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“USING CULTURAL ASPECTS AND PLACES OF INTEREST
FROM TULCÁN TO DEVELOP DIDACTIC ENGLISH MATERIAL”**

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Autor: Wilson Santiago Portilla Lomas

Director: Msc. José Miguel Obando Arroyo

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DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	0401686548		
APELLIDOS Y NOMBRES:	Portilla Lomas Wilson Santiago		
DIRECCIÓN:	Av. 17 de Julio El Olivo		
EMAIL:	santiago.portillalomas7@gmail.com		
TELÉFONO FIJO:		TELÉFONO MÓVIL:	0967027392

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EL AUTOR:



.....
Nombre: Wilson Santiago Portilla Lomas

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 14 de octubre de 2020

Msc. José Miguel Obando Arroyo

DIRECTOR DEL TRABAJO DE TITULACIÓN

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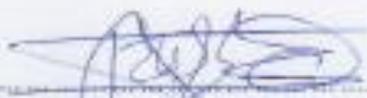


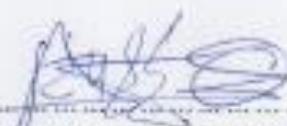
Msc. José Miguel Obando Arroyo

C.C.: 1001512043

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El Tribunal Examinador del trabajo de titulación "Using Cultural Aspects and Places of Interest from Tulcán to Develop Didactic English Material" elaborado por Wilson Santiago Portilla Lomas, previo a la obtención del título de licenciatura en inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:


Msc. José Miguel Obando Arroyo
C.C.: 1001512043
(Presidente del Tribunal)


Msc. José Miguel Obando Arroyo
C.C.: 1001512043
(Director)


Msc. Christian Andrade
C.C.: 1714076120
(Opositor)


Msc. Gabriela Bastidas
C.C.: 1002238499
(Opositor)

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“Todos los triunfos nacen cuando nos atrevemos a brillar”

“Quiero dedicar esta **tesis a mis padres, a mi familia y a mi novia** por ayudarme y apoyarme en todo momento, por ser mi fuerza y alentarme a seguir adelante con mis sueños”

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RESUMEN

El tema de esta tesis es el desarrollo de material didáctico para aprender el idioma Inglés usando aspectos culturales y lugares interesantes de Tulcán. Su objetivo principal es la investigación de aspectos relevantes acerca de la cultura y los lugares turísticos con el fin de crear material didáctico que ayude a mejorar el aprendizaje del idioma Inglés en los estudiantes de último nivel de la unidad educativa “Vicente Fierro” de la Ciudad de Tulcán. Para ello se utilizará una metodología cualitativa ya que se considerará la experiencia de los estudiantes en situaciones reales. Además, se ha podido determinar que la mayoría de los aprendices utilizan copias como principal recurso dentro de clases y sostienen que este material les ayuda mucho en su aprendizaje. Igualmente, ellos consideran que su conocimiento acerca de los lugares turísticos de su lugar de nacimiento es considerable y demuestran un gran interés en aprender aspectos relacionados a leyendas populares. Esto nos lleva a concluir que el material didáctico desarrollado deberá estar enfocado en lo referente a leyendas populares y se lo facilitará a los estudiantes mediante el uso de copias. Finalmente, es necesaria la creación de este tipo de material didáctico debido a que en la actualidad los libros que los estudiantes utilizan no proveen ningún tipo de información relacionada con su cultura provocando así la desmotivación en el aprendizaje de una segunda lengua en este caso el idioma inglés.

Palabras clave: Material didáctico, cultura, aprendizaje, motivación, lugares turísticos, leyendas populares

ABSTRACT

The theme of this thesis is the development of teaching material to learn the English language using cultural aspects and interesting places from Tulcán. Its main objective is to investigate relevant aspects about culture and tourist places in order to create didactic material that helps to improve English language learning in the last level students of the "Vicente Fierro" high school from Tulcán. For this, a qualitative methodology will be used to identify the experience of students in real situations. Apart from that, it has been determined that most of the learners use copies as the main resource inside the classroom and maintain that this material helps them a lot in their learning. Also, they consider that their knowledge about tourist places of their place of birth is considerable and they prefer to learn aspects related to folk tales. This leads us to conclude that the didactic material developed should be focused in relation to folk tales through the use of copies. Finally, the development of this teaching material is necessary because nowadays the books that students use do not provide any type of information related to their culture, thus causing the demotivation in the second learning language process in this case the English language.

Keywords: Didactic material, culture, learning, motivation, tourist places, Folk tales

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INTRODUCTION

Project Title

Using cultural aspects and places of interest from Tulcán to develop didactic English material.

Problem Background

The English learning language has become an important tool in Education and in all the fields that supports the economy in a country. Since this discipline was established in the Ecuadorian educational system, there have been improvements and researches related to promote students learning from different educational institutions in a meaningful way. However, according to a study made in Latin America (El Universo, 2014) Ecuador ranks the 34th place with a low level in the use of the language. It means that the technological and didactics resources are insufficient; for this reason, there is a necessity of new material that could be better if it includes traditions, places of interest, events, and customs. Additionally, according to David Ausubel (1976) in order to get a meaningful learning the new knowledge have to be related to the previous one. In this case traditions, places of interest, events, and customs that in some way are part of young people from Tulcán. Given the current situation, this research problem will address: Which are the most cultural and relevant aspects and places of interest from Tulcán that can be included to develop material to information in regard to improve English learning process?

Justification

This research is very important to teenagers from Tulcán because the current books provided by the government do not include local information about their traditions, places of interest, events, and customs. This fact may be related to a lack of awareness about the importance of the target language because they do not know how to use it to share their culture with people from other countries. In addition, there are no researches about how to develop material based on this city that has beautiful places, important people such as Richard Carapaz who is the winner of Giro the Italia in 2019, also the city has varied and rich gastronomic choice, tales that are very interesting, traditional music and, much more.

Objectives

General Objective

Identify the most relevant cultural aspects and places of interest that can be used to develop didactic material to improve English learning process in Tulcán.

Specific Objectives

Gather information about cultural aspects and places of interest from Tulcán.

Identify the most relevant learning needs among 15-17-year-old high school students about current material used in class, their cultural aspects, and places of interest from Tulcán.

Develop didactic material using cultural aspects and places of interest from Tulcán.

At the beginning of this research, it is presented the introduction in which it will be included the project title; the project background, which includes the current situation and a brief description of this proposal; the justification, which contains why this research is important to the society; Objectives, which are one general and three specific; chapter 1: theoretical framework, which includes the definition about culture, national identity, cultural influence in the second language learning, motivation, and learning; chapter 2: methodology, which presents a description about the type of research, the techniques and instruments, the research questions, the variational operationalization matrix or diagnostic matrix, the sampling and the procedure; chapter 3: which presents the results and a discussion about the findings related to current English material, activities, preferences, and internet access; finally chapter 4: which presents the proposal, the development of three folk tales with some useful activities to practice reading skills, conclusions, recommendations, references, and finally annexes.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Culture

1.1.1. Introduction.

Culture is one of the most important aspects in the society because it is presented in everyday life. It could be appreciated in every single aspect such as food, clothing, language, habits, customs, etc. According to Shiarev and Levy (2004), culture is a number of experiences that passed from one generation to another; it includes language, habits, morals, etc. For Arabski (2011) culture is really important since it has become part of our life from birth until our death. However, nowadays the number of people that are not conscious about the importance of their own culture has increased. It is because some countries through the use of the media have influenced greatly the society. For this reason, it is necessary to teach the new society habitual customs and traditions related to their own birth place or place of living. Moran (2001 quoted in Anas 2001) points out that culture is closely related to the way in which people speak, produce sounds, grammar forms, etc. It means that when we listen to someone from another country, it is easy to recognize his/her culture.

1.1.2. National identity.

It is important to teachers create a national identity in students because it allows them to communicate, and to share local traditions and culture with people from other countries. In line with Charvet (2004) national identity in people from Ecuador is ambiguous and it produces that people leave this country in pursuit of a new identity from other places. According a survey made in 2003, 45% of those who stay in Ecuador want to leave it. Another event that produces a problem in Ecuadorians identity is the deleting of their own currency to replace it with the currency of a country with more highly development. All these events have affected the national identity that Ecuadorians have because with the use of items from other countries and people preferences in other cultures we could lose our identity.

Additionally, people in other countries, such as Germany, The United States, and France feel a high level of pertinence in their own culture. On the other hand, people from Ecuador are not proud of their nationality. The main reason is that in this country some people do not accept that there are some regions and each one has its own customs. Generally, people from the coast region do not have a good relationship with people from the highland. On the other hand, the dominant historical classes degeneration that have produced misunderstanding in Ecuadorians' history. Some events, such as the indigenous uprising in June 1990, and the signing of the Peace Treaty in 1998 between the Governments of Peru and Ecuador contributed to the identity problems faced in Ecuadorians. Another reason is that according to Jijón and Chiluisa (1996) cited by Charvet (2005) state that dominant sectors feel ashamed about the ethnic past citizens. They hate living with people who are not considered from a pure race. Another important cause is the ignorance of our origins due to Adoum (2000) cited by Charvet (2005) people do not like to know about their past because they remember it as a painful situation. They have separated the conception of the past Indian with the present one. In this sense Donoso Pareja (2000) adds the influence of external cultures.

History also takes a really important role in the construction of the identity mentioned by Hobsbawn (1991) cited by Charvet (2005) the activity in which the territorial state establishes the parameters to continue with the historical aspects of a community is called state identity. On the other hand, according to Larrin (1996) there are two ways in which the collective identity is built, the public and the private. The public refers to a very well organized and with the idea of generalization focus on specific goals of the dominant class in the society. On the other hand, the private that refers to individual beliefs. For this reason, this kind of cultural construction is different and depends on the historical aspects in which the person has been immersed. For this reason, the second one is what makes the most sense in individuals. For example, a popular belief that is considered religion by a group of people has more influence; in contrast, to the education because it is part of the

private way to build the collective identity. According to Connor (1998) cited by Charvet (2005)

when a belief doesn't become part of a community is probably because most of the people ignore it. Sometimes individuals' perception, that could be something not real, is more valuable than the reality when the belief has already been incorporated in their life.

Adoum (2000) cited by Charvet (2005) claims that due to all the reasons defined above, it is difficult to present motives that make people proud to live in Ecuador. The main cause is that most of the people do not know about their past, and all the heroes that have done an important performance in this place because elites in this zone select all the information that has to be spread by educational institutions and by the society at large.

1.1.3. Cultural influence in the second language learning.

The national identity is built from the knowledge that is provided by the public education using the language as a tool to ensure multicultural aspects in a common past. Also, it is supported by the government that tries to create a cultural pertinence through the use of regional histories, literature, media, and popular culture.

According to Berger and Luckmann (1968) through the language it is learned and internalized the culture in the early life experiences. It gives to human beings the capacity of relate to others, which helps to build a good self-esteem. In addition to that, Kymlicka (1996) claims that when someone feels identified with a specific culture, it creates confidence, security and Self-identification, the way in which someone becomes part of a group. In addition, during the modern period it is very important the local culture learning because it creates self-identification that provides the bases to access to other cultures.

1.2. Motivation

Herrera, et al. (2004) alleges that motivation is an action that depends on how people face their self about tasks that they have to deal and it clarifies the beginning, direction, intensity, and perseverance from the behavior to achieve an objective. Motivation is related to the satisfaction of basic needs. According to Maslow (cited by Santrock, 2002) first basic needs (Which are; physical needs that are the basic necessities to live, like clothing, food, water, and shelter; security needs are the ones that are related to keep the survival of people, without any kind of risk from the environment; and social needs that are the requirements in which people feel the necessity to develop the ability to receive love and support from others) are completed and after that it is possible to go over the higher ones. In accordance with this Valdez (2005) affirms that esteem needs are related to

the positive feelings that people have about themselves. Additionally, he demonstrates that self-actualization is when people reach everything that they want.

Motivation is one of the most important aspect in the teaching learning process according to Gardner and Lambert (1972) there are two aspects that motivated someone to learn a new language. The first one is usefulness which is focused in a specific purpose such as get a better job, pass a test, get good grades, keep a scholarship, win a competition, etc. the other aspect is integrative motivation that is related to be part of an English language community in a wealthy way. According with this, teachers should teach students thinking about aspects that motivate them to learn English and to achieve it is necessary to develop didactic material that make this labor easy and pleasant.

Finocchiaro, (1982) affirms that a decisive desire to learn a new language is demonstrated by the students' and teacher's fascination in the way in which they can improve students' motivation. The continuous analysis about different methods, techniques, and all the activities used inside the classroom should be improved constantly. In order to achieve the motivation from the students, it is necessary to include some activities like:

In accordance with Krashen (1987) a good environment in which the students feel confident to speak and participate captivated in all the activities presented by the teacher. Students should have a good relationship with their classmates and also with the teacher. When students feel that the environment is not good, they do not want to be there and their attitude is not acceptable to learn.

It is necessary to provide different kinds of activities using different resources such as, audios, pictures. Worksheets, videos, video games, apps, books, posters, etc. this activity must be according to the level of the students and also should be modified according to the environment of the students.

Littlewood (1995) states that it is really important to the teacher to constantly be sure that the students are exposed to the new language in real life situations with native people and much better if this people have the same age. They could watch cartoons or series from their interest if there is no possible the interaction with natives. It is also important to create real situations in which students could communicate in the same way that they use their native tongue without thinking in grammar rules or be worry about grades or things like that.

1.2.1. Integrative motivation

Some students have a particular interest to learn English according to Kruglaski (1975 cited by Bañuelos 1990) this desire to learn other language is called integrative motivation. This learner wants to learn the language because they like the aspects related with the other

culture. They make connections between their culture with the new one. Also, this kind of students investigate by themselves about important features of the L2 such as pronunciation, grammar rules, expressions, etc. in order to get a level similar to the native ones. Additionally, Gardner (1985 cited by Beltrán 2015) claims that this kind of learner because of the environment and the use of English as a way to communicate around the world is constantly practicing through the use of apps, online interaction, international scholarships, etc.

1.2.2. Instrumental motivation.

This kind of motivation takes part in students who are learning the language in educational institutions in which they do not have the opportunity to talk with native speakers. They are motivated to learn the second language because they must get a certification to get a degree, or to pass an exam. All the activities that the students develop inside the classroom are not chosen by them but in certain way they motivate them to learn.

The environment is essential to determine the motivation that individuals have at the moment of learning a new language. It is because if a person is living in a place where everybody speaks the target language there is no choice. It is mandatory to learn the language to survive in a different context so their level of motivation is good enough to acquire the L2.

Gardner (1982 cited by Beltrán 2015) claims that when a new language is learned, cultural aspects takes an important role. it is because when a person learns his/her native language there is a necessity to be accepted by family. In the same way in order to be accepted by the society it is necessary the learning of English because it is the international language. To become part of the globalized world the use of English is essential.

Gardner (1979 cited by Skehan 1993 in Beltrán 2015) explains that there are other variables that take part in the motivation of someone who wants to learn a new language. “These variables are intelligence, linguistic aptitude, the motivation, and the situational anxiety (Giles and Coupland, 1991 cited by Beltrán 2015). All these aspects related whit the context that could be formal or in other words the classroom, the place where the student learn the language, and the language acquisition that takes place outside the class in real life situation. Additionally, it is important to consider the believes that the student has about the target language that are part of the of their cultural identity.

1.3. Learning

1.3.1. Language teaching.

A language during infancy is acquired whereas in Mackey (1969) in childhood is when the form of a language is learned because the new learners are not conscious that they are using grammar structures to communicate with others. On the other hand, adults notice the difference between grammar structures that use new vocabulary or a new organization. For this reason, as believed by Harmer (2007) it is a really important fact in education that teachers decide how and what is correct to teach at the age of 17. It is because high school students acquire a new language through the use of games, in contrast with adults, which learn the language in an analytic and abstract way.

1.3.2. Learning environments.

In agreement with Duarte (2003) the relationship between internal and external factors that could manipulate or be manipulated in a context is known as environment. The interaction between these factors directly affects students learning. In addition, Romo (2012) stated that internal and external factors should work together and also it is important to include historical aspects to have a clear understanding of the environment. Further, in accordance with Herrera (2006) a controlled activity in which external and internal aspects affect people's interaction focus in education is called learning environment.

1.3.3. Teaching material.

The students' first language learning has developed during a constant natural exposure to the language that will be learned by necessity, however, the second language is acquired under different conditions, the same ones that deserve to be improved and adapted to the needs of the apprentice. For this, it is necessary to provide activities that allow the student to get involved and familiarize themselves with the language they want to learn. According to Harmer (2007) there are three main factors that must be present in the classroom: engage, study and activate. Engage is important to take into account the emotions of the student, trying to develop and strengthen the interest that shows the learning process. The activities that arouse interest in the apprentice must be produced according to the age of the group with which one is working. As a second element that Hamer (2007) identifies is "study", this involves the activities and planning that the teacher will carry out during the construction of knowledge. These activities will allow the self-development and self-discovery of the students. The way of studying will always depend on the needs and style

that each student is accustomed to using. Finally, “Activate” is the development of the activities that will be present in the classroom. These must be prepared by the teacher in order to achieve each of the objectives set by the students.

Planning and developing strategies to be used in the classroom is another factor that should be taken into account when teaching a language. To Hamer (2007) the strategies should be proposed with the purpose of creating opportunities where students are able to use language in a real way, encouraging self-confidence and the exchange of knowledge and ideas. In this way, the student will be able to interact with what they have learned while putting it into practice.

Demonstrations and direct presentations of what students have learned are known as execution activities. On the other hand, participation activities involve tasks where the student must perform in an environment where the language is naturally present. Finally, observation activities require the student to be a passive actor in learning, allowing him to hear and observe the development of activities that involve language.

All the activities mentioned above have the same objective, to ensure that the purpose of each institution is developed regularly, that is, that students are able to communicate with confidence and fluency in such a way that their interactive environment is even broader. For this, it is necessary that the four language skills (listening, speaking, reading and writing) reach their peak of development.

According to Harmer (2007) the ability to listen is the starting point for the development of the other three. It depends on this that the student manages to acquire, develop and maintain valuable information about the language. For this, it is necessary for the student to be involved in situations that allow him to constantly listen to the language he wishes to learn. On the other hand, reading is a skill that helps the acquisition of grammar rules and vocabulary, which will indirectly allow fluency when expressing an opinion, using varied words through an adequate structuring of ideas.

A more effective way to develop listening, in such a way that communication is one more objective to achieve, is to listen to the language naturally and intensely in real situations, that is, when the teacher has an open conversation with his students using the second language. Additionally, there are a large number of tools and materials to develop listening. The materials commonly used for this skill are recordings, most of the times by native people of the language. These allow the student to have more than one opportunity to listen to the audio. Like any material, its use has advantages and disadvantages. The main advantage is that the student is able to become familiar with real voices in real

situations, in addition to the fact that these audios are easily accessible and often free. Another aspect to consider is the size and acoustic level that the classroom has can present a disadvantage when using a recording, since being in a wide place not everyone has the same possibilities to listen correctly, in addition to this tool is not adapted to the speed at the one the student hears.

Regarding the teacher's role in listening, it is important that he / she creates situations where the student is able to participate and at the same time can grow their self-confidence when using the language. According to Harmer (2007) to develop listening, it is necessary to involve the ability to read, this will allow the student to make the most of all the material and opportunities available. For this reason, we must link the content with the basic knowledge of the students, in this way it will be possible to capture the student's due attention, interest and enthusiasm, allowing him to focus on the main objective of the activities developed.

Presenting reading activities will help in a representative way to capture information through familiarization with the language directly, it happens, especially when the student is exposed to this environment from an early age, in that period the acquisition process is more accelerated so if reading is combined with the opportunity to listen to the text at the same time, two skills are activated and developed together.

The speech skill used for the purpose of communication is more complex than it seems. Its process involves more than just issuing words. A student who is going to communicate in their second language should be able to use the language in real situations fluently and accurately. To achieve all this, it is necessary that the teacher executes certain activities and functions with the purpose of the students reaching their maximum capacity of oral communication.

As a first aspect, the teacher must be a facilitator, that is, he must be able to prepare the student for situations that can retract the student when he is speaking. One of the main roles is the participation of the teacher in the activities. Sometimes it is important not only to listen, but rather to provide confidence and enthusiasm in students. Finally, the teacher must find suitable moments to give feedback in situations related to the oral communication of the students. This will provide opportunities for students to move forward together.

1.3.4. Meaningful learning.

According to Martínez (2005) the acquisition of knowledge does not refer only to the information acquired as such, but rather to the environment and the conditions in which said process is carried out. All these aspects involve even the experiences acquired by the student, including those acquired prior to the current one.

The learning process has required that the student and the teacher give meaning value to everything learned. Corales (2009) reports that meaningful learning should have more importance over memory. This theory includes the development of plans and structures that allow the student of a second language, avoid as much as possible the repetition of information to learn topics such as grammar and vocabulary. The communicative approach in a second language requires the direct interaction of students with the use of language, using it as a means of communication, dialogue, expression of ideas or debates.

According to Benítez (2007) the individual work done by the student forms an indispensable part in the socio-intellectual formation of the student. For learning to be meaningful, it is necessary that the context and tasks be focused on practice and production in real situations that allow the student to focus on the objective in a direct way and with reliable results.

1.3.5. Previous knowledge.

According to Wade (2009) nowadays the knowledge that the student has already learned has the same degree of importance because when a learned acquire the new knowledge in a meaningful way it modifies the students' prior experiences.

It is important to understand that the Constructivism focuses on the construction of new knowledge as of the previous one. In this context when a student starts to learn a new language he/she is not empty, sometimes he/she knows more than the teacher about a specific topic. Also, it is important that teachers use the previous knowledge of their students to the new knowledge to be meaningful.

1.4. Schema Theory to L2 Reading

1.4.1. Defining schema.

This term is very important in the way in which the knowledge is mentally represented and organized to be used in the future. "Schema is the prior knowledge gained through experiences stored in one's mind. It is an abstract structure of knowledge" (Vivian, 2007, p. 18).

1.4.2. Kinds of schema.

There are a variety of schemas but the most common are three: linguistic schemata. It is essential in the understanding process of reading because it is directly related in the facility that a reader has to comprehend a content. Also, according to a professor of Wuhan University of technology, Wang Wei-Hua, it is unimaginable the interpretation of a reading without an efficiency in idioms, grammar and vocabulary because this is the purpose of the linguistic schemata; formal schemata. It is about the knowledge that helps the reader to identify the kind of text due to the use of different structures, vocabulary, grammar and the formal way in which it is developed; and content schemata. which refers to the knowledge that the reader already possesses about the topic that the text is about. It helps them to make predictions despite a lack of information about grammar and vocabulary. According to some psychologists and in order to create didactic material, it is necessary to use an approach in which all the activities will be based on. It is useful the activation and the creation of mental schemes. At the very beginning, it is really important the use of relevant material to the student because it helps them to build new mental schemes from those that they already possess.

1.4.3. The interactive model.

The interaction between bottom-up and top-down processing skills model is one of the best approaches to develop reading skills because according to Debat (2006) it combines activities which are focused only on reading understanding that is based on basic constructions of sounds, vocabulary, and grammar structures and also more complex activities which make connections between the knowledge that the students already know about the presented topic. Additionally, these activities are easier to be integrated in student's previous mental structures because they are presented in a significant context. These activities are divided in three groups:

1.4.3.1.Pre-reading.

According to Chen and Graves (1995) in these activities the main purpose is stimulate actual schema, build a new one, and give the teacher data about the knowledge that the students have acquired about a specific topic. There are activities such as; prediction, which according to Goodman (1988) the brain is always assuming and thinking about possible results related to the sense in sensory inputs; previewing, “where students look at titles, headings, and pictures, and read the first few paragraphs and the last paragraph; these activities can then help students understand what the text is about by activating their formal and content schemata” (Debat, 2006, p. 9-14); and Vocabulary development, which refers to the selection of meaningful words, sections, synonyms, or antonyms in a passage.

1.4.3.2.During-reading.

In this part, it is important that the teacher instructs and observes the readers. In this section, the teacher also could teach note-taking to the lector. It helps lectors to identify new vocabulary, important data and their impression about the passage. Some activities that can be developed are; extensive reading, in which readers do this activity for pleasure. This activity also develops reading fluency and proficiency. Another activity that could be developed is reading rate, which times readers to develop speed and the capacity of reading under pressure.

1.4.3.3.Post- reading.

In this stage, according to Debat (2006) students are evaluated and it is recommended the use of Bloom´s taxonomy because it provides a variety of interrogations and exercises that goes from elementary to complex. Additionally, it could be used the discourse knowledge activity, which uses “graphic representations of text organization. This could include displaying cohesive devices (substitution, ellipsis, reference, and conjunction); creating headings; unscrambling paragraphs; and locating discourse markers that signal specific relationships, such as compare-contrast and cause-effect” (Debat, 2006, p. 9-14). In this kind of activities readers have to use skills in advance and to recognize elemental characteristics they need practice.

CHAPTER II: METHODOLOGY

2.1. Type of Research

This research was done in Tulcán due to the researcher's economic possibilities it is likely to collect information in this place. Besides it doesn't exist English material about the most relevant cultural aspects and places of interest that could be used to learn English in an easy way. It was done in Unidad Educativa "Vicente Fierro" because in this institute, authorities allow this kind of activities and also when I studied there, I could identify that the material used by teachers didn't provide knowledge about this city. In addition, I have a good relationship with teachers and authorities. On the other hand, due to students from the last levels have been studying more time, and they have used all the pedagogical material provided by the government and teachers. They will give essential data that will reflect their real needs.

This research used a qualitative method because According to Sampieri (2014) this kind of approach is used to get a clearer knowledge about a problem in a real context. Gomez (2007) points out that a qualitative approach allows researchers to get a clear observation of the society and also the experiences of people in real life situation. Additionally, Sampieri (2014) claims that nonexperimental studies descriptive it based on the observation of reality in their context and it does not manipulate variables. For those reasons, this research will be used to collect data about learning needs from students, who will be chosen by using a probabilistic sample thought the formula for determining the sample size. To select the sample participants, it will be used the systematic selection with random start.

2.2. Research Techniques and Instruments

The techniques used in this investigation was a written survey which was used to gather information about the most relevant cultural aspects and places of interest from Tulcán. It was applied to the students in the last grade of the Unidad Educativa "Vicente Fierro" because they have more experience using didactics English material used by the teacher and the ones that are given by the government. To achieve it, 80 students have to answer 10 questions from a questionnaire.

2.3. Research Questions

Which are the most relevant cultural aspects and places of interest that can be included to develop didactic material to improve the English learning process in adolescents between 16 and 17 years old from Tulcán?

What are the students' feelings about certain information, cultural aspects and places of interest, from Tulcán?

What kind of didactic material can I design using cultural aspects and places of interest from Tulcán?

2.4. Variational Operationalization Matrix or Diagnostic Matrix

Table 1. Variables

Scope	Variables	Scale/Options	Questions
	Type of teaching material most used	Libros Copias Videos Carteles Audios otros	¿Cuál es el material que usa más tu profesor de inglés?
	Degree of usefulness of the teaching material	Mucho Bastante Regular Poco Nada	¿En qué grado te ayuda el material didáctico que comparte tu profesor en clase para que aprendas en idioma inglés?
Assesment	More developed skills	El escuchar audios La lectura La escritura La pronunciación Vocabulario La gramática El hablar mediante discusiones	¿Cuál es la habilidad que practicas con más frecuencia en el salón de clase?
	Auto skill concept in English	Hablar Escuchar/entender Leer y Escribir Reglas gramaticales	¿En qué habilidad del inglés eres muy bueno/buena?
	General knowledge	Lugares turísticos Fiestas tradicionales Comida típica Historia Leyendas	¿Qué es lo que conoces acerca de Tulcán?

	Ninguna de las anteriores	
Self-concept of the level of English acquired	Mucho Bastante Regular Poco Nada	¿Cuánto crees que sabes del idioma inglés?
Level of satisfaction about the English knowledge acquired	Muy satisfactorio Satisfactorio Indiferente Poco satisfactorio Insatisfactorio	¿Qué tan satisfecho te sientes con el aprendizaje que has adquirido acerca del idioma inglés?
Internet Access	Todos los días Tres días a la semana Un día a la semana Pocas veces al mes No cuenta con este servicio	¿Cuenta tu colegio con el servicio de acceso a internet?
Students' preferences about activities developed in class	leer leyendas traducir textos Elaborar comix	¿Qué actividades son las que más te gustaría practicar en tu clase de inglés?
Preferences	Comida típica Deportes Lugares turísticos Leyendas antiguas Personas importantes	¿Qué te gustaría saber más de tu ciudad, pero utilizando el idioma inglés?

Note: Elaborated by the author. Source: Survey made on January 2020.

2.5. Sampling

The population that is the object of this study will be the students from Unidad Educativa “Vicente Fierro” from Tulcán specifically the learners who are studying in the last levels. They are youngsters between the ages of 16 and 17. They have been chosen because they have been studying in this educational institution more time than the rest of the students. So, they have more information and experience crucial to this research.

Sampling

$$n = \frac{N}{1 + \frac{e^2 (N - 1)}{z^2 pq}}$$
$$n = \frac{100}{1 + \frac{0.05^2 (100 - 1)}{1.96^2 0.25}}$$

$$n = \frac{100}{1.25770512}$$

$n = 80$ estudiantes

N= Known population. (100 students)

Nivel de confianza: 95%

$e = 0.05$

$z = 1.96$

$pq = 0.25$

$n =$ size of the sample that we want to know.

Systematic selection with random start

$$k = \frac{N}{n} \quad k = \frac{80}{100} \quad k = 1$$

$k =$ systematic selection range

To start the selection, it will be used four dies that will be rolled. The number rolled by the dies will be the first in the list of the participants (100 Students) and the rest will be selected using the systematic selection range that in this case is each 1 student.

2.6. Procedure

The process to create the instruments started with the selection of the variables. After that, the variables were named, defined, and categorized. Then, it was created the question that will be used in the survey. This questions should be designed to the students get a clear understanding according to their ages. Then, the information collected from the students was systematized and with the use of graphics, it will be discussed. After that, it will be made some conclusions that will be taken into account to identify student's preferences. Finally, with this data, it will be created didactic material.

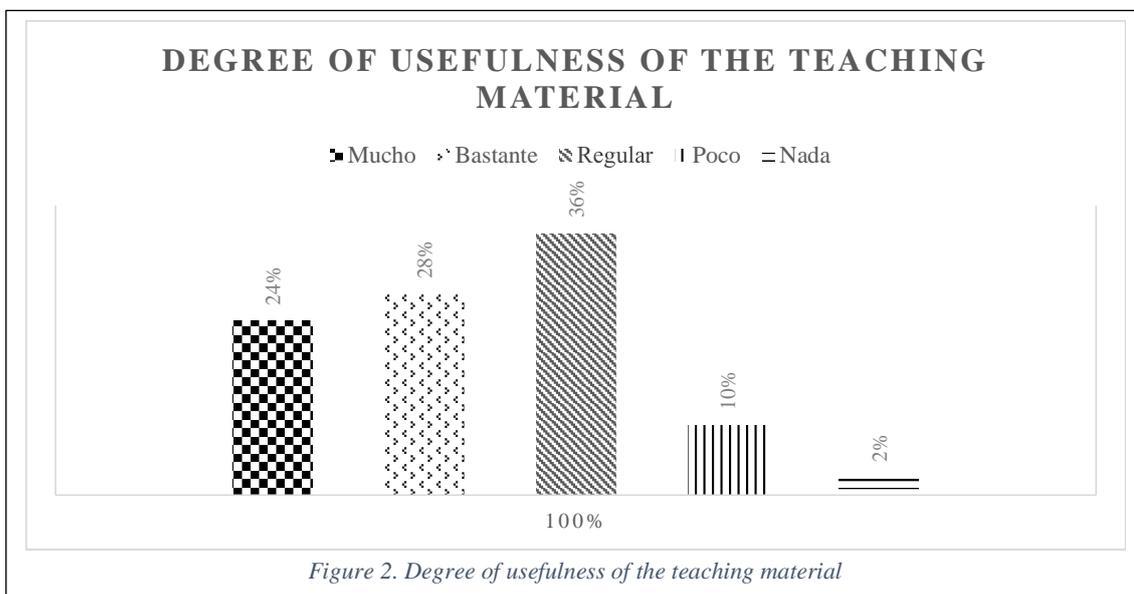
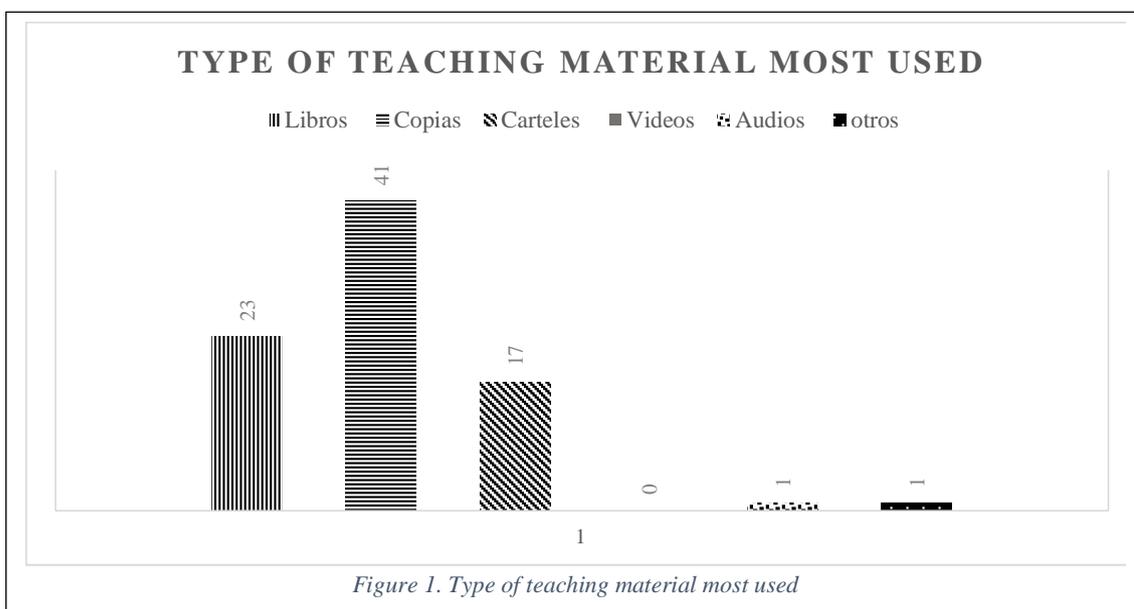
CHAPTER III: RESULTS AND DISCUSSION

In this chapter, it will be presented the description of the findings through the use of graphics, then the discussion between these illustrations and finally, a conclusion that is supported by theory from the theoretical framework.

3.1. Students Survey Results

3.1.1. Current English material.

In this part the results discussed are Type of teaching material most used and Degree of usefulness of the teaching material

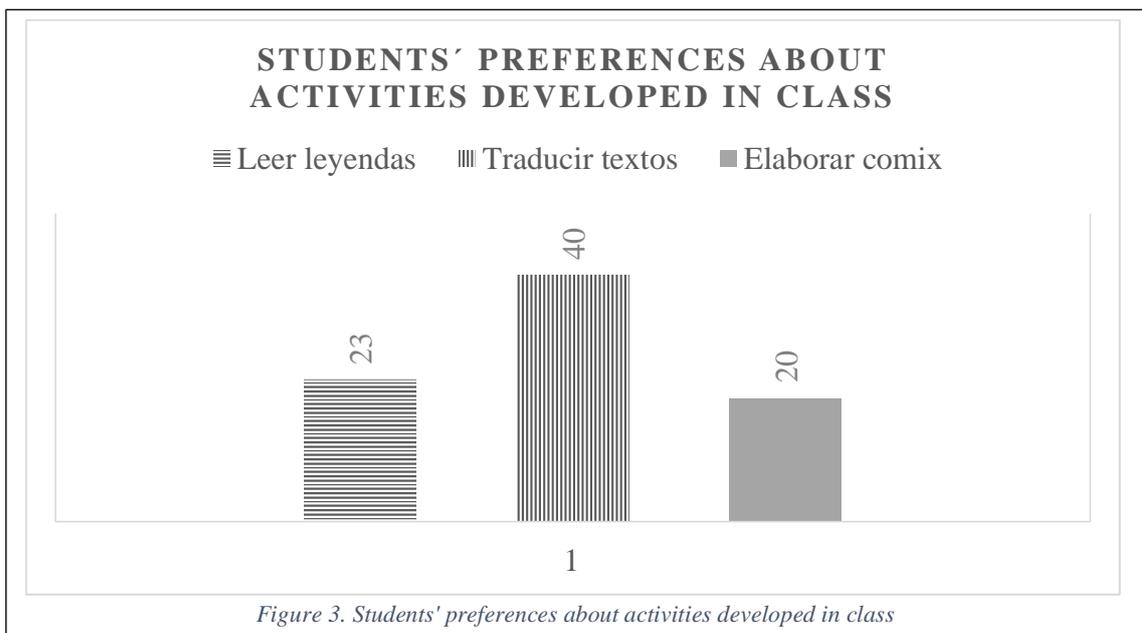


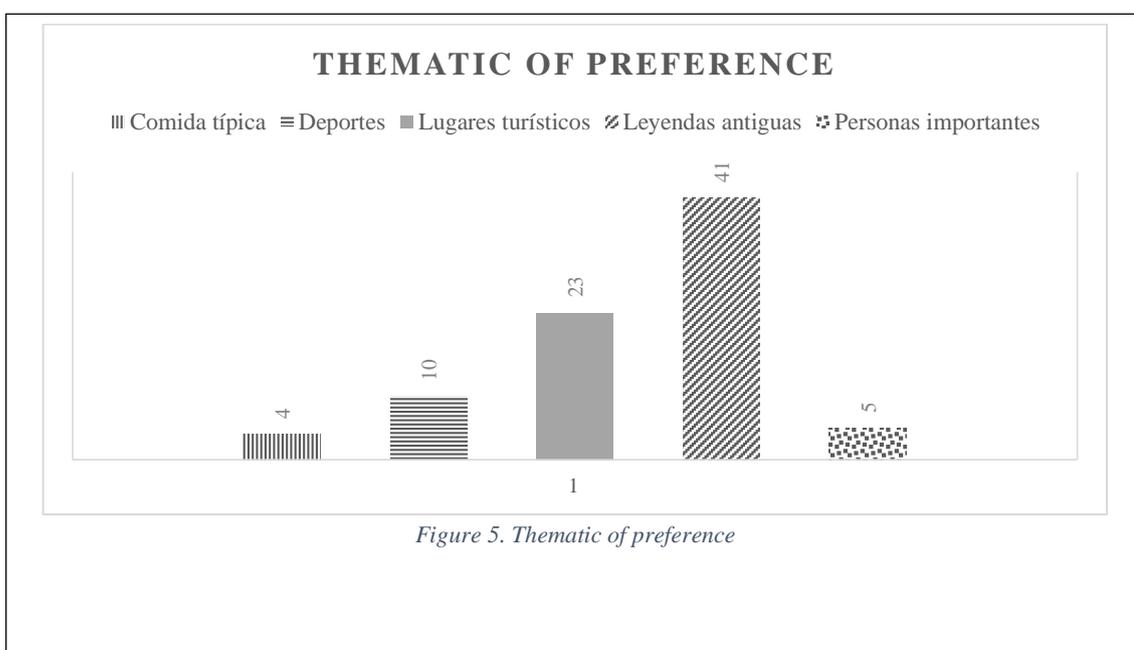
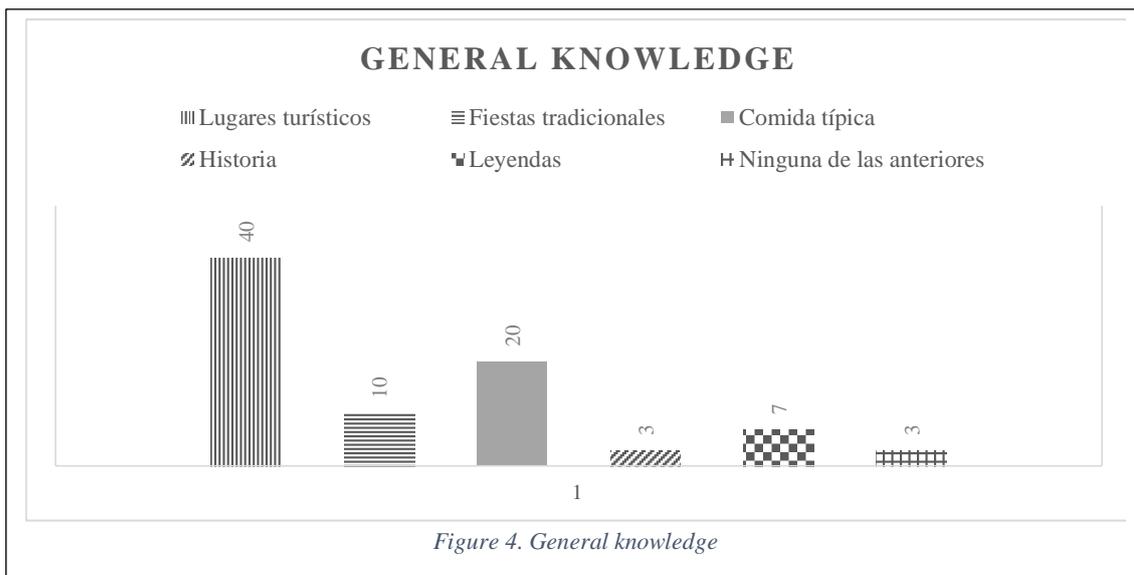
As can be seen in Figure 1, type of teaching material most used; and figure 2, Degree of usefulness of the teaching material, most of the students use copies as the main source in the classroom. This kind of didactic material has helped significantly to the students in the English learning process. However, the English level of the students could be better if the didactic material used to the teacher would include information about their culture. In sum, the didactic material, which will be made using cultural aspects from Tulcán, should be made through the use of copies because this kind of material are considered really useful to the majority of the students.

According to Harmer (2007) the use readings will help the students in a very useful way because it develops in students to capture information through familiarization with the language directly. If the reading is combined with the opportunity to listen to the text at the same time, two skills are activated and developed together. Additionally, according to Wade (2009) nowadays the knowledge that the student has already learned has the same degree of importance because when a learner acquires the new knowledge in a meaningful way it modifies the students' prior experiences. For this reason, students will feel more comfortable using copies because they have a good experience using this kind of didactic material.

3.1.2. Activities.

In this part the result discussed are, Students' preferences about activities developed in class, General knowledge and Thematic of preference.



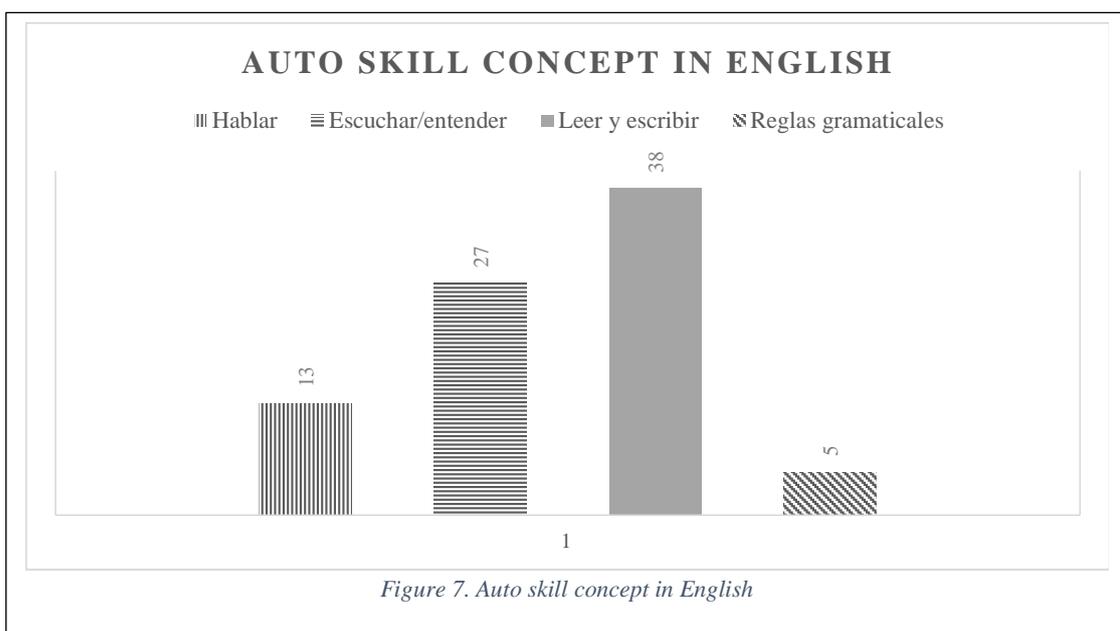
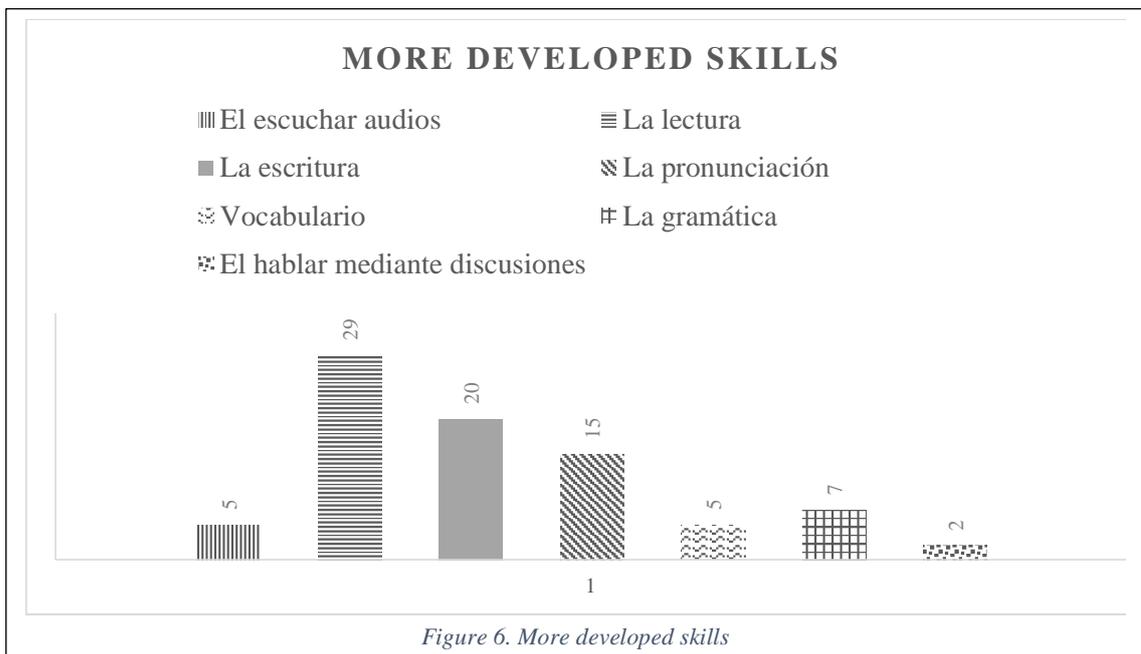


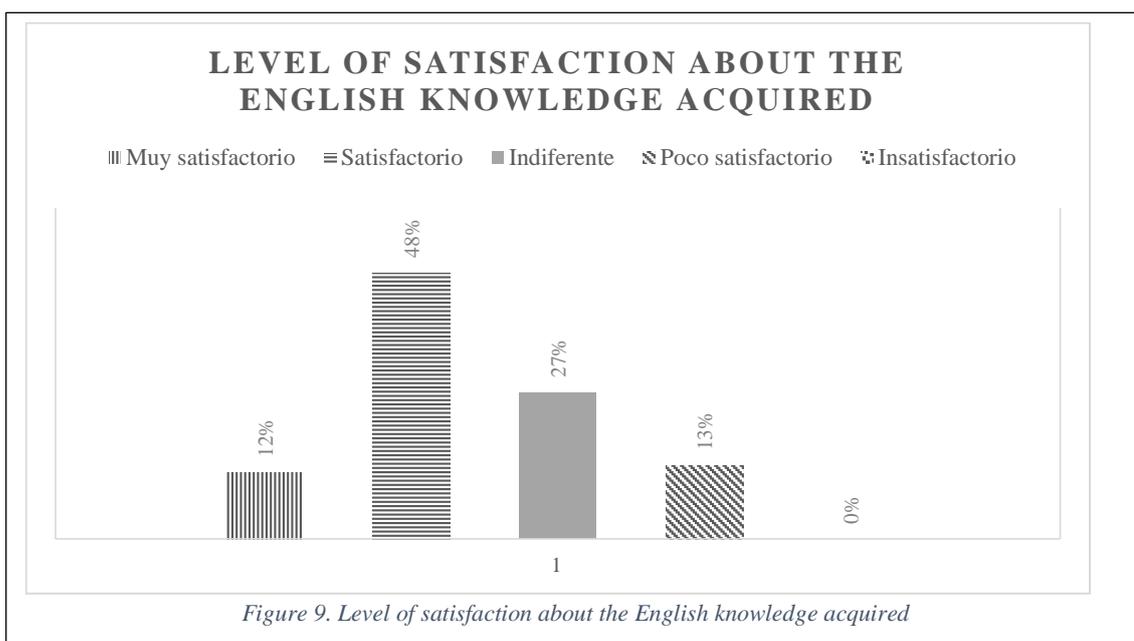
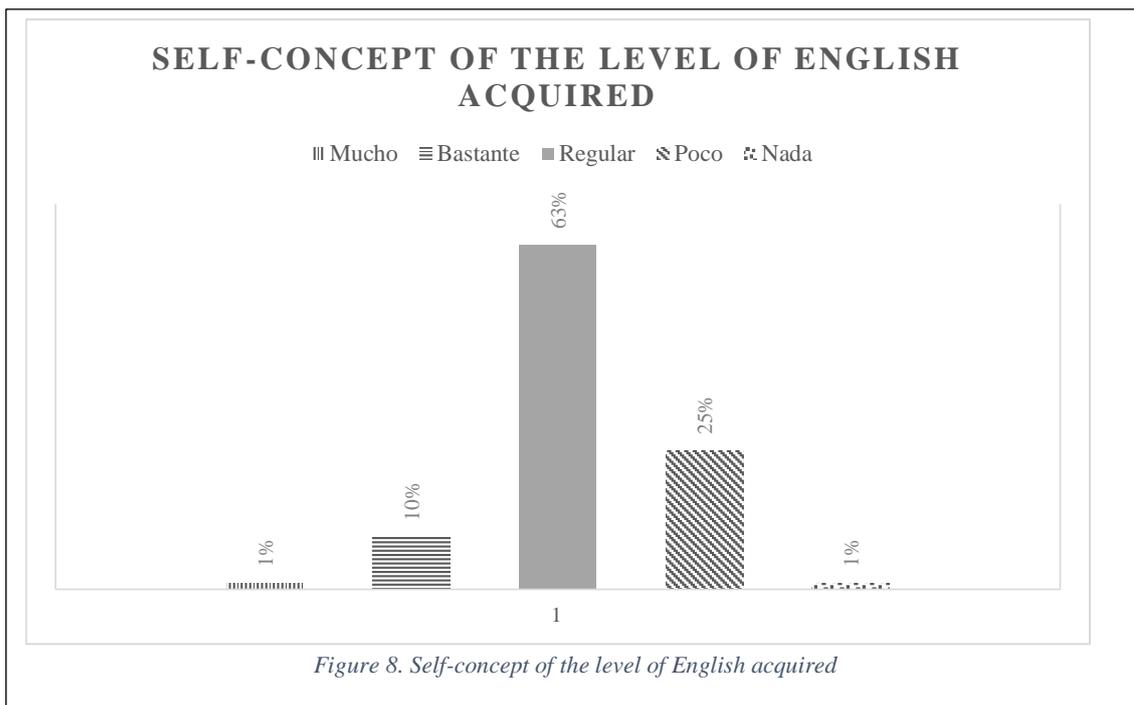
As illustrated in figure 3, student´ preferences about activities developed in class; figure4, general knowledge; and figure 5, Thematic of preference. Most of the students consider that traducing texts is one of the best activities inside the classroom. On the other hand, most of them know about touristic places form Tulcán, however the majority of the students have a particular interest in the learning of folk tales from this place. Summing up, the didactic material, which will be developed, will use traducing texts activities in which it should be included topics related about touristic places because it is easier to student the learning of a second language using the knowledge that is familiar to them. According to Wade (2009) It is important to understand that the constructivism focuses in the construction of new knowledge as of the previous one. In this context when a student

starts to learn a new language he/she is not empty, sometimes he/she knows more than the teacher about a specific topic. Also, it is important that teachers use the previous knowledge of their students to the new knowledge to be meaningful. Additionally, it will be included folk tales because when it is used students' knowledge of preferences it motivates students to learn by themselves.

3.1.3. Preferences.

In this part the results discussed are More developed skills, Auto skill concept in English, Self-concept of the level of English acquired, and Level of satisfaction about the English knowledge acquired



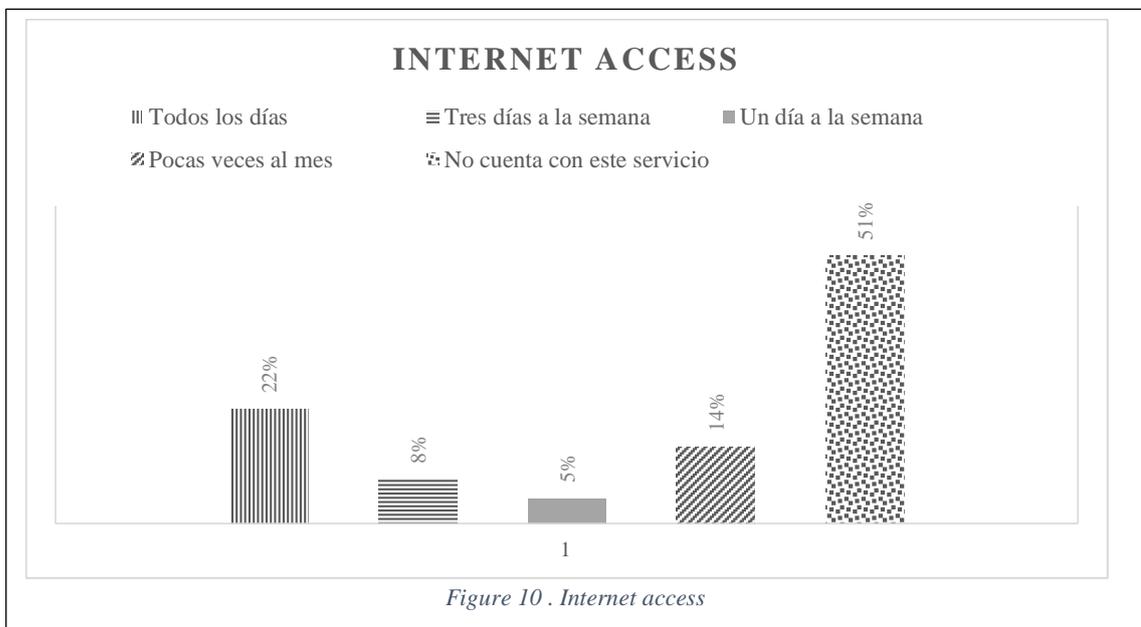


As shown in figure 6, more developed skills, figure 7, auto skill concept in English; figure 8, Self-concept of the level of English acquired; and figure 9, Level of satisfaction about the English knowledge acquired, most of the students consider that the most developed skill is reading and writing. In Accordance with this information most of them consider that they are good in reading and writing. On the other hand, most of them claim that the level of English acquired is regular and they feel satisfied with this results.

In conclusion, the didactic material, which will be developed, will be focused on reading and writing activities because students consider that it is the most developed skill, although the level that they have is not so good. For this reason, the activities will have used topics related to folk tales and touristic places from their place of birth to improve their English level. According Harmer (2007) presenting reading activities will help in a representative way to capture information through familiarization with the language directly, it happens, especially when the student is exposed to this environment from an early age, in that period the acquisition process is more accelerated so if reading is combined with the opportunity to listen to the text at the same time, two skills are activated and developed together.

3.1.4. Internet access.

In this part the result discussed is Internet Access



As shown in figure 10, internet access, 51% of the students claims that there is not internet connection on the high school. For this reason, it is not possible the use of online activities to teach English to the students; so. It will be used copies as the main source. Nowadays, internet is one of the best tools to help students in the learning process of a new language. In the future, when the institution has this service, it could be possible to adapt this didactic material through the use of technological devices.

CHAPTER IV: PROPOSAL

In this chapter it is presented three different folk tales from Tulcán; The bobo river laundress, El Rosal estate bull, and the guagua negro. These stories are followed by a range of activities which are thinking to develop basic reading skills (basic grammar structures and vocabulary) and more complex ones (actions used to make connections between students' prior knowledge with the new one). All the activities presented follow the schema theory to L2 reading (an abstract structure of knowledge) in which it is presented the interactive model. This model is divided in pre- reading, during-reading, and post reading activities which are designed to engage high school students among 15-17-years-old with general knowledge from Tulcán.

Justification

This didactic material was made focused to develop reading skills due to a survey applied to high school students in which it was found important data related to their needs and preferences. This material is really important because in books used to the students there isn't activities related with their place of birth. According to Charvet (2004) it produces demotivation in the learning of a new language because learners do not fill identify with a different culture. Additionally, general knowledge about their own culture creates self-identification that provides bases to access to other cultures.

General Objective

Practice simple past, and definite and indefinite articles in English language through the use of folk tales from Tulcán completing reading activities to develop reading skills and national identity in high school students among 15-17-years-old.

Specific objectives

Identify the use of the simple past tense in affirmative, negative, information questions, and time expressions through the use of reading exercises to make a discussion.

Practice the spelling and pronunciation rules for regular past verbs over the use of reading activities to make a discussion.

Analyze the use of the definite and the indefinite article through the use of reading activities to make a discussion.

THE BOBO RIVER LAUNDRESS

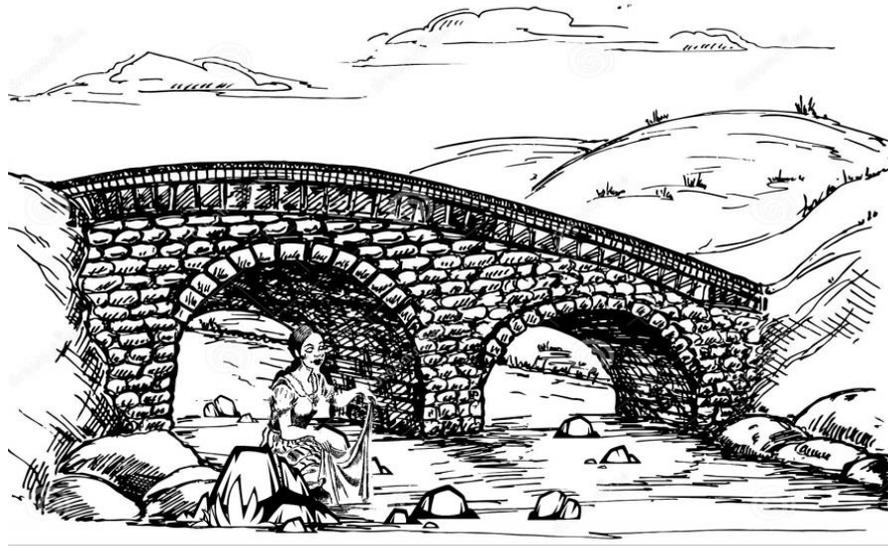


Figure 11. *The Bobo River Laundress. Elaborated by the author*

This legend had its origin many years ago in Tulcán. It was the case of a woman who used to do the laundry in the Bobo River. She *did* it frequently from 4 a.m. and for this endeavor, she *had* a designated place with a big stone on the shore of the aforementioned river.

It was quite early in the morning, while she was washing clothes, an unknown character, dressed in black, stood in the middle of the bridge. She approached him with fear because he was insistently calling her. Suddenly, the stranger *asked* her to cover him blindfolded with a bandage that he had in his hands.

She *followed* this plea and to her surprise, this peculiar character threw himself off the bridge and fell upside down exactly on the stone on which she used to wash clothes.



Figure 12. *The Bobo River Laundress. Elaborated by the author*

The stranger's body *disappeared* into the water without a trace, nor was his body found despite being searched and no reason was given about such unusual events.

Afterwards, the laundress suffered a nervous depression, and she *died* to the awe of those who *knew* about this abnormal event.

PRE-READING.

WARM-UP ACTIVITY

The teacher writes the word “Folktales from Tulcán” in the middle of the board and encourages students to brainstorm the different stories that the students already know about the topic. All ideas are written down, followed by an in-class discussion. The teacher should add aspects that learners have not thought about.

PREDICTION

1. Work with a partner. Ask and answer the questions (1-3) below. Write main ideas to discuss with the class.

- Look at the map. Where is the Bobo River located?

.....

.....

.....

.....



Figure 13. Tulcán Map. Taken from Google Maps

- Have you ever been to Bobo River?
- Read the title of the tale. What do you think this tale is about?

.....

.....

Grammar: Simple past

Form

Positive Sentences		
Subject	Verb in past	Complement
I You He She It We You They	found	a body near the river.

Negative sentences			
Subject	Didn't/Did not	Infinitive form of the verb	Complement
I You He She It We You They	did not / didn't	find	a body near the river.

Questions						
Question words	Did	Subject	Infinitive form of the verb	Complement	Question mark	Answer: Positive or negative sentences in simple past
What When Where	did	I You He She	find find find	near the river the body the body	?	I found a body near the river. He found the body yesterday. She found the body near the river.
Why How	did	It We You They				

Figure 14. Grammar rules used in simple present. Elaborated by the author

To make sentences in simple past, it is used a noun followed by a verb in past and after the verb a complement that could use a simple past tense time expression such as yesterday, last week, last month, last year, the day before yesterday, in February, on Monday, in the past, etc.

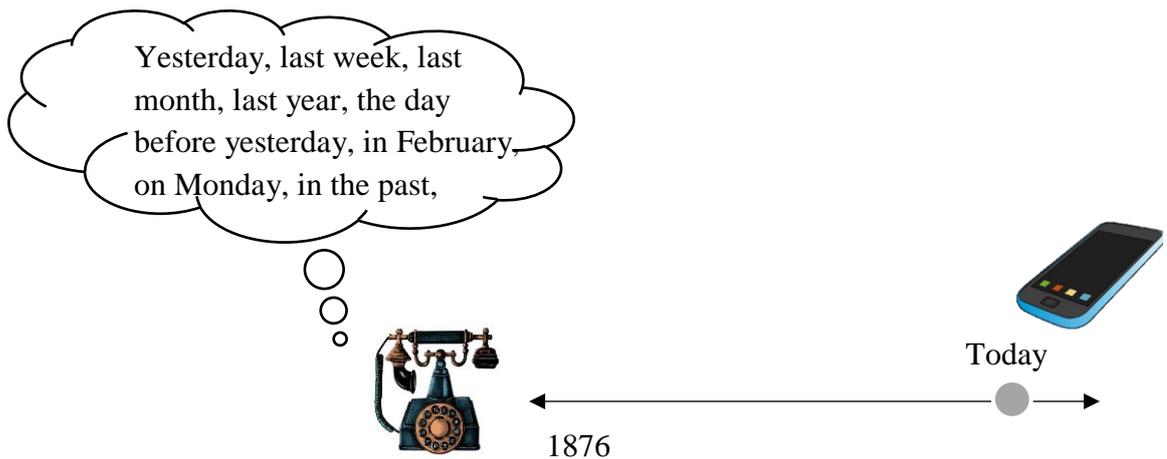
NOTE:

- It is used last night not ~~yesterday night~~.
- It is also used the expression the day before yesterday to mean "two days ago".

Example: I watched a movie the **day before yesterday**.

2. Using the verbs in bold in the text "The Bobo River laundress" make sentences that are true for you.

Meaning



	Past	Present
did	I did my homework yesterday.	do

Figure 15. Activity to practice meaning using simple past. Elaborated by the author

Use

- The simple past is used to talk about actions, states or habits which finished in the past.
- It is commonly used when we have a finished time expression (in the past, last month, at 3 o'clock, in 2019).
I went to the mall yesterday.
- It is used when we are talking about a person who is dead.
Thomas Edison Invented the light bulb.

DURING-READING

3. Read the text. Circle whether the following statements are true (T) or false (F). If the statement is false, correct it.

Statements	Answers	
People did not use to do the laundry in the Bobo River.	T	F
There were big stones, on the shore of the Bobo River.	T	F
The stranger fell down into the river because he could not see with the bandage in his eyes.	T	F
There were many strangers near the river.	T	F
The laundress died because she got sick.	T	F

Figure 16. Reading activity to practice comprehension. Elaborated by the author

POST-READING.

DISCUSSION

- 4. Work in groups. Ask and answer questions with classmates through “HOT SEAT” activity.**

The teacher divides the class in four groups. Then, he/she chooses a member to take a sit in front of each group. After that, the student in front of the group assumes the role of the bobo river laundress or the unknown character dressed in black from the previously reading. Finally, the student answers to classmates’ questions while keeping in that role.

“EL ROSAL” ESTATE BULL



Figure 17. "El Rosal" Estate Bull. Elaborated by the author

In Tulcán in the 1940s due to a cold wave and some economic problems, it was caused the devaluation of the Colombian peso which positively ***influenced*** the Ecuadorian economy.

The number of bars, taverns, nightclubs, and other places ***thrived*** in the aforementioned city, hence causing and generating corruption in the society.

“El Rosal” estate lost one of the best bulls, of muddy color, large and sharp horns, for which its owner ***offered*** a magnificent reward. In Tulcán, meanwhile, a bull ***appeared*** with the same characteristics of the lost animal, which ran on the streets of the city after midnight, completely enraged, vomiting foam and attacking everyone in its path.



Figure 18. "The Rosal" Estate Bull. Elaborated by the author

Regularly, after meetings and having ***ingested*** abundant liquor, the scandals that ***ended*** in destruction of the premises began. Drunkards went out to the streets to continue with their fights having as a result: dead and wounded. In such circumstances and when the quarrels took place, “El Rosal” bull appeared and with its wild fury, it ***lashed*** out at these drunkards, who had to be ***admitted*** to the hospital to be ***cured*** of serious injuries. El Rosal’s bull ***continued*** to roam the city for a long time, thanks to which the city ***achieved*** tranquility and peace.

PRE-READING.

WARM-UP ACTIVITY

The teacher begins by writing down on the board the title of the tale that students are going to read. Then, students are asked to work in groups to write two lists. The first one about the things that they are sure, and the second lists about the things that they don't know. An example of what a list about "El Rosal" Estate Bull might look like:

Sure	Don't know
Bulls are mammals.	How long do they live?
The largest is 220 centimeters long.	
They regularly sleep an average of 4 hours per day.	How fast can they run?
They eat grass, leaves, stems, feed, hay, and cereals.	

All members of the group should participate giving different ideas. After that the teacher choose one member of each group to write on the board one or two ideas from the list. The thoughts are shared and the teacher should add aspects that learners have not thought about.

PREDICTION

1. Work with a partner. Answer the questions (1-3) below. Write main ideas to discuss with the class.

- Where was "El Rosal" state located?
.....
- Who was "El Rosal" state owner?
.....
- How was Ecuador's economy in the 40s?
.....

GRAMMAR

Form

REGULAR VERBS IN PAST

Verbs ending in-e	Add -d at the end of the verb
Disagre <u>e</u> Create <u>e</u> die <u>e</u>	Disagree <u>d</u> Create <u>d</u> Die <u>d</u>
Verbs ending in vowel (a,e,i,o,u) + y	Add -ed at the end of the verb
Play <u>y</u> stay <u>y</u>	Playe <u>d</u> staye <u>d</u>
Verbs ending in a consonant (b,c,d,f...) + y	Change “y” for “i” and add -ed
Marry <u>y</u> try <u>y</u>	Marrie <u>d</u> trie <u>d</u>
Verbs ending in a consonant (b,c,d,f...)	Add -ed at the end of the verb
Visit <u>t</u> act <u>t</u>	visite <u>d</u> acte <u>d</u>
PARTICULAR CASES	
Verbs ending in a stressed vowel + consonant	Double the ending consonant and add-ed
• Stop <u>t</u> • Ban <u>n</u>	Stopp <u>ed</u> Bann <u>ed</u>
If the vowel is not stressed	Do not double the ending consonant, only add -ed at the end of the verb
• Open • offer	Open <u>ed</u> offer <u>ed</u>

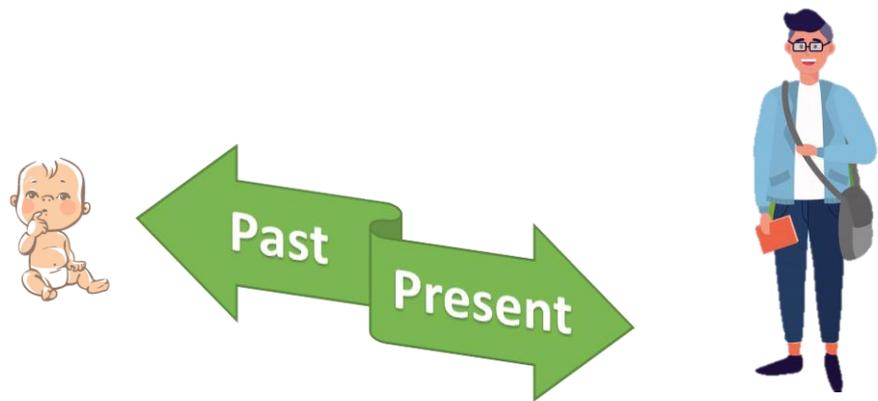
Figure 19. Grammar rules. Regular verbs in past. Elaborated by the author

NOTE:

There are two kinds of verbs; regular and irregular. Regular ones follow the rules explained above but irregular ones do not follow rules so they have to be learnt by heart.

- 2. Using the highlighted verbs in the text “The Rosal State Bull” and complete the chart. write with your own words the rule next to the verb.

Meaning



Verb		Rule
Present	Past	
Influence	Influenced	The verb ends in-e so add -d at the end of the verb

Figure 20. Chart to practice Grammar rules about regular verbs in past. Elaborated by the author

Use

There are three different ways to pronounce regular verbs in past:

- It is used “T” sound if the ending of the verb has a voiceless pronunciation (p, k, s, ch, sh, f, x, h).

Regular verb	Pronunciation	
ask <u>ed</u>	Ask(T)	ed=T sound
laugh <u>ed</u> (læf)	Laugh(T) (læf)	
dropp <u>ed</u>	Dropp(T)	
finish <u>ed</u>	Finish(T)	
fix <u>ed</u>	Fix(T)	
kiss <u>ed</u>	Kiss(T)	
watch <u>ed</u>	Watch(T)	

- It is used “D” sound if the ending of the verb has a voiced pronunciation (vowel sounds, diphthongs, l, v, n, m, r, b, v, g, w, y, z).

Regular verb	Pronunciation	
advise <u>d</u> (ad'vaiz)	Advis(D) (ad'vaiz)	ed=D sound
Agree <u>d</u>	Agree(D)	
Allow <u>ed</u>	Allow(D)	
appear <u>ed</u>	Appear(D)	
burn <u>ed</u>	Burn(D)	
Filled <u>ed</u>	Fill(D)	
love <u>d</u>	Love(D)	

- It is used “ID” sound if the ending of the verb has “t” or “d” pronunciation

Regular verb	Pronunciation	
accept <u>ed</u>	Accept(ID)	“t” or “d” ending sound=ID pronunciation
Arrest <u>ed</u>	Arrest(ID)	
decide <u>d</u>	Decide(ID)	
divide <u>d</u>	Divide(ID)	

Figure 21. Rules to pronounce regular verbs in past. Elaborated by the author

DURING-READING

3. Read the text. Circle whether the following statements are true (T) or false (F). Write arguments that support your answers.

Statements	Answers	
Ecuadorian economy depends on the devaluation of the Colombian peso	T	F
Taverns and nightclubs generate corruption in the society	T	F
Tulcán Bulls are wild animals.	T	F
Bulls don't attack people	T	F
Drunkards don't cause problems to the society	T	F

Figure 22. Chart to practice reading comprehension about "The Rosal" Estate Bull. Elaborated by the author

POST-READING.

DISCUSSION

4. Work in groups to discuss through “SNOWBALL DISCUSSION ” activity.

At the beginning, Students work in pairs. They discuss whether “taverns and nightclubs generate corruption in the society” giving arguments that support their thoughts. After each student share their opinion, the couple joins with other couple, that now is a group of four. The new group joins with other group and create a new group of eight, and so on, until all students make the discussion together. Students should come to an agreement at any moment they join with a new group.

THE GUAGUA NEGRO



Figure 23. *The Guagua Negro*. Elaborated by the author

The Guagua Negro looms every moon night at *Nudo de Boliche* and it scares people who have an evil heart. Apart from that, every traveler who wants to reach Tulcán has to pass this place. The journey begins in the village of Orejuela, nowadays known as Julio Andrade; taking the slope of “Culebras”, eventually travelers used to arrive to the inn which went by the names of “*Piedra Plancha*” or “*Pumamaque*”. Once the travelers reach this point, they quicken their pace, because they feared the night and with it the assaults, the excessive cold, but especially the “Guagua Negro”. He usually appears on any rock, with a small poncho, extremely thin pants, espadrilles, and in his right hand a “dog hound” or hunting whip, with which he scares those who show bad behavior or had an evil heart. Due to this enormous scare, everyone uses to pray to the Virgin of “Las Lajas” when they get there.

Juan Domingo Tatamués, who was a burly boy and revolutionary at heart, was born somewhere near Tulcán. On one of the many trips that he used to make in the country, he met María Lías, the tenth daughter of Francisco Lías, in the parish of *Paja Blanca*. These two lovers on a moonlit night fled in terror at the stubborn ignominy of the world through a moor covered with mortiños and *chilean myrtle*¹. It seemed that at any moment the sky would vomit fire.

They are said to have rested at the inn, where they fathered a child in the shade of a Pumamaque tree and the cooing of the mountains. A few nights later the Guagua Negro appeared, wearing a wool hat adorned with a red ribbon, a small poncho, thin pants, fitted espadrilles, and in his right hand a hunting whip, punishing those who looked like people with a big heart but whose actions were dark, dark like the shadows that cover the top of the bowling alley.

¹ Evergreen tree with fragrant flowers

PRE-READING

WARM-UP ACTIVITY

In groups of three students, the teacher asks them “What do you know about The Guagua Negro folk tale?”. In five minutes, each group have to write as many facts as they known about the tale. All ideas are shared and for the correct statements the teacher gives one point.

PREDICTION

1. Work with a partner. Search for information and answer the questions (1-3) below.

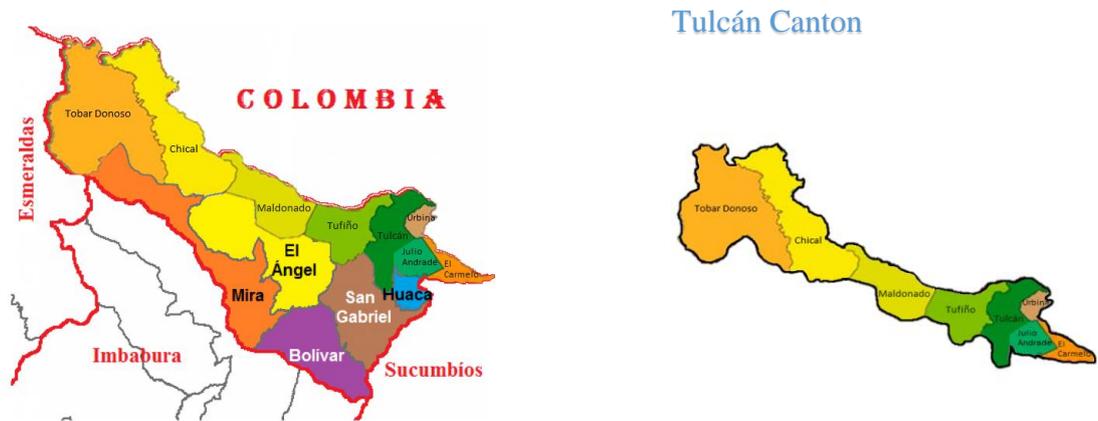


Figure 24. Tulcán Canton Map. Taken from Wikipedia

- Look at the map. Where is Julio Andrade located?

.....

- What are the main source of income in Julio Andrade?

.....

- What is the weather in Julio Andrade like?

.....

GRAMMAR

Form and use

Articles are used to define nouns like specific or unspecific. There are two kinds of articles; definite and indefinite.

The definite article is “The”

Singular, plural, or uncountable nouns can be used with this article		
It is used to refer to one specific thing.	Please give me the blue ball; the green one is too big.	The two people know about the balls
There is only one	The Guagua Negro	There is only one Guagua Negro so it is used “the” before the noun
With superlatives	The Guagua Negro is the most popular folktale in Tulcán	the most popular (superlative adjective)
In the context there is only one	The girl in my class is really smart.	There is only one girl in my class
The noun was already mentioned	A red car was found near the river. The car belongs to my teacher.	The noun “car” was mentioned for a second time in the last sentence.
To make generalizations about a noun	The human brain controls many important body functions	It is referred to all the human brains in general

The indefinite articles are “a” or “an”

This article is only used with singular countable nouns				
They are used to refer to unspecific things or general ideas	a	When the noun that it presides begin with a consonant	Please give me a ball	The ball is unspecific. It could be the blue one or the green one.
	an	When the noun that it presides begin with a vowel	I want to eat an apple.	It could be any apple

Figure 25. Grammar rules about definite and indefinite articles. Elaborated by the author

2. Analyze the words in bold in the text “The Guagua Negro” to complete the chart.

Meaning

Nouns	Definite/indefinite article	Grammar rule with your own word
<u>The Guagua Negro</u>	Definite article	It is used the definite article because there is only one
<u>a small poncho</u>		
<u>a "dog hound"</u>		
<u>an evil heart</u>		
<u>the Virgin of "Las Lajas"</u>		
<u>a burly boy</u>		
<u>the country</u>		
<u>the tenth daughter</u>		
<u>the sky</u>		
<u>a child</u>		

Figure 26. Chart to practice Grammar rules about definite and indefinite articles from the Guagua Negro folk tale. Elaborated by the author

DURING-READING

3. Read the text “The Guagua Negro” and answer the questions below.

What kind of people the Guagua Negro scares to?

.....

How was Julio Andrade known?

.....

Why travelers quicken their pace in the Pumamaque inn?

.....

Who is the Guagua Negro?

.....

Who was Maria Lies for the Guagua Negro?

.....

Who was Juan Domingo for the Guagua Negro?

.....

POST-READING

DISCUSSION

4. Work in groups to discuss through “CONCENTRIC CIRCLES ” activity.

Teacher forms two straight lines in which each student facing one another. Then, the teacher poses the question “Do you think that the Guagua Negro tries to change the society in a good way? Why?” to the whole class and in pairs students start a discussion. After that, the students in one-line slide over one place to the right, and the last student comes to the beginning. Again, the students in the same line move one space to the right to stand in front of a new classmate. Once again, the teacher poses a new question, “Do you know someone who has an evil heart? Give reasons to support your thought” and the process could be repeated over and over again.

CONCLUSIONS

According to the findings, it concludes that most of the students have a particular concern in the use of folk tales to learn English. Additionally, it is recommended a prospective longitudinal study in the use of technological devices to make the didactic material more interactive. According the studies, most of the students are not interested in the English language learning because they don't feel a connection with an unfamiliar culture. For this reason, it is useful the use of the didactic material that includes aspects related to their culture and to respond to their needs. Finally, the information about folk tales from Tulcán was limited because there were found only three official tales in the web site provided by the government.

RECOMMENDATIONS

It is recommended to adapt the didactic material presented in this investigation in the development of other skills such as; listening, speaking, writing, etc. In order to create a material more complex. Additionally, it could be used technological devices to make online games or other kind of interactive exercises. Also, In Tulcán there were only three tales but it could be used all the tales that can be found in the Carchi province. To achieve it, it could be used a publication about this topic. Finally, before the development of this didactic material, it should be considered the economy of the students in order to allow them to get access easily.

GLOSSARY

THE BOBO RIVER LAUNDRESS

Laundress.	<i>Noun</i>	/ˈlɒndrəs/	A woman employed to launder.
Clothes	<i>Noun</i>	/klaʊz/	Things such as shirts and trousers that you wear on your body.
Stone	<i>Noun</i>	/stɒn/	A hard, natural substance that is found in the ground.
Character	<i>Noun</i>	/'kær·ək·tər/	A person in a book, movie, etc.
Bridge	<i>Noun</i>	/brɪdʒ/	A structure that is built over a river or road so that people can go across it.
Fear	<i>Noun</i>	/fɪər/	A strong, bad feeling that you get when you think that something bad might happen.
Die	<i>Verb</i>	/daɪ/	To stop living.

Abnormal	<i>Adjective</i>	/æb'nɔːməl/	Not normal.
Bandage	<i>Verb</i>	/'bændɪdʒ/	To cover with a bandage.

Figure 27. The Bobo River Laundress glossary. taken from Cambridge dictionary. Source: Cambridge, 2020

“EL ROSAL” ESTATE BULL

Economy	<i>Noun</i>	/i'kɑː.nə.mi/	The system of trade and industry by which the wealth of a country is made and used.
Taverns/ Bars	<i>noun</i>	/bɑː/	A place where alcoholic drinks are sold and drunk.
Society	<i>noun</i>	/sə'saɪ.ə.ti/	A large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. All the people in a country, or in several similar countries, can be referred to as a society.
Horns	<i>noun</i>	/hɔːrn/	A hard, pointed, often curved part that grows from the top of the head of some animals, or the hard substance of which a horn is made.
Estate	<i>noun</i>	/i'steɪt/	A large area of land in the country that is owned by a family or an organization and is often used for growing crops or raising animals.
Reward	<i>noun</i>	/rɪ'wɔːrd /	An amount of money given to someone who helps the police or who helps to return stolen property to its owner.
Midnight	<i>noun</i>	/'mɪd.naɪt/	Twelve o'clock in the middle of the night.
Path	<i>noun</i>	/pæθ/	A way or track made by or for people walking on the ground, or a line along which something moves.
Meetings	<i>noun</i>	/'miː.tɪŋ/	A planned occasion when people come together to discuss something.
Injury	<i>noun</i>	/'ɪn.dʒəri/	Physical harm or damage to someone's body caused by an accident or an attack

Figure 28. "El Rosal" Estate Bull. Taken from Cambridge Dictionary: Source: Cambridge, 2020.

THE GUAGUA NEGRO

Scare	Verb	/sker/	To (make a person or animal) feel frightened.
Evil	Adjective	/'i:.vəl/	Morally bad, cruel, or very unpleasant.
Traveler	Noun	/'træv.əl.ə/	Someone who visits places.
Journey	Noun	/'dʒɜ:.ni/	The act of travelling from one place to another, especially in a vehicle.
Rock	Noun	/rɑ:k/	The dry solid part of the earth's surface, or any large piece of this that sticks up out of the ground or the sea.
Espadrille	Noun	/'es.pə.drɪl/	A shoe that is made from strong cloth, with a sole (= bottom part) made from rope.
Behavior	Noun	/bɪ'heɪ.vjər/	A particular way of acting.
Winter	Noun	/'wɪn.t̬ə/	The season between autumn and spring, lasting from November to March north of the equator and from May to September south of the equator, when the weather is coldest.
Parish	Noun	/'pær.ɪʃ/	An area that a church provides for.
Shadow	Noun	/'ʃæd.ʊʊ/	An area of darkness, caused by light being blocked by something.
Inn	Noun	/ɪn/	A pub where you can stay for the night, usually in the countryside

Figure 29. The Guagua Negro. Taken from Cambridge Dictionary. Source: Cambridge, 2020.

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ANNEXES

Annex A. Students survey

Opinión de los estudiantes acerca de las preferencias, necesidades y habilidades desarrolladas en el idioma inglés, su motivación para aprender esta lengua y el conocimiento actual de su lugar de nacimiento

1. *¿Cuál es el material que usa más tu profesor*

<input type="checkbox"/>	Libros
<input type="checkbox"/>	Copias
<input type="checkbox"/>	Carteles
<input type="checkbox"/>	Videos
<input type="checkbox"/>	Audios
	Otros:

2. *¿En qué grado te ayuda el material didáctico que comparte tu maestro en clase para que aprendas el idioma inglés?*

<input type="checkbox"/>	Mucho
<input type="checkbox"/>	Bastante
<input type="checkbox"/>	Regular
<input type="checkbox"/>	Poco
<input type="checkbox"/>	Nada

3. *¿Qué actividades son las que más te gustaría practicar en tu clase de inglés?*

<input type="checkbox"/>	Escuchar música
<input type="checkbox"/>	Leer cuentos
<input type="checkbox"/>	Ver videos
<input type="checkbox"/>	Dramatizaciones
<input type="checkbox"/>	Hacer comics
	Otros:

4. *¿Cuál es la habilidad que practicas con más frecuencia en el salón de clase?*

<input type="checkbox"/>	El escuchar
<input type="checkbox"/>	La lectura
<input type="checkbox"/>	La escritura
<input type="checkbox"/>	La pronunciación
<input type="checkbox"/>	Vocabulario
<input type="checkbox"/>	La gramática
<input type="checkbox"/>	El hablar

5. *¿En qué habilidad del inglés eres muy bueno/buena?*

<input type="checkbox"/>	Hablar
<input type="checkbox"/>	Escuchar/entender
<input type="checkbox"/>	Leer y escribir
<input type="checkbox"/>	Reglas gramaticales

6. *¿Qué te gustaría saber más de tu ciudad, pero utilizando el idioma inglés?*

<input type="checkbox"/>	Comida típica
<input type="checkbox"/>	Deportes
<input type="checkbox"/>	Lugares turísticos
<input type="checkbox"/>	Leyendas antiguas
<input type="checkbox"/>	Personas importantes

7. *¿Que conoces tu acerca de tu cultura?*

<input type="checkbox"/>	Lugares turísticos
<input type="checkbox"/>	Fiestas tradicionales
<input type="checkbox"/>	Comida típica
<input type="checkbox"/>	Historia
<input type="checkbox"/>	Leyendas
<input type="checkbox"/>	Ninguna de las anteriores

8. *¿Qué tan motivado se sentiría al aprender inglés utilizando leyendas de tu ciudad?*

<input type="checkbox"/>	Muy motivado
<input type="checkbox"/>	Motivado
<input type="checkbox"/>	Indiferente

<input type="checkbox"/>	Poco motivado
<input type="checkbox"/>	No me motiva

9. *¿Cuánto crees que sabes del idioma inglés?*

<input type="checkbox"/>	Mucho
<input type="checkbox"/>	Bastante
<input type="checkbox"/>	Regular
<input type="checkbox"/>	Poco
<input type="checkbox"/>	Nada

10. *¿Qué tan satisfecho se siente con el aprendizaje que ha adquirido acerca del idioma inglés?*

<input type="checkbox"/>	Muy satisfecho
<input type="checkbox"/>	Satisfecho
<input type="checkbox"/>	Indiferente
<input type="checkbox"/>	Poco satisfecho
<input type="checkbox"/>	Insatisfecho

11. *¿Cuenta tu colegio tú con el servicio de acceso a internet?*

<input type="checkbox"/>	Si
<input type="checkbox"/>	No
<input type="checkbox"/>	A veces

Annex B. Consent to make the survey in the high school



Ibarra, 2 de enero de 2020

Licenciado
Jackson Hinojosa
Rector Unidad Educativa "Vicente Fierro"
Presente

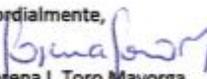
Estimado licenciado:

Reciba un cordial saludo. La presente carta tiene como objetivo informarle que el estudiante Wilson Santiago Portilla Lomas, con cédula de identidad 0401686548 de la Universidad Técnica del Norte de la Carrera de Licenciatura en Inglés, se encuentra realizando su trabajo de investigación para titulación. El tema de este trabajo es "Workbook to develop English learning skills based on cultural aspects and places of interest from Tulcán" (libro de trabajo para desarrollar habilidades de aprendizaje del idioma Inglés basado en aspectos y lugares de interés de Tulcán), y se relaciona con el proceso enseñanza-aprendizaje del idioma inglés. En tal virtud, solicito su autorización para que el mencionado estudiante recabe información en la institución que usted dirige para sustentar su investigación.

Se garantiza que los aportes de todos los miembros de la institución serán anónimos y tendrán uso y destino exclusivamente académico. Además, este estudio no conlleva ningún riesgo, el participante no recibirá ningún beneficio o compensación económica por su contribución. Como aporte a la institución educativa, se garantiza también el pleno derecho de los participantes a conocer los resultados de esta investigación, en tal virtud el estudiante se compromete a retribuir los siguientes productos:

- Si la autoridad de la institución lo solicita, se hará una presentación de resultados a la comunidad educativa.
- Entregar a la institución los hallazgos de la investigación en un documento final.

Si tiene alguna pregunta sobre esta investigación, se puede comunicar con la Dra. Lorena Toro Mayorga docente de la asignatura de Trabajo de Grado al teléfono: al correo electrónico: litoro@utn.edu.ec.

Cordialmente,

Lorena I. Toro Mayorga
PROFESORA DE TRABAJO DE GRADO
Universidad Técnica del Norte

Annex C. New theme authorised by the academic supervisor

This is the last name:

Workbook To Develop English Learning Skills Based On Cultural Aspects And Places
Of Interest From Tulcàn.

This is the new name:

Using Cultural Aspects and Places of Interest from Tulacàn to Develop Didactic
English Material.

Tutor:

Msc. Josè Obando



Signature

Annexe D. New theme Acceptance letter

UNIVERSIDAD TECNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
Universidad acreditada Resolución Nro. 001-073-CEAACES-2013-13 IBARRA-ECUADOR

H. CONSEJO DIRECTIVO

Resolución 58 -20 - HCD

El H. Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología en sesión ordinaria de 29 de enero de 2020, trató el of. s/n, referente a modificación del tema de trabajo de grado, al amparo del Art. 38 numeral 11 del Estatuto Orgánico, RESOLVIÓ:

Aprobar el pedido de modificación del Trabajo de Grado quedando de la siguiente manera:

TEMA APROBADO
"USING CULTURAL ASPECTS AND PLACES OF INTEREST FROM TULCAN TO DEVELOP DIDACTIC ENGLISH MATERIAL".

NOTIFIQUESE. - Con el contenido de la presente Resolución al Sr. Wilson Portilla Lomas, autor del trabajo de grado y estudiante de la carrera de Ingles.

En unidad de acto suscriben la presente resolución el Magister Raimundo López, en su calidad de Decano y Presidente del Honorable Consejo Directivo y el Doctor Ricardo León Secretario Jurídico.

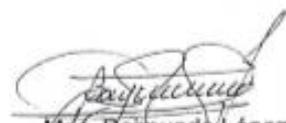
Particular que comunico para los fines legales pertinentes.

Atentamente,
CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO



SECRETARIO JURIDICO

Dr. Ricardo León
SECRETARIO JURIDICO
Anexo. Documentación



Msc. Raimundo López
PRESIDENTE HCD-FECYT
DECANATO