represents the results that aim to diagnose whether the teenagers consider that the Ecuadorian literature is being taught in an interesting way at their schools. A significant majority of teenagers (65.2%) reported that they find the current teaching methods unappealing. In contrast, only 18.3% of students believe Ecuadorian literature is taught in an engaging manner. The remaining 16.5% indicated that the teaching approach is only occasionally interesting.

### **Factors that students think contribute to the lack of interest in Ecuadorian literature**

The subsequent information showcases student views on the main reasons leading to a lack of interest in studying Ecuadorian literature and its notable personalities. This study seeks to pinpoint the main barriers obstructing student involvement with national literature and to guide the creation of effective strategies to overcome these issues.

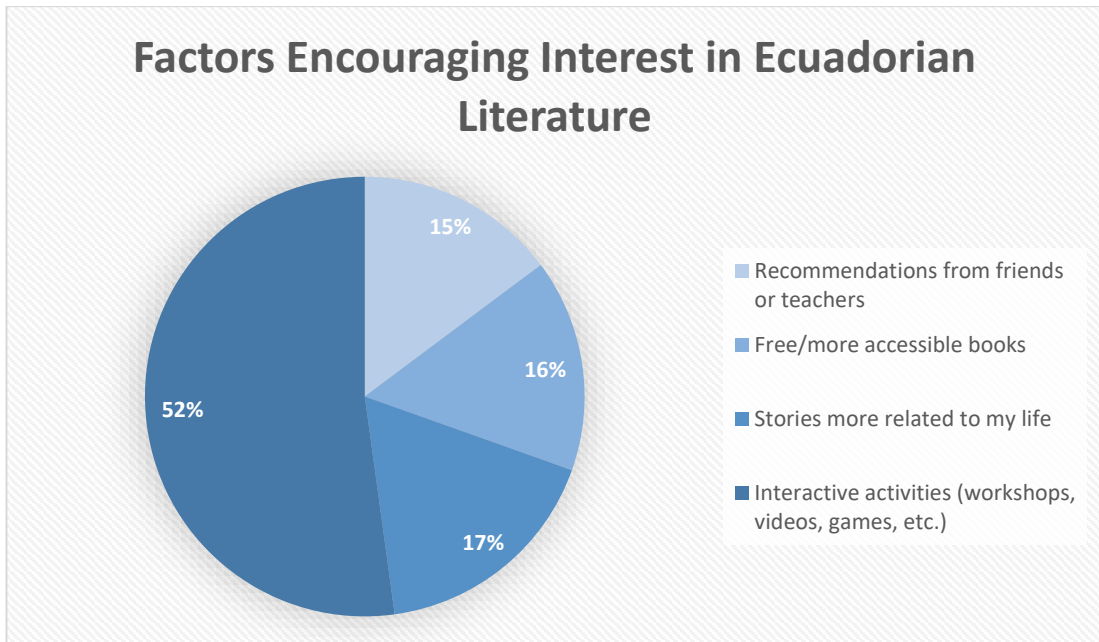


*Figure 7: Barriers to Reading Ecuadorian Literature. Elaborated by the authors.*

The graph represents the results that aims to determine from which of the following factors the students think it contributes to the lack of interest in Ecuador literature. The leading cause is the complexity of themes that are difficult to understand, accounting for 25% of responses, followed closely by little personal interest at 24.1%, and insufficient promotion of Ecuadorian literature in schools at 23.3%. A preference for foreign literature represents 19% of responses, while the least cited factor was the lack of books at home or in libraries at 8.6%.

### **Strategies that could motivate students to read Ecuadorian Literature**

The information provided below relates to the teaching methods or activities identified as the most engaging and attractive by the surveyed teenagers for studying Ecuadorian literature and its notable authors and their writings.



*Figure 8: Factors Encouraging Interest in Ecuadorian Literature. Elaborated by the authors.*

The graph represents which of the strategies students think would motivate them to read more Ecuadorian literature. The majority of respondents (52.2%) indicated that interactive activities such as movies, workshops, and similar engagements would be more motivating. The second most popular factor was "Stories more related to my life" at 17.4%, followed by "Recommendations from friends or teachers" at 14.5%. Finally, 15.7% of the respondents agreed on feeling motivated by free or more accessible books.



## CONCLUSIONS

This study examined the detachment between teenagers and Ecuadorian literature, looking into ways to bridge this gap and efficiently present them with essential authors and their most relevant works. This research sought to determine effective teaching methods that promote engagement and critical thinking based on the data collected on the survey applied to the teenage students from 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of upper secondary education in the district of Guayaquil.

Based on the collected data and subsequent analysis, this project concluded that:

- Connecting teenagers with national literature requires diverse strategies. Although classroom teaching is essential, creative approaches are important to captivate teenage students. Websites that are interactive and showcase compelling bibliographical information about Ecuadorian writers and their creations present an encouraging solution.
- The interactive teaching strategies that can effectively introduce teenagers to essential Ecuadorian authors and their most relevant works are these online platforms that offer an engaging and tailored educational experience, integrating interactive components such as quizzes, games, and multimedia presentations to enhance the accessibility and interest of literary exploration.
- By utilizing an attentively designed platform aligned with their interests, teenage learners might be able to delve into a more profound study of Ecuadorian literature and improve their knowledge about it. This platform will grant access to details regarding notable authors and their most renowned works, promoting a thorough appreciation of the country's literary legacy and stimulating interest in reading national literature. By exploring works that depict the challenges and victories of

the Ecuadorian people, students will develop critical thinking skills. They will understand how to analyze literary works within their historical, social, and political settings, acquiring important knowledge about their country's cultural development.

- Sites aimed to boost teenagers' involvement should include diverse interactive features, such as informative videos about famous authors, visually stimulating animations, interactive activities like quizzes and creative writing prompts, and excerpts from well-known works to boost student involvement and make learning more enjoyable and significant.

## RECOMMENDATIONS

It is essential for teenage students to recognize Ecuadorian literature. Engagement with their nation's literary heritage cultivates a robust sense of national identity, cultural pride, and a more profound comprehension of their history and society. Through exploring the writings of Ecuadorian authors, students can cultivate critical thinking skills, improve their language and communication proficiencies, and acquire meaningful perspectives on human experiences and emotions that go beyond geographical limits. For this reason, it is recommended that:

- Teachers implement interactive learning strategies, develop and utilize interactive websites and online platforms with engaging features like multimedia biographies, interactive games, virtual tours, and collaborative writing platforms, utilize multimedia presentations, including videos, documentaries, and short films. Organize discussions and debates on social media platforms to foster interaction and critical thinking among teenage students.
- Teachers foster a connection to modern culture and connect Ecuadorian literature to contemporary social, political, and cultural issues relevant to teenagers.
- Teachers emphasize the relevance of Ecuadorian literature and highlight the cultural significance of Ecuadorian literature in shaping national identity and understanding and encourage students to connect literary works to their own personal experiences and emotions.
- The authorities help improve the teaching methods, provide professional development workshops and training sessions for teachers on effective strategies for teaching Ecuadorian literature, create and offer captivating and suitable curricula and materials for educators to implement.

- Teachers introduce students to digital storytelling tools such as PowToon to create multimedia presentations and animated stories inspired by Ecuadorian literature.
- Teachers encourage the use of digital tools for creative writing projects, such as online writing platforms or collaborative document editors.

## PROPOSAL

The objective of this project was to create instructional online activities by building an educational website founded on gathered information about Ecuadorian authors and their significant literary works to stimulate interest in teenagers aged fourteen to eighteen. This site has been created with a variety of activities that correspond to the outlined goals. The tasks are divided into crosswords, fill-in-the-blank tasks, word searchers, and analytical inquiries. The tasks outlined rely on information available on the same website, across various sections where teens can find biographies, animations, literary excerpts, and interactive videos.

General Information				
<b>Project Title:</b>		ECU LITerature		
<b>Project Team:</b>		Melissa Anchaluisa; María Valentina Goya		
<b>Main objective:</b>		To create an interactive website for teenage students with the aim of raising awareness of Ecuadorian writers and their most outstanding works.		
		To develop innovative clickable sections containing the author's biographies, animations and extracts of their literary contributions.		
<b>Specific objectives:</b>		To implement gamified online activities about the authors and their most relevant works.		
		To present enjoyable videos about the author's lives and unknown interesting facts about them.		
<b>Execution time</b>	<b>Starting</b>	02/11/24	<b>Ending</b>	10/02/25

<b>Evaluation time</b>	<b>Starting</b>	03/03/25	<b>Ending</b>	23/03/25
<b>Project Description</b>				
<p>This initiative seeks to develop an interactive website that is both engaging and informative, aimed at familiarizing teenage learners with the rich landscape of Ecuadorian literature and its most renowned writers. The site named “<i>ECU LITerature</i>” will go beyond conventional textbook education by providing a vibrant and engaging experience that enhances the understanding of Ecuadorian literary heritage. It will accomplish this by integrating engaging content, interactive learning, and multimedia features, all designed to attract the attention and interest of a teen audience.</p>				

Execution Matrix						
Objective (number)	Activity	What will be done	What change is expected - Outcomes	Resources	Time	Responsibility
<b>S.O.1</b>	Develop innovative clickable sections containing the author's biographies, animations and extracts of their literary inputs.	An innovative design with engaging and easy to navigate sections that include: - Detailed biographies. - Artistic illustrations of the authors. - Excerpts from their literary contributions.	Teenagers will increase their engagement with the website content while improving their understanding and appreciation towards Ecuadorian literature.	Web developers Animators Project managers	1 month	Web developers Animators Project managers
<b>S.O.2</b>	Implement gamified online activities about the authors and their most relevant works.	The creation of interactive games related to the authors and their works that include: - Quizzes that test the knowledge of author biographies. - Crosswords featuring clues related to authors and	Teenagers will improve knowledge and understanding of the authors through a more dynamic and entertaining learning experience.	Content (facts about the authors and their works). Game development, tools and platforms.	1 week	Web developers Project managers

		<p>their literary works.</p> <p>- Mini-games: simple and engaging with a literary theme (word searchers and fill-in-the-blanks).</p>				
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<b>S.O.3</b>	<p>Present enjoyable videos about the author's lives and unknown interesting facts about them.</p>	<p>The in-depth research into the authors' information, focusing on interesting and lesser-known facts.</p>	<p>Teenagers will learn about the authors through multimedia in an effective and engaging way.</p>	<p>Content creation tools: Video recording equipment. Video editing software.</p>	<p>1 week</p>	<p>Editors Voiceover artists Project managers</p>
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# APPENDICES

## A. Survey given to high school students between 14 and 18 years old

Encuesta: Conocimiento de los escritores ecuatorianos entr Publicado

Preguntas Respuestas 116 Configuración

**Encuesta: Conocimiento de los escritores ecuatorianos entre estudiantes de bachillerato de diferentes escuelas privadas del distrito de Guayaquil**

**B** *I* U

Descripción del formulario

¿Cuántos años tienes?

14

15

16

Encuesta: Conocimiento de los escritores ecuatorianos entr Guardando... Publicado

Preguntas Respuestas 116 Configuración

**B** *I* U

Descripción del formulario

¿Cuántos años tienes?

14

15

16

17

18

¿Con qué frecuencia lees literatura ecuatoriana?

Encuesta: Conocimiento de los escritores ecuatorianos entr Se han guardado todos los cambios en Drive Publicado

Preguntas Respuestas 116 Configuración

17

18

¿Con qué frecuencia lees literatura ecuatoriana?

Nunca

Solo en la escuela

Ocasionalmente por interés personal

Frecuentemente

Encuesta: Conocimiento de los escritores ecuatorianos entr Se han guardado todos los cambios en Drive Publicado

Preguntas Respuestas **116** Configuración

Solo en la escuela

Ocasionalmente por interés personal

Frecuentemente

**¿Cuántos autores ecuatorianos conoces?**

Ninguno

1-3

4-6

Más de 6

Encuesta: Conocimiento de los escritores ecuatorianos entr Se han guardado todos los cambios en Drive Publicado

Preguntas Respuestas **116** Configuración

**¿Cuál de los siguientes autores ecuatorianos conoces? (Marca todos los que apliquen)**

Jorge Icaza

Juan Montalvo

José de la Cuadra

Joaquín Gallegos Lara

Alicia Yáñez Cossio

Dolores Veintimilla

No conozco ninguno de ellos

Encuesta: Conocimiento de los escritores ecuatorianos entr Se han guardado todos los cambios en Drive Publicado

Preguntas Respuestas **116** Configuración

No conozco ninguno de ellos

**¿Por qué crees que es importante conocer la literatura ecuatoriana? (Marca todos los que apliquen)**

Para aprender sobre nuestra historia

Para entender nuestra identidad cultural

Para mejorar mi educación

Para disfrutar de buenas historias

No considero que sea importante

Encuesta: Conocimiento de los escritores ecuatorianos entr Se han guardado todos los cambios en Drive Publicado

Preguntas Respuestas 116 Configuración

- Para mejorar mi educación
- Para disfrutar de buenas historias
- No considero que sea importante

**¿Crees que la literatura ecuatoriana se enseña de manera interesante en tu escuela?**

- Sí
- No
- A veces

Encuesta: Conocimiento de los escritores ecuatorianos entr Se han guardado todos los cambios en Drive Publicado

Preguntas Respuestas 116 Configuración

- A veces

**En tu opinión, ¿Qué es lo que más causa la falta de interés en la literatura ecuatoriana?**

- Falta de libros en casa/biblioteca
- Poco interés personal
- Temas complejos que son difíciles de entender
- Falta de fomento de la literatura ecuatoriana en las escuelas
- Preferencia por la literatura extranjera

Encuesta: Conocimiento de los escritores ecuatorianos entr Se han guardado todos los cambios en Drive Publicado

Preguntas Respuestas 116 Configuración

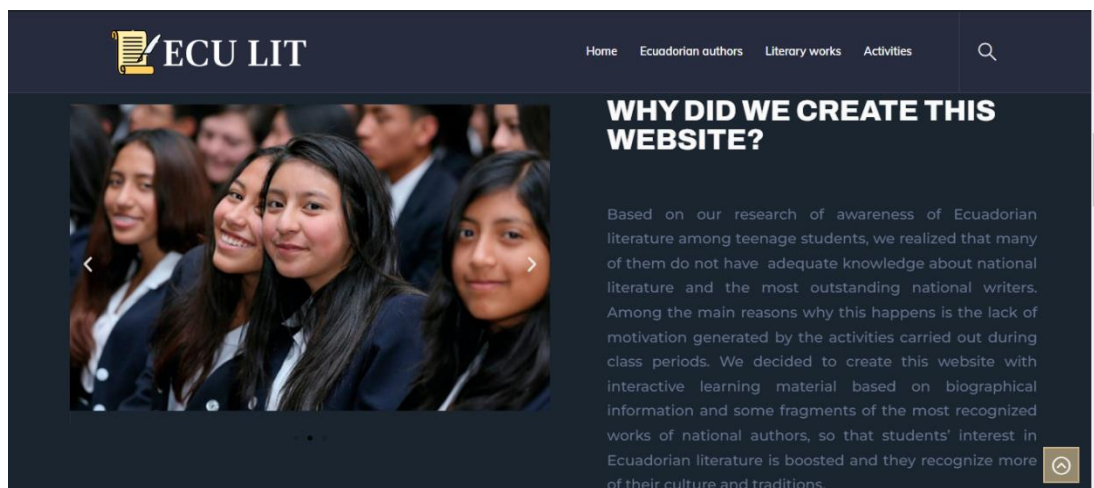
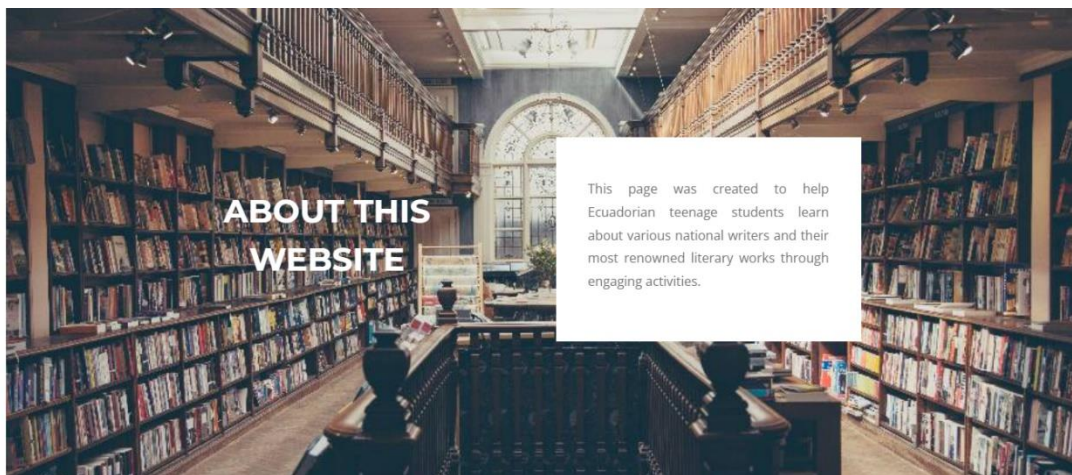
- Falta de fomento de la literatura ecuatoriana en las escuelas
- Preferencia por la literatura extranjera

**¿Qué te motivaría a leer más literatura ecuatoriana?**

- Recomendaciones de amigos o maestros
- Libros gratuitos o más accesibles
- Historias más relacionadas con mi vida
- Actividades interactivas (cine, talleres, etc.)



## B. Website created for high school students between 14 and 18 years old





## ABOUT US

We are Valentina Goya and Melissa Anchaluisa, students from Catholic University Santiago de Guayaquil of the program Pedagogy of National and Foreign languages. As a graduation project we have developed this innovative proposal that serves as an educational tool for learning more about Ecuadorian literature, its authors and their legacy.



### FAQs

- What is the purpose of this website?

This website aims to introduce teenagers to the rich literary heritage of Ecuador. It provides information on renowned Ecuadorian writers, their biographies, and their most significant works. Engaging activities are included to make learning fun and interactive.

+ Who is this website for?

+ Is this website free to use?

### About the writers

- Which writers are featured on this website?

This website features a selection of prominent Ecuadorian writers, including Jorge Icaza, Juan Montalvo, José de la Cuadra, Joaquín Gallegos Lara,



### About the writers

- Which writers are featured on this website?

This website features a selection of prominent Ecuadorian writers, including Jorge Icaza, Juan Montalvo, José de la Cuadra, Joaquín Gallegos Lara, Dolores Veintimilla, Juan León Mera, and more.

+ What kind of information is provided about each writer?

+ Are there any lesser-known writers featured?

### Activities

- What types of activities are included?



## Activities

– What types of activities are included?

The website offers a variety of interactive activities, such as quizzes, crossword puzzles, writing prompts, and discussion questions.

+ What kind of information is provided about each writer?

+ Are there any lesser-known writers featured?

## Technical support

– Is this website compatible with all devices?

The website is designed to be responsive and compatible with various devices, including desktops, laptops, tablets, and smartphones.

+ How can I contact the website administrators?



Ecuador's rich literary tradition has given rise to a plethora of writers who have enriched Hispanic American culture. From colonial chronicles to the avant-garde expressions of the 21st century, Ecuadorian authors have addressed a wide range of themes, from national identity and social reality to love, nature and the search for the meaning of life. Through their works, they have left an indelible mark on universal literature, contributing a unique



**Jorge Icaza Coronel**

Novelist, dramaturge and diplomat. Before devoting himself fully to narrative, Icaza tried his luck on stage, where he worked on several adaptations.



**Juan María Montalvo Fiallos**

An Ecuadorian influential writer, essayist and formidable polemicist whose writings made a substantial impression on the political scenario of his time



**José De La Cuadra Vargas**

Narrator and essayist. He is a member of what Benjamín Carrión called the "Guayaquil Group".



**Joaquín José Enrique De Las Mercedes Gallegos Lara**

Ecuadorian novelist, literary critic, short story writer and poet. His literary pieces frequently depicted the political and social issues of his time, particularly inequality,



**Alicia Yáñez Cossío**

Ecuadorian poet, novelist, journalist and short-story writer. She is recognized as being one of the most outstanding literary



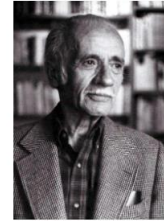
**Dolores Veintimilla De Galindo**

Ecuadorian poet and essayist best known for her many contributions to 19th century



**Juan León Mera Martínez**

Ecuadorian painter, poet, author, essayist, and politician. He composed the words of



**Alfredo Pareja Diez-Canseco**

Statesman, journalist, historian, essayist, and writer from Ecuador. He belonged to a literary collective known as



**Demetrio Aguilera Malta**

Multi-talented diplomat and artist who was exceptionally skilled in a



**Medardo Ángel Silva Rodas**

An important part of the Generación Decapitada



# Literary works

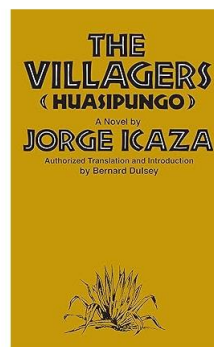
[Home](#) / [Literary works](#)

In this segment of the page you will discover excerpts from the most celebrated works that were officially translated to English language of the most prominent Ecuadorian authors.

Jorge Icaza - Novel: "Huasipungo" 1934

(Authorized English translation by  
Bernard Dulsey "The Villagers" 1964)

A foundational piece of Ecuadorian literature that presents a strong  
critique of the social and economic oppression of indigenous  
populations in the nation.



Home Ecuadorian authors Literary works Activities



Medardo Ángel Silva - Poem:

## "Inter Umbra" from the book "El árbol del bien y el mal" (Translation by Indira Rodríguez 2018)

This is a poem from the book "El árbol del bien y el mal", a poetry collection. The poem talks about the essence of the human soul and how it is imprisoned in the physical body and doomed to exist in this inferior world.



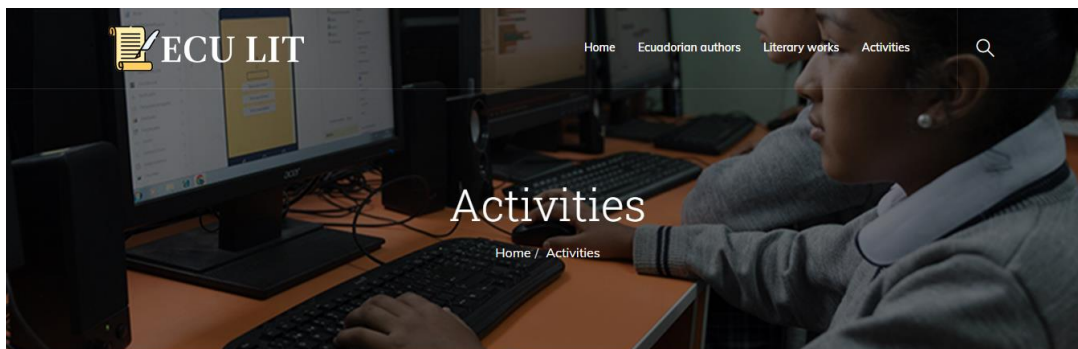
Home Ecuadorian authors Literary works Activities



### Inter Umbra

How you prevail in your black clay prison  
In perennial vigil interred, oh, soul of mine!  
In the muck of the world in genuflection  
You who are all grace, all harmony and light!  
Sapphire drop, divine blood of the stars,  
that destiny into a faulty anaphora poured!  
Exceptional creation of gold and alabaster  
Forever within the saline sea obscured...!  
In the flushed horizon the time approaches  
Gabriel beats his wings in the azure garden  
Return from your dark night into the limpid dawn  
And let the stars know the shade of your garb!





## Let's play!

Find the most relevant literary works in the wordsearch.

Complete the crossword puzzle below



## Let's play!

Based on the information posted about the biography of the Ecuadorian authors fill in the blanks with the correct information.

**Ecuadorian literary works**  
Find the names of the most relevant works of the Ecuadorian authors.

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

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



Click on the image to do the wordsearch online!

## Let's play!

Based on the information posted about the biography of the Ecuadorian authors fill in the blanks with the correct information.

**Facts about Ecuadorian authors**

1. Medardo Angel Silva an important part of the \_\_\_\_\_  
2. Year Domestico Aguilera Multa passed away \_\_\_\_\_  
3. \_\_\_\_\_ belonged to a literary collective known as the "Group of Guayaquil."  
4. Year Juan Leon Mera was born \_\_\_\_\_  
5. Her poetry, characterized by subjects such as grief, unequalled love and social justice, reflected her own \_\_\_\_\_ and \_\_\_\_\_  
6. Was the first Ecuadorian to be awarded the \_\_\_\_\_  
7. Joaquín Gallegos Lara's most significant literary pieces are: \_\_\_\_\_ El guaraguao, and \_\_\_\_\_

Josep aguilera personal 1981 Diaz-Caneque revolutionary Cosmopolita, Vilagers de Siete Afrecho Los Cuadros lo que van, cruces struggles Indis Farsija se views Cruz Los El Tratados, Generation Juana 1832 de Píez sobre The Sor la Decapitated

FILL IN THE **BLANK**.

# Analysis activities

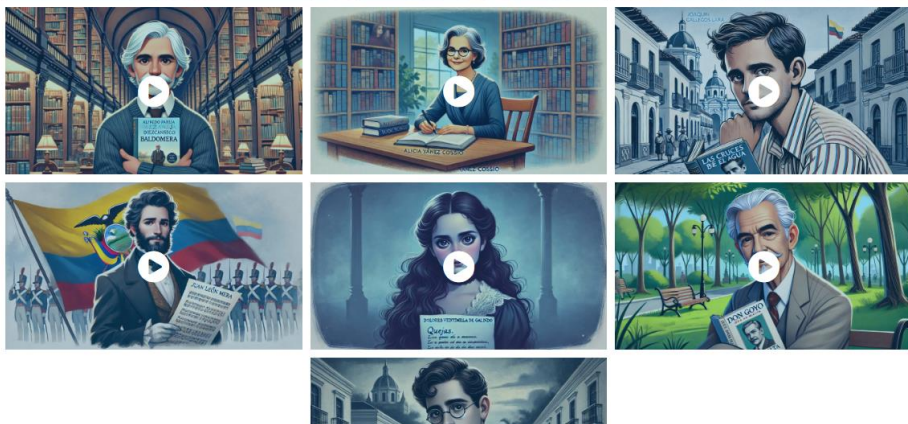
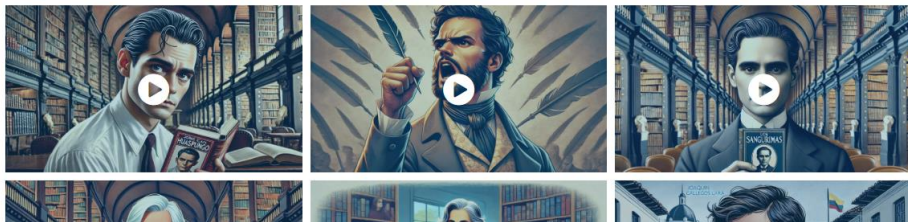
Here are some activities about the most relevant literary works that put on work your critical thinking skills.

- Activity in class: Understanding the Huasipungo system
- The power of the language: The National Anthem
- Understanding & Interpretation: "My Soul on My Lips"
- Analysing "Baldomera" by Alfredo Pareja Diez-Canseco
- Activity: "The Potbellied Virgin"



# Let's watch!

Here are some short videos that contain interesting facts about the most relevant Ecuadorian authors. Enjoy!





## Test your knowledge!

Here you have a brief questionnaire about some interesting facts about the authors mentioned in the previous videos.







Presidencia  
de la República  
del Ecuador



Plan Nacional  
de Ciencia, Tecnología,  
Innovación y Saberes



**SENESCYT**  
Secretaría Nacional de Educación Superior,  
Ciencia, Tecnología e Innovación

## DECLARACIÓN Y AUTORIZACIÓN

Nosotras, **Goya Márquez, María Valentina**, con C.C: # **0955744156** y **Anchaluisa Olaya, Melissa Gabriela** con C.C: # **0931671986** autoras del trabajo de titulación: **Literary awareness of national writers among ecuadorian high school teenagers** previo a la obtención del título de **Licenciadas en Pedagogía de los Idiomas Nacionales y Extranjeros- Inglés** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaramos tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

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C.C: **0931671986**

## **REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

### **FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN**

<b>TÍTULO Y SUBTÍTULO:</b>	Literary awareness of national writers among ecuadorian high school teenagers.		
<b>AUTOR(ES)</b>	Goya Márquez, María Valentina Anchaluisa Olaya, Melissa Gabriela		
<b>REVISOR(ES)/TUTOR(ES)</b>	Rivadeneira Enríquez, Sara Inés, MSc.		
<b>INSTITUCIÓN:</b>	Universidad Católica de Santiago de Guayaquil		
<b>FACULTAD:</b>	Facultad de Artes y Humanidades		
<b>CARRERA:</b>	Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés		
<b>TITULO OBTENIDO:</b>	Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés		
<b>FECHA DE PUBLICACIÓN:</b>	<b>20 de febrero de 2025</b>	<b>No. DE PÁGINAS:</b>	<b>(51 p.)</b>
<b>ÁREAS TEMÁTICAS:</b>	Latin American Literature, Teaching Materials, Language Teaching, Author.		
<b>PALABRAS CLAVES/KEYWORDS:</b>	Ecuadorian Literature, Ecuadorian Authors, Cultural Awareness, Teenagers, Website, Literary Pieces		
<b>RESUMEN/ABSTRACT (150-250 palabras):</b>	<p>This paper reports the results of a study made among teenagers regarding local literature awareness in an attempt to put forward a proposal of interactive teaching methods to increasing awareness and appreciation of Ecuadorian literature among the population already mentioned (teenagers from 14 to 18 years old in Guayaquil). Through a descriptive and exploratory approach, the researchers examined the current disconnection between teenage students and national literature, analyzing data collected from a survey given to students in upper secondary education. The questionnaire sought to understand the direct and indirect factors that led teenagers to feel a lack of knowledge and/or interest in Ecuadorian literature. Findings indicate that the students strongly prefer interactive learning experiences, particularly through web-based platforms. Beyond this aspect of motivation, other aspects that can be influential at the time of learning about Ecuadorian literature and renowned authors were also analyzed. A website was created with the purpose of providing engaging access to author biographies, literary extracts and content-based activities. The platform combines multimedia presentations, games, quizzes and creative writing activities. All the contents displayed are intended to enhance the learning experience of the students as well as to contribute to the appreciation and acknowledgment of the legacy of Ecuadorian literature.</p>		
<b>ADJUNTO PDF:</b>	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
<b>CONTACTO CON AUTOR/ES:</b>	<b>Teléfono:</b> +593-958710641 +593-985781301	<b>E-mail:</b> <a href="mailto:valentinagoya@gmail.com">valentinagoya@gmail.com</a> <a href="mailto:melissaanchaluisa@gmail.com">melissaanchaluisa@gmail.com</a>	
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	<b>Teléfono:</b> +593-4-6043752/593-9-99614680		
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