UNIVERSIDAD TÉCNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

(FECYT)

CARRERA: ENGLISH MAJOR

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PRESENCIAL

TEMA:

DIGITAL LANGUAGE LEARNING RESOURCES BASED ON CAYAMBE CULTURE TO IMPROVE ENGLISH SKILLS FOR TEENAGERS OF THE GUACHALÁ COMMUNITY LOCAL SCHOOL.

Trabajo de titulación previo a la obtención del título de LICENCIATURA EN INGLÉS

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas

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Ibarra - Marzo de 2021

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FECHA: AAAAMMDD	16 de abril de 2021		
SOLO PARA TRABAJOS DE GRADO			
PROGRAMA:	X	PREGRADO	**POSGRADO**
TITULO POR EL QUE OPTA:	Licenciatura en Inglés		
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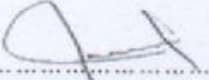
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DEDICATION

"The prayer of a righteous person is powerful and effective"

James 5:16

   To my parents Mirian and Oswaldo for their unconditional support during all my years of academic preparation, for showing me with their own lives that with effort and dedication everything is possible, for encouraging me in every moment of discouragement and raise in me the values that I possess. To my grandparents Rosita and Manuel for supporting me in their prayers daily and unconditionally.

Thank you for your endless love.

ACKNOWLEDGEMENTS

I would like to thank all the people who made this work possible and who contributed to the realization of this research project.

First of all, I want to thank God for the care of him, provision and the blessings that he has showered on me throughout this process. For giving me the intelligence and wisdom to carry out this work.

I would also like to thank my professor and tutor during this research process, Msc. Christian Andrade for his support, guidance, patience and help at each stage of this investigation.

I also extend my thanks to Msc. Santiago Villareal, director of the Unidad Educativa "Guachalá-Mitad del Mundo", who kindly opened the doors of his institution for me to collect the data used in this project.

To my teachers at the Técnica del Norte University, for their teachings, their guidance and contribution to my professional training. For being that example of what a teacher should be.

To IFTH (Instituto de Fomento al Talento Humano), to make me part of their scholarship program. Without their financial support, I would not have been able to achieve this achievement and complete my university studies.

To my family and friends for their prayers, love and support throughout this process, for always being by my side giving me encouragement and the necessary and timely advice to be able to complete this important goal.

RESUMEN

El propósito de este trabajo de investigación es diseñar recursos digitales para la enseñanza del idioma inglés basados en la información cultural de una cultura específica, que en este caso es la del cantón Cayambe ubicado en la provincia de Pichincha, para desarrollar habilidades en el idioma inglés. Para diseñarlo, se tomaron en cuenta las preferencias e intereses de los alumnos de primer y segundo año de secundaria de la Unidad Educativa del Milenio Guachalá-Mitad del Mundo y se recabó la información cultural de los habitantes de esta comunidad. La metodología aplicada para esta investigación tiene un enfoque Cuantitativo y Cualitativo, por lo que es mixta. Para la parte cuantitativa, el instrumento escogido para la recolección de datos fue la encuesta; la misma que fue aplicada a los estudiantes de la unidad educativa antes mencionada. En la parte Cualitativa se usó la técnica de Análisis Documental para obtener la información cultural requerida en esta investigación. En el análisis de los resultados de la primera parte de esta investigación, se encontró que los estudiantes tienen el interés por el uso de recursos digitales en su proceso de aprendizaje del idioma Inglés; así como también, el interés por aprender de su cultura. En la segunda parte se conoció varios aspectos que involucran la cultura de este lugar como tradiciones, historia y leyendas. Estos resultados fueron usados para la adaptación de recursos digitales para la enseñanza del Inglés como idioma extranjero.

Palabras clave: enseñanza del idioma inglés, habilidades lingüísticas, recursos digitales de aprendizaje, cultura, comunidad

ABSTRACT

The purpose of this research work is to design digital learning resources for English language teaching based on the cultural information of a specific place, which in this case is the Cayambe canton located in the province of Pichincha. To design these resources, the preferences and interests of the first and second year sophomore in the Guachalá-Mitad del Mundo School were taken into account and the cultural information was gathered from inhabitants of this community. The methodology applied for this research has a Quantitative and Qualitative approach, so it is a mixed-methods study. For the quantitative part, the instrument chosen for data collection was the survey; it was applied to the students of high school mention above. In the Qualitative part, two techniques the documentary analysis was used to obtain the cultural information required in this investigation. In the analysis of the results of the first part of this research, it was found that students have an interest in the use of digital resources in their English language learning process; as well as the interest in learning from their culture. In the second part several aspects were known that involve the culture of this place as traditions, history and legends. These results were used to adapt digital resources to teach English as a foreign language.

Key words: English teaching, language skills, digital learning resources, culture, community.

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INTRODUCTION

Currently, English is considered the most important language in the world, either for those who speak it as a first language or for those who speak it as a foreign language. Although Spanish or Chinese are the languages with the most speakers, English absolutely wins every battle when speaking of people who speak or master English as a second language or as a foreign language.

In this sense, it can be said that the English language is present in almost everyone and is considered the main element of communication between very diverse cultures that share few or no traits in common. It is also evident that the presence of technology has an impact on both language learning and people's cultural identity. This is how the terms culture, English language and technology have a strong connection in our world today.

Problem Background

In recent years, technology has become an important part of the lives of most people around the world. "The more advanced technology becomes, the more it seems to have control over our lives. Today, the use of technology is widely available and insistently promoted throughout our society." (Younes & Al-Zoubi, 2015, p. 82) Consequently, it could be said the world in which society develops today is a technological world.

This globalized world has made children and adolescents grow up knowing the culture and customs of other countries. This point seems to be positive, however, the impact on adolescents has been negative, since they have gradually lost interest in their own cultural identity and have taken over foreign ones. According to that, Jensen (2011) claims that: "Because two or more cultures can be incorporate in one person's identity in many different ways depending on individual choices and the status of power of different culture in question, cultural identity take highly diverse form in a global world."

Ecuador has not been oblivious to this social problem due to the use of the internet and social networks, where children, youth and adults find fast information about extravagant foreign cultures that quickly begin to put them into practice and make them part of their daily lives. For instance, Valentine's Day, Thanksgiving, Halloween, among others. These dates and parties have come to our country and throughout Latin America to stay, and with one purpose: get money for big companies, so the loss of identity is not justified.

In the field of education, technology is playing a more relevant participation in the recent years. There is a battle between the traditional education and the use of technology in it. The current generation of students, no longer feel motivated learning only with the board and the marker, hoping that the teacher imparts their knowledge and they are limited to copy what the

teacher says. Technology broadens their horizons and has opened their minds and gives them enough tools to be the protagonists of their own learning.

The work of the teacher, in the face of the transformative vision of a society that needs the incorporation of ICT in the classroom, has seen it necessary to transform it into an agent capable of generating the necessary competencies for a society with a "craving" for technological knowledge, and the frequent use of it in the different aspects of the student. (Hernandez, 2017)

It has also had its influence on learning English as a foreign language in the material used for teaching it in both public and private education. Students are forced to learn a different language with a reality alien to that they live every day. This can be counterproductive as it can cause students to lose motivation to learn and be reflected in poor school performance.

Also, our country is a global tourist attraction, so students should be able to share knowledge about their own culture and customs with foreigners visiting the country. However, this cannot happen because the knowledge that they are forced to learn in the education system is not based on their reality.

Justification

In this current society, mastering the English language as a second and foreign language has ceased to be a luxury to become a necessity. ¨Knowledge of English is necessary if one wants to come up in life. It is the major window of the modern world¨ (Nishanti, 2018, pág. 871). It is the foreign language of greater use and demand around the world, and is of benefit in both the labor and educational fields. ¨English plays a crucial role to weave the world into a single thread. It has a status of a second language in almost all the countries where it is not the first language¨ (Ahmad, 2016). As a consequence, it is important for everybody to learn English to success in this world.

For the learning process it is important that students can make connections from what they already know to what they want to know. This approach is called is constructivism.

Granja, 2015 in her article called ¨El Constructivismo como Teoría y técnica de enseñanza¨ claims that:

Knowledge is a construction of the human being: each person perceives reality, organizes it and gives it meaning in the form of constructs, thanks to the activity of their central nervous system, which contributes to the construction of a coherent whole that gives meaning and uniqueness to reality. (pág. 96)

This also happens with the learning of a second language, if students can connect their own experiences and reality, they can put into practice their new knowledge thus becoming learning.

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The socio-cultural approach also has to be in this research. According to Vygotsky the learning process involves the interaction with other people. Students learn from the environment around them. They learn aspects like values, beliefs, traditions, etc. The education process is linked with the culture in which students live.

Sociocultural approaches emphasize the examination of real-life problems in natural settings (frequently in classrooms) and the analysis of ways in which people appropriate new learning strategies, jointly develop artifacts, and practice newly acquired competencies, using their developing understandings of the concepts introduced in school.

> Sociocultural approach emphasizes the examination of real-life problems in natural settings and the analysis of ways in which people appropriate new learning strategies, jointly develop artifacts, and practice newly acquired competencies, using their developing understandings of the concepts introduce in school. (Mahn, 2012, p. 4)

The Cayambe town, whose pre-Inca name means "The Town or hamlet of the Sun" (El Pueblo o Caserío del Sol) and today known as The City of the Sun (La Ciudad del Sol). It is a place where the roots of the ancient inhabitants of the Kayambi culture that precede the foundation of our canton are represented, its style and content being unique, because it represents a unique people with a unique culture that through the many avatars the Cayambe canton has become what it is today. The Kayambis have their own history, territory, culture, form of organization, production, worldview, their own buildings, etc.

The high school chosen for this research was Unidad Educativa del Milenio Guachalá-Mitad del Mundo. This high school is part of a project promoted by the national government to create high schools which main objective is to incorporate technology as part of the students' learning process. Reason why, this institution has computer labs with internet access, in addition to Wi-Fi wireless network.

Objectives
General Objective
Adapt digital resources based on Cayambe culture to improve English skills for teenagers of the Guachalá community local school.

Specific Objectives
1. Identify the culture and traditions of the Cayambe culture.
2. Identify the students' interest and preferences in learning the English language.
3. Analyze the data collected.

1. CHAPTER I. THEORETICAL FRAMEWORK

1.1   English language

Today more than ever it is essential to learn the English language. Every day is used more in almost all areas of human knowledge and development. It can be practically said that it is the language of today's world. It is, in the era of globalization, the great international language, a "frank language" that has had an impact on all non-Anglo-Saxon countries, including Spain, and which more or less directly affects the various fields and professions.

Learning English is no longer treated as a luxury, but it is an obvious necessity. Moreover, it is even said that whoever does not master that language would be in a clear disadvantage. Mahu (2012) in her article called "Why is learning English so beneficial nowadays?" mention some of the benefits of learning English in the educational, labor and touristic field. Also, she claims that "1 out 5 persons understands it. It is estimated that there is are 380 million native speakers and 300 million that utilize English as a second language and an additional 100 million who use it as a foreign language" (p. 374). Although these data were taken in 2012, it shows a clear vision of the importance of speaking English, over the years it could be affirmed that these data have been increasing. Moreover, mastering English puts people at an advantage to access up-to-date information that is shared through many 21st century digital media.

In Ecuador this need was also felt. Although the teaching of the English language officially took hold for more than 30 years in Ecuador, it was just in 2014 when the national government proposed ministerial agreements to include the teaching of English in the national curriculum and regulate its teaching in public schools and high schools. (Ministerio de Educación , 2014). Ecuador has implemented projects for language learning such as the CRADLE project (Curriculum Reform Aimed at the Development of the Learning of the English) that lasted around 20 years, however this has not achieved the desired objectives for reasons as overcrowded classrooms and unskilled teachers for their teaching. (Intriago, Villafuerte, Bello y Cevallos, 2019). This reality is still visible in the urban and rural public education system, the latter being the most affected by the lack of teachers and resources.

1.2   English language skills

In the context of learning a language "skills are related to different aspects of using language; such as listening, reading, writing or speaking. Skills are our ability to do these things" (Netlanguages, 2020). It could be said that mastering the English language involves developing a complex set of skills to be able to communicate with others in this foreign language. For better comprehension, it can be represented as follows:
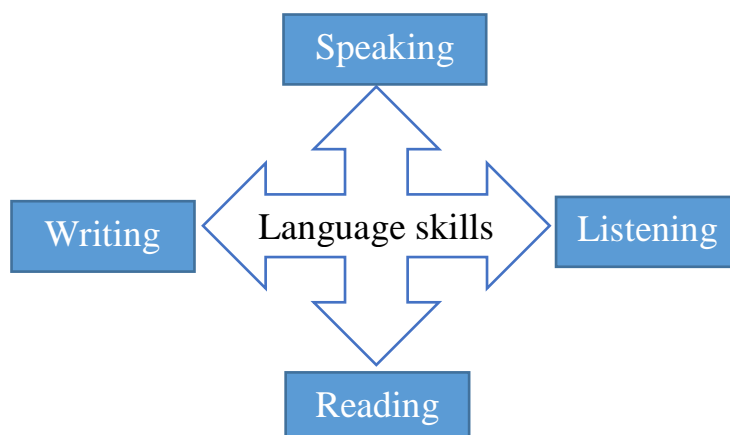
Figure 1. English language skills

1.2.1 Speaking

Speaking is an interactive process of meaning construction that includes the production and reception and processing of information. Brown (2001) states that speaking is literally defined as to say things, express thought aloud, and uses the voice its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open, and evolving.

As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community (Boonkit, 2010, p. 1305)

Speaking and listening to other people allows us to increase our abilities. Speaking a language helps you remember the knowledge of grammar, vocabulary and pronunciation from the back of your mind to the front, or from your "slow memory" to your "quick memory." Over time, this will improve fluency and memory as well. Also, Boonkit (2010) mentioned that "Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue" (p. 1305)

Speaking English out loud helps to expose the gaps in our vocabulary and grammar. When you are talking to someone and fighting, whether to finish a sentence or understand what they are saying, it shows you instantly what you know and what they do not do, what you are doing well, and that you need to improve. You can learn from your mistakes, point out where you are going wrong, and thus help you improve faster.

1.2.2 Writing

"Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text" (Aupperlee, Geraghty, & Lien (2020). It is a basic tool to succeed academically and personally. Since writing not only implies a graphic representation of the word, but also it represents the development and presentation of thoughts in a structured way. The study of written language remains of great importance, especially to improve grammar and the construction of its vocabulary.

English is an international language that allows us to communicate with people from all over the world. The scientific field plays an important role in this topic. The "El País" newspaper in 2014 publish an article where it is claimed that "The Spanish language appears as the fifth language, with less than 1% of international scientific production, 97% dominated by English". Developing the writing English skills provides to a person opportunities of share scientific knowledge with other colleagues around the world. In the same article the journalist shows the following data:

> The volume shows strong data. In the SCI database, which indexes 8,300 specialized journals from 150 scientific disciplines, 97% of its more than seven million articles published between 2005 and 2010 are in English. German is the second language, with a percentage less than 1%. And Spanish appears as the fifth language, with a tiny 0.24% of publications. (Ansede, 2014)

For that reason, writing in English is a task required in college. At the university, students have to do scientific research and be able to share their findings in English, so students need to write well. Students who did not develop this skills at school are at a disadvantage of getting opportunities to enter to a good university, Chocke (2013).

Also, having a good command of English will greatly increase the chances to get a well-paid job and entering careers with highest employment rate interesting career. Being able to speak and write in English solves one of the communication barriers between people from different countries. Be in a position to work or deal with companies and organizations throughout the international world.

1.2.3 Listening

Listening is the ability to receive and interpret messages correctly in the communication process. Listening is key to all effective communication, without the ability to effectively listen to messages are easily misunderstood - communication is broken and the sender of the message can easily become frustrated or irritated. Feyten (2010) mention in (Tryanti

Abdulrahman, 2018) stated that listening is used more than 45% in communication, which demonstrates how important these kills is in overall ability. (p. 123)

As well as Writing, this ability is also of vital importance in the higher levels of education for the reasons above mentioned. Most of the relevant lectures regarding science and its avenues are in English. It also has a fundamental role in interaction with others in working together and share ideas. This is called effective listening. (Velautham, 2016)

> Listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. The listener tries to understand the intended message of the oral text to respond effectively to oral communication. (Solak, 2016)

Currently there is a very wide communicative capacity, since there are possibilities for work, study, social relations and personal improvement. This skill is the least develop by teachers at schools and seemed like a passive activity (Richards&Renandya, 2010); therefore, teachers need to understand that this skill is important in the process of develop the speaking skill. In the learning process they should be developed together in order to bring the students the enough competences to succeed in this globalized world.

1.2.4   Reading

Reading is also an essential skill. It is a cornerstone for a child's success in school, and, in fact, throughout life. Without the ability to read well, opportunities for personal fulfillment and success at work will inevitably be lost. Through reading, new knowledge is acquired while providing the ability to understand, know and interpret the world in general.

It is also through reading that students can acquire new vocabulary and understand grammatical functions in a real scenario, in a context used in the real world. It will bring to the students to develop a critical thinking which is necessary in academic performance and daily life.

Regarding the importance of critical thinking in education, Paul and Elder (2005) mention that:

> Students need to learn to think critically in order to learn at every educational level. Sometimes the critical thinking that is required is elementary and fundamental; For example, when studying a topic there are fundamental concepts that define the core of the discipline and to begin to appropriate it, one needs to give voice to those basic concepts, that is, to state in their own words, what the concept means, in order to detail its meaning, again, using your own words to later give examples of that concept in real life situations. (p. 10)

1.2.5 Grammar

The Merrian-Webster Dictionary (2020) defines grammar as "the study of the classes of words, their inflections, and their functions and relations in the sentence. Whereas for the Encyclopedia Britannica (2020) grammar is "a set of rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. (...). In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation". All languages have a grammar structure, and each language has its own grammar. Thus, in the learning of a foreign language this is an important topic that needs to be taken into account by teachers. However, most of teachers have just focused their classes only in this aspect which has caused negative results in students.

Ling (2015) states two ways of teaching grammar: the implicit and the explicit method.

> Explicit grammar teaching refers to the teaching methods making the form as the center, it emphasizes to learn the grammatical rules purposeful, so as to efficiently and accurately use language ingredient. Explicit grammar teaching is a main method in the traditional grammar teaching, represented by grammar - translation method. Explicit grammar teaching can make students more profoundly understand the grammatical items, and it has strong systemic. (p. 557).
> Implicit grammar teaching refers to the teaching methods emphasizing students must be naturally acquired through situational scene when learning grammar. Implicit grammar teaching is also known as suggestive method, mainly adopting the inductive thinking method, and inducing the grammar rules through communicative use of the language. Learners contact with English mainly through scenes. This teaching method makes communicative teaching method as representation, emphasizing the unconsciousness, abstractness, and automaticity of grammar study. (p. 557).

While in one method, grammar is the center of learning and all teaching content is based on this, the other method suggests that it is unconsciously learned from students. Lately, researchers have been trying to defend which of the two teaching methods is better, however, there is no answer yet since not all students learn in the same way. It could not be said that one method is better than the other, it will always depend on the preferences and needs of the students and the teacher identification whether the explicit or implicit method is better for a specific group.

1.3   Culture

To understand the impact of a culture on the learning process, it is important to know what the definition of culture is.

According to Damen (1987) culture can be defined as: "learned and shared human patterns or models for living; day- to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism" (p. 367) For Tylor, (1981) cited in (Villacampa, 2014) culture is "Everything complex that includes knowledge, beliefs, art, morals, law, custom and any other ability and habit acquired by man as a member of society" (p. 9). Whereas for Schwartz 1992 cited in (Spencer-Oatey, 2012) "established that culture involves experiences, pretty much sorted out, learned or made by the people of a specific place including those pictures or encodements and their translations (meanings) transmitted from past ages, from peers, or shaped by people themselves" (p. 35).

For the authors aforementioned culture is a crucial part of human life because it involves so many aspects that define the identity of a specific place. It determines how people live, what they think, their beliefs, and which aspects they agree with or not. It is based on experiences and how they process that information about their reality, exactly in the same way that learning occurs.

Given the breadth of the term "culture", rather than stating its extensive content, it is necessary to state its defining characteristics. Guy Rocher (2012) in his book "Introduction to the General Sociology" stablish the following characteristics for culture:

- Universality: it must be shared and accepted by all or by the majority of members of a society.
- Dynamic: it is not static, but evolves constantly integrating traveling ideas with new ones according to the reality of society. Culture is action, reality lived by people.
- Naturalness: it is a fact in which nobody can discuss about it and it is accepted as natural. Due to in most cases people know what, when, and how to do something, but they do not know why they do it.
- Learning product: It is not biological. Nobody born with culture, culture is learned in the process of growth and coexistence.
- Objective and symbolic: It presents a common symbolic code.
- Social structure: It constitutes the way in which the order of social life is maintained. This area includes domestic and political groups that dominate the culture.
- Ideology: It consists of the mental characteristics of a population and their way of relating to their environment and social groups.

Although each culture around the world is different, all of them share these characteristics mentioned by Rocher. Each culture is responsible for taking these characteristics and adapting them to their reality and context to make it unique and different from the others. This is what makes the cultural wealth of a country grow.

1.3.1 Elements of culture

Cultural elements are all the models, patterns or expressions of a society that regulate, unify and conceptualize their behavior, way of being and thinking. It includes customs, rituals and beliefs, as well as clothing, meals, and other items (Wetto, 2019). Every culture is formed based on six main elements. According to (Rocher, 2012), these are:

1. Cognitive elements: this has to do with knowledge. It means that every culture has a degree or high level of objective knowledge about nature, (the world that surrounds us) and about society. If people were not able to understand nature and its function they would be incapable to survive.
2. Beliefs: a set of empirical ideas about how life and the universe work, the human beings and their place in the world, and the purpose of life itself. Those mostly are based on faith.
3. Rules: a set of rules and expectations to control the members' behavior of the community. Not all rules are said or written in stone, some of them are part of the people's lifestyle.
4. Values: Shared considerations of the desirable and undesirable, the transcendent and the ephemeral, as well as the direction that existence must have regarding society.
5. Signs and symbols: they are emblems, forms or signs that contain a powerful meaning within the culture, representing their model of life or their ancestral tradition, or some elements considered iconic.
6. Non-normative forms of behavior: They are the ways or peculiar lifestyles of people from a community, it is also called "idiosyncrasy".

Complementing the classification of Rocher (2012), Wetto (2019) also prefers to include other aspects like:

7. Language: because it helps to identify people from a specific community or region.
8. Religion: in some specific regions, it is this aspect which determine the lifestyle of the members of the community.
9. Clothes: in most cases it is determine by fashion around the world. Nevertheless, in some cultures clothes helps to identify the members of a specific culture.
10. Music and dances: These elements are loaded with cultural information from a specific area. It is the easiest way to convey and describe the culture.
11. Food: Although today it is difficult to determine what food belongs to each area, each culture has its variety in its food and its way of cooking it.

12. Handicrafts: This is the purest cultural element since they are made by members of the community with materials from the region and with the techniques that they themselves have discovered and developed.

It is important to note that cultural elements are not static; they are dynamic due to the dynamism of societies, especially in recent centuries. Changes related to the advancement of technology, means of transport, and transculturization, have allowed different cultures to have contact with each other, sharing and exchanging elements that can slowly modify certain cultural aspects of their own.

1.4   Globalization impact on culture

Globalization can be defined as "all those processes by which the peoples of the world are incorporated into a single world society" King (1990, p. 8). In other words, the aim of globalization is the integration of every human being in the world. It can be pointed out that this feature has positive impacts making peoples' lives easier but it also has negative effects. One of them is its effect on culture.

The globalization has five vectors that act on human society, vectors that influence the development of human society. The vectors through which globalization interacts with society, both locally, regionally, and internationally are: the economic vector, the military vector, the political vector, the religious vector and the cultural vector. (Cuterela, 2012, p. 40)

As it can be seen, all these factors point to a single direction, culture and society. Globalization has dramatically changed people's lives on how they see and perceive the world, in their daily activities, and sometimes also in their critical thinking and behavior. In some years, the local identity of each community, city or country might be lost because of cultural homogenization.

Changes in culture happen due to the inclusion of the internet as a fundamental resource in the life of each person, mainly in that of adolescents and young people. Globalization alludes to the quick creation and consistent design system of interconnection and relationships that described current public activity (Tomlinson, 1999). It is amazing, the easy way in which information is obtained making learning from others simpler with just one click. This makes that teenagers become more interested in other cultures forgetting their own.

1.5   Culture and Education

Educators must take into account that every student came from a different environment; therefore, they are not having the same experiences that contribute to learning in the school environment. Teachers are called to be aware about that students' communication reflects their

cultural background that is different for each case. Giselle Mora-Bourgeois (2000) in her article "Reflections on the Impact of Culture in the Classroom" states that:

Addressing cultural differences in the teaching-learning process is both important and controversial. It is important because we are confronted with an increasingly diverse population of students and the wide achievement gap between minority and non-minority students. It is controversial because we may fall into the trap of cultural stereotyping and making naive attempts to explain achievement differences among our students. (p. 1)

The differences between students could have a positive impact in the learning environment. Zanin (2018) also states that "Cultural differences have an influence, in multiple ways, on the relationship between teachers and students, teachers and parents and between students" (p. 58). It depends on how the teacher manage this situation and take advantage of that. By the contrary, if the teacher is not able to meet the needs of the students, this could lead to problems such as demotivation and poor academic performance.

It is not a secret that for parents the most important feature in the learning process is how their children are performing. That is why, sometimes parents are lead to believe that grades define students as a person and the success they will have in the future. Nevertheless, the success of students in the schools depends also on different factors, such as socioeconomic factors, the breadth of the study programs, the teaching methodologies used, the previous concepts and experiences that students have, as well as their level of formal thinking, most of them cultural factors (Benítez & Osicka, 2000).

In order to achieve better learning in students without falling into stereotypes, teachers are invited to seek innovative methodology and strategies for the teaching-learning process. It is here where globalization plays an important role in this process. It is easy to have access to all kinds of resources to improve learning which seems to be good for this process, however, the cultural aspect is occasionally being left aside.

1.6 Traditions

All cultures are based on traditions. The basic characteristic of the tradition is that it is transmitted from generation to generation. Without this action, no culture could survive through years. Marcia Reyes in her book "El Trabajo Sociocultural Comunitario. Fundamentos Epistemológicos, Metodológicos Y Prácticos Para Su Realización" defines culture as "all the customs, rites, social uses, ideas, values, norms of conduct, historically formed and transmitted from generation to generation; elements of the sociocultural legacy that are maintained for a long time in society or in different social groups" (p. 31)

The word tradition, in its etymological sense, suggests the presence of a legacy that it is transmitted from generation to generation, by the work of a transmitting subject to a subject

receiver. What is transmitted is, in its essence, a permanent collection of vital truths that assume diverse and renewed historical forms. Consequently, it is the result of a teaching-learning process. "Tradition would now be something like the result of an unfinished evolutionary process with two dialectically linked poles: recreated continuity and change" (Arévalo, 2004, p. 927)

Every society delivers practical and theoretical information that is practiced among families. This knowledge is transmitted orally and also written from generation to generation through education and the family. In the field of education, it is transmitted by schools and churches. In the family environment, the aborigines are the ones who transmit their knowledge to the younger generations.

1.6.1   Elements of tradition

Traditions also have their own elements. Peredo (1994) had stated five main elements present in traditions. 1) The subject that transmits or delivers; 2) the action of transmitting or delivering; 3) the content of the transmission: what is transmitted or delivered; 4) the subject that receives; 5) the action of receiving.

These elements are important to maintain the culture and tradition of an area. If these elements do not occur, all the aspects that make a certain place different and unique would disappear. Although this process takes place daily, the intervention of technology and globalization in people's way of life may be undermining the continuity of these traditions and culture as it was mentioned before.

1.7   Cayambe Canton

Cayambe, also known as San Pedro de Cayambe or Ciudad del Sol, is a canton located in the north of Ecuador, in the Pichincha province. Its geographical limits are: Imbabura province at the north, Quito canton in the south, Sucumbíos and Napo in the east, and with Pedro Moncayo canton in the west. It is located between two northern and southern hemispheres, due to the Line Equinoctial or Ecuador crosses (latitude 0'0'0") in the inter-Andean region.

It is the place of origin of the Quichua people of the Cayambis. Its origins date back to the 16th century, and today it is the main urban nucleus in the northeast of Pichincha. It is one of the most important administrative, economic, financial and commercial centers of the province. The main activities of the city are flower production, food industry, livestock and agriculture. Its official languages are Kichwua and Spanish.

On its website of the municipality of Cayambe (2020), it is mentioned that:

Cayambe canton is a paradise, a city in the highlands of Ecuador. It has a population of approximately 30,000 people. It is located near the Equinoctial line, and it is known mainly for its agricultural center and its wood industry; as well as its flower production.

1.7.1   Cayambe culture

Taking into account that the term culture encompasses all the elements that are part of people's lives that make them different from others, it could be said that Cayambe is no exception. This canton is full of unique and representative culture of its ancestors the "Cayambis". Traditions that involve music, dances, food stand out in this canton, as well as its natural places of great beauty that are of tourist attraction for locals and foreigners.

Culture in Cayambe is enjoyed in its main festivals, such as that of San Pedro, named National Intangible Heritage, also known as the "Sun Festival in the Middle of the World" and recognized for its traditions and oral expressions. The verses and colorful clothes adorn these celebrations. Also, the Mu-shuk Nina ritual means 'Nuevo Fuego'. It is carried out on the equinox, when the Earth moves in relation to the Sun and the phases of the Moon. This moment is considered by ancestral people as an opportunity to enter into a harmonious relationship with themselves, the family, nature, the cosmos, plants, and especially with the divinities.

Figure 2. San Pedro Festival
Source: Google Images

They keep their own clothing, which is varied and diverse in the different areas in which it exists. Among the main clothing of the Cayambis is the red hat, red poncho, white pants, espadrilles, and headband. The women use a very finely pleated "anaco" (a long skirt) of different colors that matches the embroidery on the blouses and a hat.

Figure 3. Cayambe traditional clothes
Source: La hora newspaper

Their food is centered on the agricultural products they produce. Their diet is made up especially of grains such as corn, beans, and peas; the same ones that are complemented with sambo, pumpkin, barley, wheat, potato goose, white carrot; materials used to prepare a variety of dishes: barley rice, bean flour strains, peas, corn, toast, beans, and cooked sweet corn; In addition, its diet is completed with beef, pork, chicken, rice, canned food and industrially prepared beverages.

Figure 4. Cayambe traditional food
Source: Google images

In Cayambe there are also beautiful places full of culture and tradition. Places like: El Nevado Cayambe, where mountaineering and climbing activities can be carried out; the Cariacu waterfalls, where people can learn about the culture, traditions while enjoying a beautiful view and traditional food, and the Quitsato Solar Clock, where people can learn and learn about the equatorial line that crosses Ecuador, among others are the tourist and cultural places that the Cayambe canton has.

Figure 5. Cayambe mountain
Source: Pinterest by Marcelo Mena

1.8 Education resources

These are all the elements that are involved in the teaching-learning process such as materials, books, etc. Also it includes people that take part in this process such as: teachers, students, parents, and community. Additionally, they incorporate and adapt progressively central materials utilized in the school to make the content presentation simple. Training assets cover every one of those materials human and non-human, fabricated physically or electronically worked, books and all types of related materials utilized in instructing and learning process. ((NTI), 2004).

The UNESCO (2019) defines resources as "teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions." Educational resources are of vital importance as it allows both the teacher and the students to maintain a support material that facilitates and allows learning. Without this type of support, learning would cease to be meaningful and effective for students.

1.8.1 Digital Educational Resources

Advanced materials are called Digital Educational Resources when their structure has an instructive plan, when they target accomplishing a learning objective and when their structure reacts to fitting instructional qualities for learning. They are made to advise regarding a matter, help in the procurement of information, strengthen learning, cure a negative circumstance, support the advancement of a specific ability and assess information.

Digital educational resources are materials composed by digital media and produced in order to facilitate the development of learning activities. A didactic material is suitable for

16

learning if it helps the learning of conceptual content, helps to acquire procedural skills and helps to improve the person in attitudes or values. (Zapata, 2012)

With the advancement of technology, the way students learn has changed. They now live in a digital age, where everything they perceive is through a screen. Everything evolves, and education should not be left behind. Education must adapt to new technologies, take advantage of them in order to create meaningful learning in students. The time of traditional education is over, now the students are the protagonists of their learning for which teachers should be ready to provide material that supports and directs that learning.

If we talk about digital and education, then the penetration of digital media within the education sector has now grown. This penetration has resulted in round the clock connectivity with students and different forums that are available for different kinds of assignments or help. As the power of digital increases, there are and there will be more applications that will assist students in development and learning. (Raja, 2018, p. 33)

Consequently, the need for more digital resources to be present in the teaching-learning process is evident. These are the needs that students have now.

A digital resource should have the following features:

- They have a digital media.
- They are interactive.
- They are multimedia.
- Designed and selected according to:
  o Educational objectives
  o Concrete contents (programming)
  o • A type of students (level, cycle, area ...)

Also it has specific functions that have to be achieved by the students. They are:

- Motivate, awaken and maintain interest
- Provide information
- Guide student learning: organize information, relate knowledge, build new knowledge and apply it, etc.
- Assess knowledge and skills
- Provide simulations that provide environments for observation, exploration and experimentation
- Provide environments for expression and creation

1.8.2   Classification of digital resources

On the internet there are large amounts of easily accessible resources, such as videos, web pages, articles, blogs, etc. For his best understanding Townsend (2000) has classified them into 3 groups:

a)   Transmissive, which are those that support the sending, effectively, of messages from the issuer to recipients.

b)   Assets, which allow the learner to act on the object of study, and, from this experience and reflection, build their knowledge.

c)   Interactives, whose objective is that learning is based on a constructive, synchronous or asynchronous dialogue between individuals who use digital media to communicate and interact.

According to this classification, the first two types acquire the same importance, according to be the objective in a particular educational context in which they are put into practice. For purposes of analysis, in this work emphasis is placed on interactive resources, since it offers a greater exchange between users, through the participation they offer, according to the proposed methodology proposed. In addition, for the flexibility and the way in which you can interact in each of these resources, is that significant learning can be achieved. Without any doubts, creativity is a determining factor that arouses desire and motivation in the process of that learning.

2.   CHAPTER II: METHODOLOGY

2.1   Type of investigation

The study has a mixed-methods research design. John Creswell cited by Johnson et al., 2007, claim that "Mixed methods research is a research design (or methodology) in which the researcher collects, analyzes, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry" (p. 8).

It is Qualitative because the researcher collected data based on bibliographical data about Cayambe canton to know their culture. "Qualitative researchers focus their research on exploring, examining, and describing people and their natural environments. Embedded in qualitative research are the concepts of relationships and power between researchers and participants." (Orb, et al., 2001, p. 93) Base on this concept the study gathered information and describe how people live and know deeply their traditions in order to get the information to design the digital resources.

It also takes a Quantitative approach since it is intended to determine the students' interests and preferences when learning English at the local school. According to Matthews and Ross, (2010). "Quantitative research methods are basically applied to the collection of data that is

structured and which could be represented numerically. Generally quantitative data is collected when the researcher has adopted the positivist epistemological approach and data is collected that can be scientifically analyzed. (p. 141)" This results gave to the researcher the basis to know how to design and what to include in the final proposal.

2.2   Techniques and tools for the investigation

For the quantitative part of the study a survey was used to identify students' preferences and what kind of didactic material the regular teacher uses to teach English. According to Mathers et al, (2007), surveys are particularly useful for no experimental descriptive designs that seek to describe reality. So, a survey approach may be used to establish the prevalence or incidence of a particular condition. The gathered data was analyzed in chapter III.

For the qualitative part to collect the cultural the Documentary Analysis was applied. It constitutes the study of printed documents (books, minutes, memoirs, newspapers, magazines etc.) and non-printed documents (manuscripts, letters, cultural objects, etc.), contributing to the understanding of social problems, of sociological facts, anthropological, psychological or educational to which they refer.

Documentary analysis is a form of technical research, a set of intellectual operations, which seek to describe and represent documents in a systematic unified way to facilitate their retrieval. It includes the analytical-synthetic processing that, in turn, includes the bibliographic and general description of the source, the classification, indexing, annotation, extraction, translation and the preparation of reviews. (Iglesias & Gómez, 2004)

The data for this part of the investigation was taken from documents, books, magazines, internet pages. The same ones that the researcher translated and transformed into didactic material for learning the English language.

2.3   Research questions
In order to carry out this research project, the following research questions were planted:

General Question

What is the situation regarding the use of digital resources in the English language learning process in sophomore and junior high school students of "Guachalá-Mitad de Mundo" high school located in Cayambe town?

Specific Questions
- What are the students' interests and preferences to learn English based on information of their own culture?

- How digital resources are used in the learning process in this high school?
- What they know about their own culture students know?

2.4   Sampling

For this research, a type of convenience sampling has been chosen. Etikan et al (2015), defines the convenience sampling as "a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study" (p. 2). The participants of this study were sophomore and junior high school students of "Guachalá-Mitad de Mundo" high school located in Cayambe town, in total 60 students. All of them participated in this research project.

For the quantitative it was not necessary to make a sampling because the cultural information needed for this research was taken from internet applying the documentary analysis technique.

2.5   Procedure

For this research 4 stages were considered to meet the specific objectives proposed. The stage 1 involves gathering information about what kind of didactic material the regular teacher uses to teach English and to determine students' interest and preferences in learning English using the survey made by the researcher.

The second one includes collecting cultural information about Cayambe using the documental analysis. This analysis requires data selection instead, of data collection which means that the researcher made a general search on the culture of the Cayambeños people, to then select the information necessary for this research. At the end of this stage, the researcher classified and ordered the information using the following criteria: general information, legends, places and traditional food by using charts.

Since all the information available on the Cayambe culture is in Spanish the stage 3 involves analyzing the data collected in the survey and in the documental analysis by the researcher in order to use it in the last stage.

The stage 4 involves adapting all the cultural information on digital educational resources to learn English. The researcher took into account the preferences and needs of the students surveyed to carry out activities that would reinforce the students' English language skills. These activities are in a web pages where all students can easily have access to it.

3. CHAPTER III: FINDINGS AND DISCUSSION

The finding analysis consisted in two parts. The first one was presenting the results of the quantitative part of the investigation; and the second one showed the qualitative data. The discussion is going to be analyzed at the end of this chapter.

3.1 Survey findings

3.1.1 Skill most liked

Table 1
Skill most liked

De las siguientes habilidades del idioma Inglés, ¿cuál te gusta más?			
Answer choices	**N° People**	**Results Percentage**	
Reading	22	37%	
Listening	9	15%	
Writing	8	13%	
Todas las anteriores	21	35%	
Total	60	100%	

1. De las siguientes habilidades del idioma Inglés, ¿cuál te gusta más?
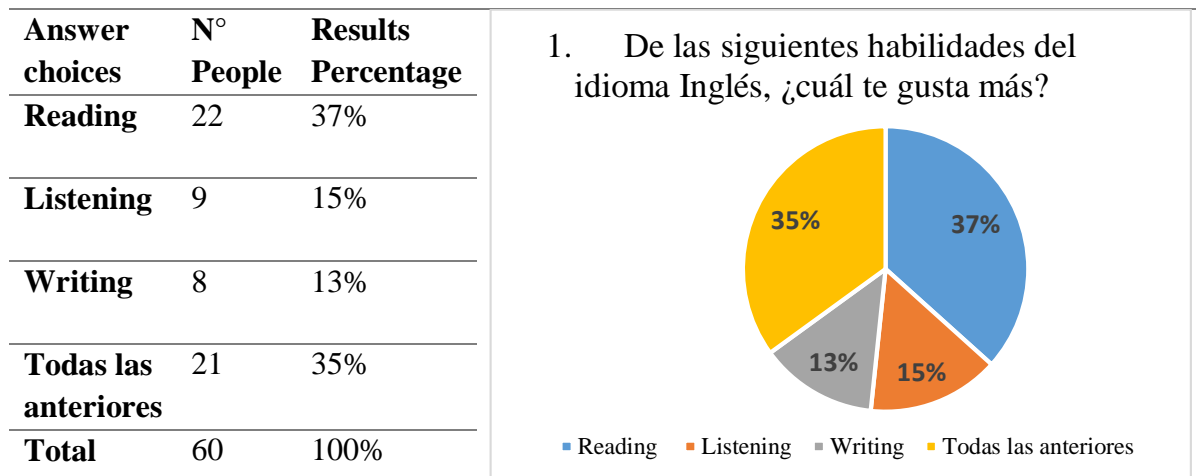
Figure 6. Skill most liked

Source: **Survey, January 2020**

Analysis

As shown in Figure 1, the highest percentages are between the Reading ability with 37% of the answers and the option of all the insiders with 35%. This shows that the students' liking or English language learning is quite high. It also manifests a favorable predisposition to learn the language.

The lower percentages in listening with 15% and writing skill with 13%. They the productive skills, probably the teacher does not focus on those skills.

3.1.2   Most difficult skill

Table 2
Most difficult skill

¿Qué habilidad del Inglés es para ti más difícil?

Answer choices	N° People	Results Percentage
Listening	2	3%
Reading	6	10%
Grammar	41	65%
Writing	1	2%
Todas las anteriores	9	20%
Total	60	100%
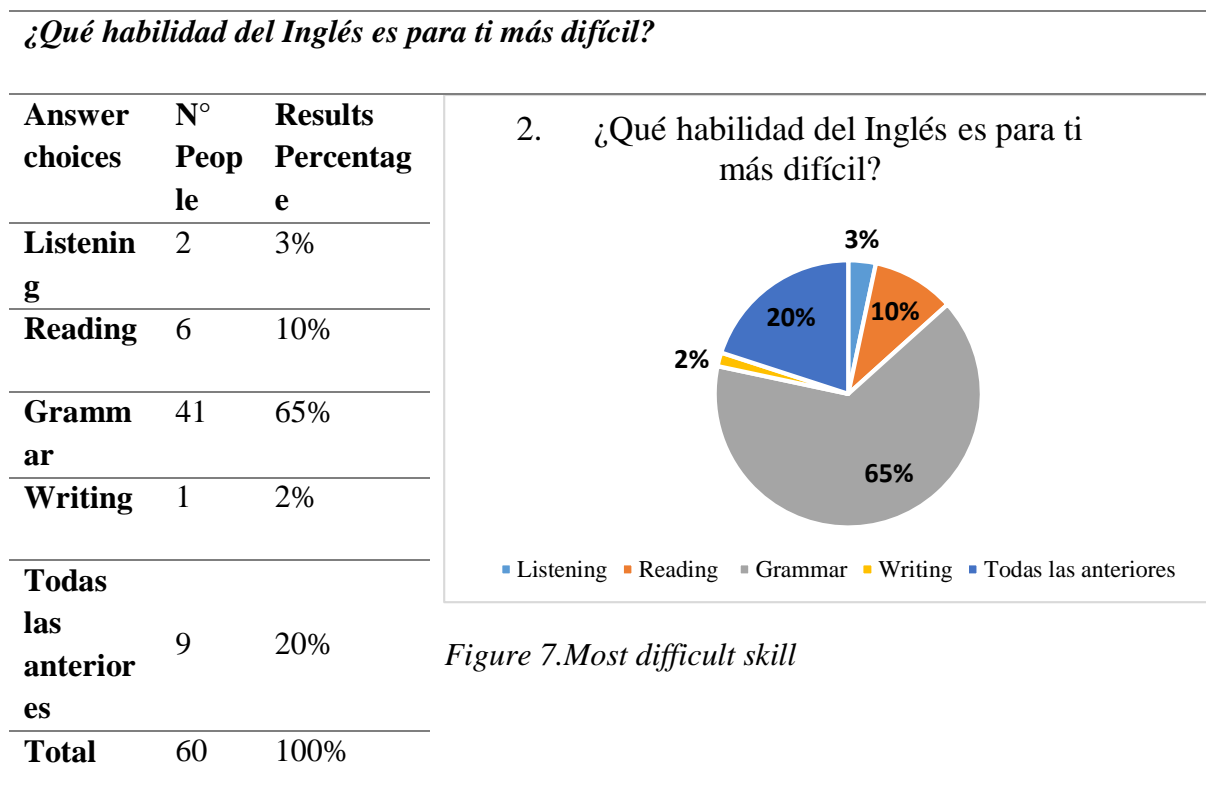
Figure 7.Most difficult skill

Source: Survey, January 2020

Analysis

While it is true that grammar is not considered a skill, its importance in the English language learning process is undeniable. According to Sanchez, 2008 "La enseñanza de la gramática es clave y fundamental en el proceso de adquisición de una lengua extranjera. Sin gramática difícilmente podemos hablar, y si lo hacemos no será de una forma muy correcta y concreta" (p. 30). Most of teachers in our country based their teaching process in this aspect and it was the reality in the high school selected for the researcher. For that reason it was taken into account in this question.

As can be seen in Figure 2, it is precisely in this grammatical aspect where students show their greatest difficulty with 65% of the total percentage. This may be because it is the only way known to them to learn English. They could like that teacher also pay attention to develop

the other language skills that are also important in the foreign language learning process. Teaching grammar in an inductive way could be a good option for this group of students.

3.1.3   Teaching material

Table 3
Teaching Material

¿Cuál es el material que más usa tu profesor en sus clases de inglés?

Answer choices	N° People	Results Percentage	
Libros	1	2%	
Copias	36	60%	
Carteles	0	0%	
Videos	0	0%	
Audios	0	0%	
Otro ¿Cuál?	23	38%	
Total	60	100%	

3. De las siguientes habilidades del idioma Inglés, ¿cuál te gusta más?
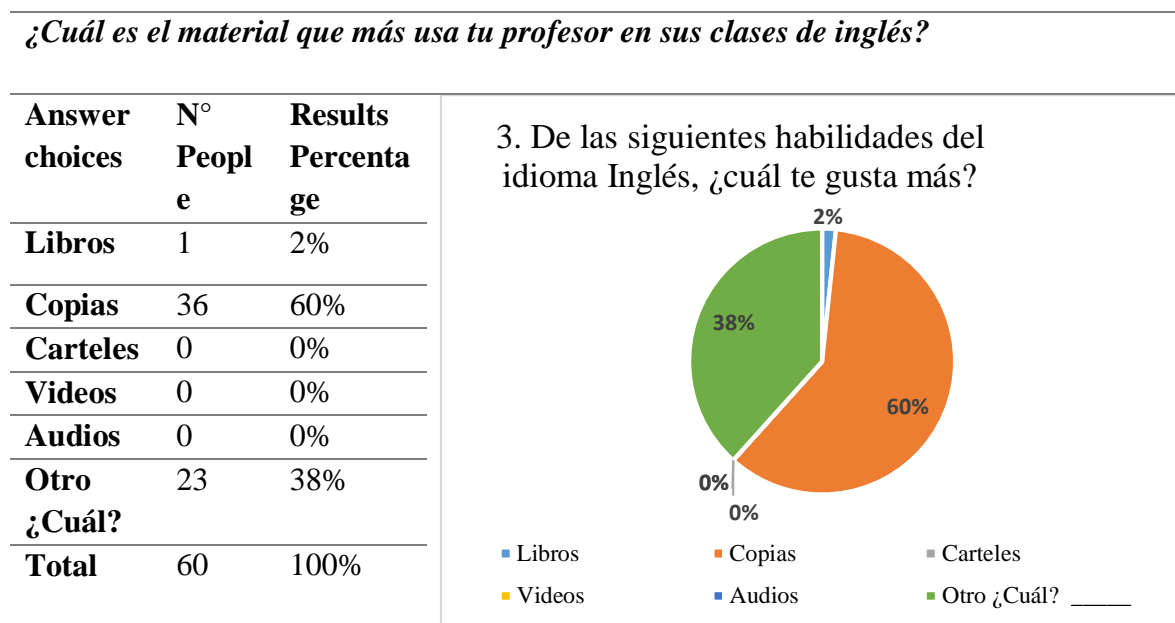
Figure 8. Teaching material

Source: **Survey, January 2020**

Analysis

The 36% of the students indicated that the most used material use by the teacher in the learning process is copies. The second answer choice with a high percentage is the last one which says other. In this option students indicated as "other" the use of the blackboard. Just the 2% of the students indicated the use of the book provided by the government.

The results show that the teacher never uses any kind of digital resource in class, not even any other kind of conventional teaching material. In the world in which adolescents live today is surrounded by technology which should be considered as one more learning tool. Teachers should take this aspect into account in order for the classes to be meaningful to them.

3.1.4   Satisfaction level of students

Table 4
Satisfaction level of students

¿Qué tan satisfecho estas con el material didáctico que usa tu profesor/a en las clases de inglés?						
Answer choices	**N° People**	**Results Percentage**				
Muy satisfecho	5	8%				
Satisfecho	20	33%				
Poco Satisfecho	22	37%				
Insatisfe-cho	13	22%				
Total	60	100%				

4. ¿Qué tan satisfecho estas con el material didáctico que usa tu profesor/a en las clases de inglés?

■ Muy satisfecho ■ Satisfecho ■ Poco Satisfecho ■ Insatisfecho

Figure 9.Satisfaction level of students

Source: **Survey, January 2020**

Analysis

As shown in Graph 5, most of the students are satisfied and very unsatisfied with the teaching material used by the teacher with the 33% and the 37% respectively. The 22% of them indicated that they are very unsatisfied and just the 8% are very satisfied.

This means that the teaching material used by the teacher is not achieving the learning purpose with students. It is not supplying the students learning necessities which could have a big impact on students' motivation and how comfortable they feel learning the language. It can cause them feelings of frustration and their dislike when studying English.

Teachers should be conscious that human beings have a great learning potential that persists and need to be motivated in the learning process through activities, topics and didactic material. Developing meaningful learning increases their self-esteem, enhances the mental enrichment of the students at the same time that it is achieved motivation in them improving in this way their interest in learning the language.

3.1.5   Cultural knowledge

Table 5
Cultural knowledge

¿Qué conoces acerca de tu cultura?

Answer choices	N° People	Results Percentage
Lugares	6	10%
Tradiciones y festividades	36	60%
Comida típica	11	18%
Historia	1	2%
Leyendas	3	5%
Ninguna de las anteriores	1	2%
Nula	2	3%
Total	60	100%

5.   ¿Qué conoces acerca de tu cultura?
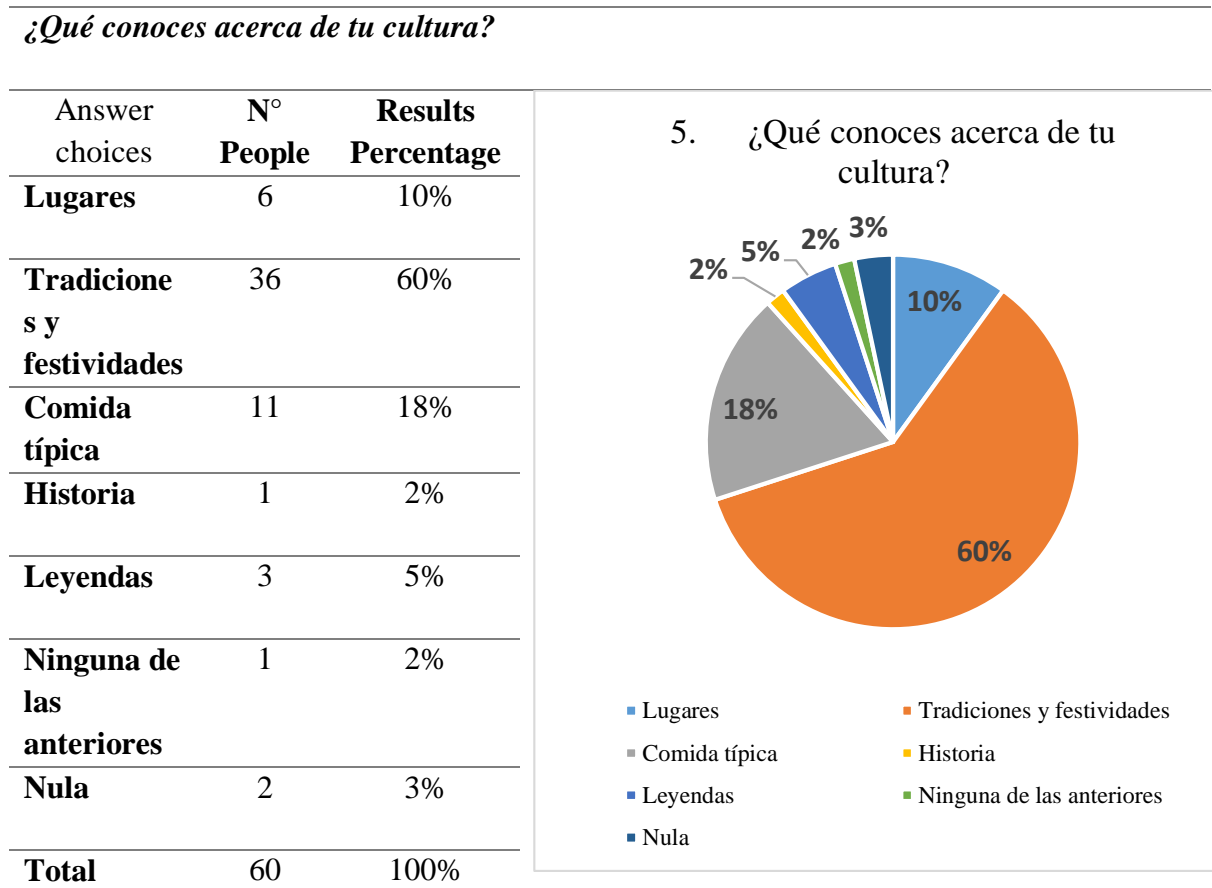
Figure 10.Cultural knowledge

Source: **Survey, January 2020**

Analysis

Graph 6 shows that the 60% of students mostly know about traditions and festivities. The 18% indicated that they know about food, and the 10% of them mostly know about places. The lowest percentages correspond to the options of history, legends and none of the above.

Most of the answers point out the option of traditions and festivities. This can happen because year after year these festivals are present in their communities and they know what they have been able to see, however, there are many of them that have already been lost, such as the festival of the "Los hieleros del Cayambe". It is a tradition that was stopped for environmental reasons and that today's youth will not be able to see anymore. For that reason,

it is important to reinforce students' knowledge in these kind of traditions because some of them that we are able to see now, probably be lost in some years in the future.

3.1.6   Student's ability to talk about culture

Table 6
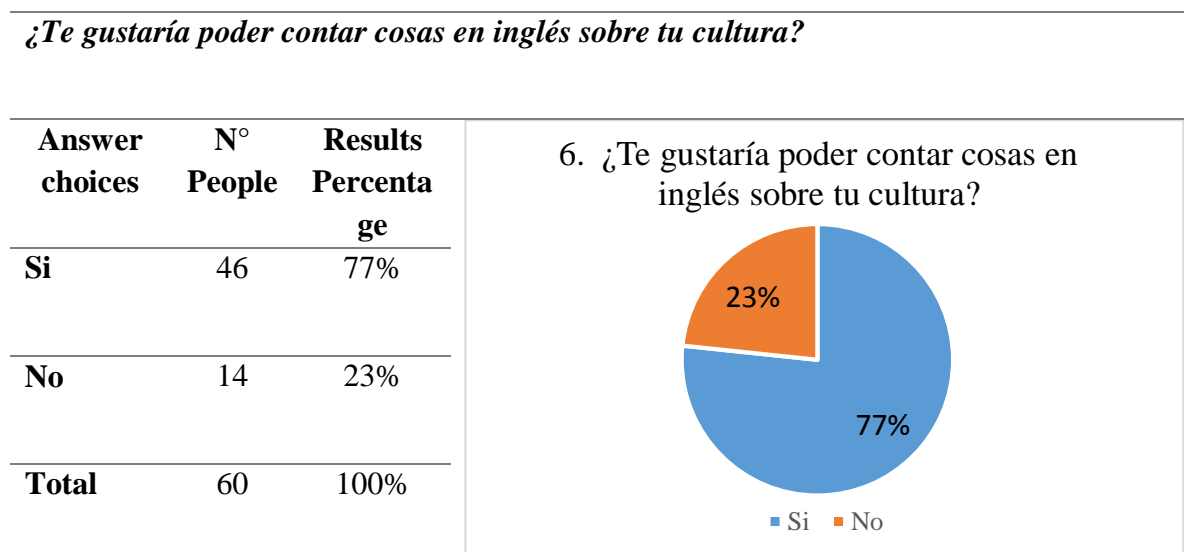
Student's ability to talk about culture

¿Te gustaría poder contar cosas en inglés sobre tu cultura?

Answer choices	N° People	Results Percentage	
Si	46	77%	
No	14	23%	
Total	60	100%	

6. ¿Te gustaría poder contar cosas en inglés sobre tu cultura?

Figure 11.Student's ability to talk about culture

Source: Survey, January 2020

Analysis

This dichotomous question represented in Graph 7 shows that more than half of the students surveyed are interested in learning about their culture through English. Only 23% of people are not interested for reasons that are unknown to the researcher probably they just are not interested in learning this language.

This, moreover to showing the students' interest in learning the foreign language, also reflects that they are interested in learning more about the culture that surrounds them. They are willing to learn English in order to share with foreign people more about themselves and the culture in where they live in which can provide them with great economic advantages as in the educational field. Students need to learn the language according to their needs, adapted to the situations they live daily, in a way that they can put it into practice and thus significant learning can be produced not only by memorization or by fulfilling a curriculum. These results justify the realization of this research project.

3.1.7   Importance of English language
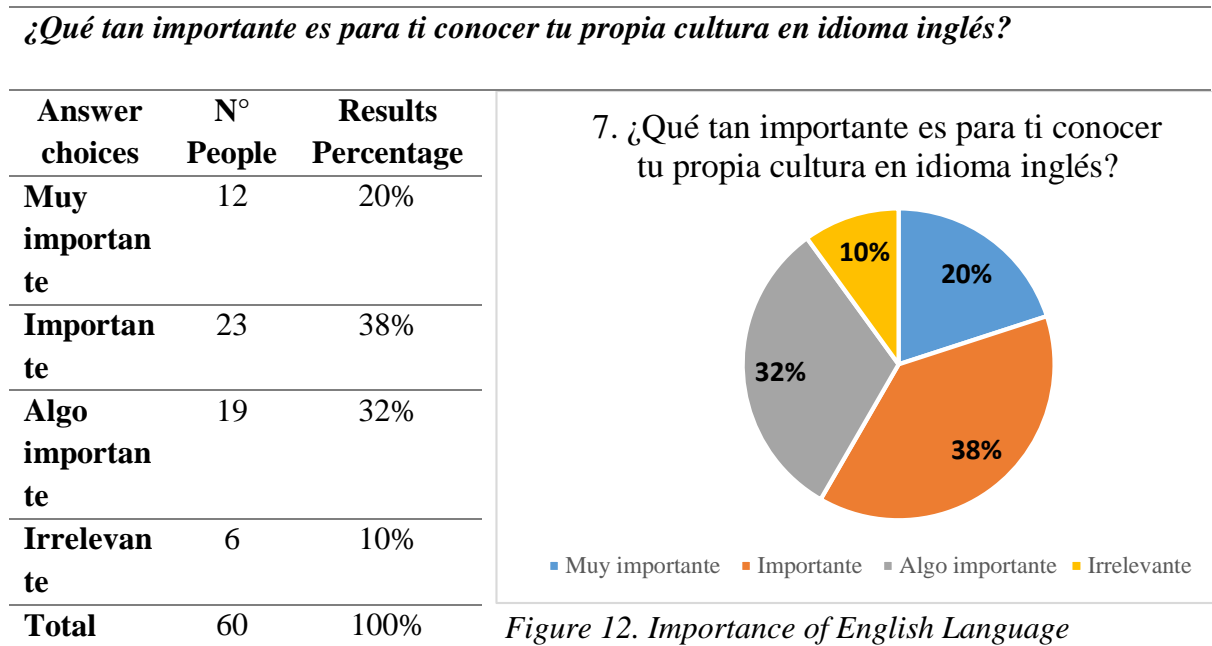
Table 7
Importance of English Language

¿Qué tan importante es para ti conocer tu propia cultura en idioma inglés?

Answer choices	N° People	Results Percentage
Muy importante	12	20%
Importante	23	38%
Algo importante	19	32%
Irrelevante	6	10%
Total	60	100%

7. ¿Qué tan importante es para ti conocer tu propia cultura en idioma inglés?

■ Muy importante   ■ Importante   ■ Algo importante   ■ Irrelevante

Figure 12. Importance of English Language

Source: Survey, January 2020
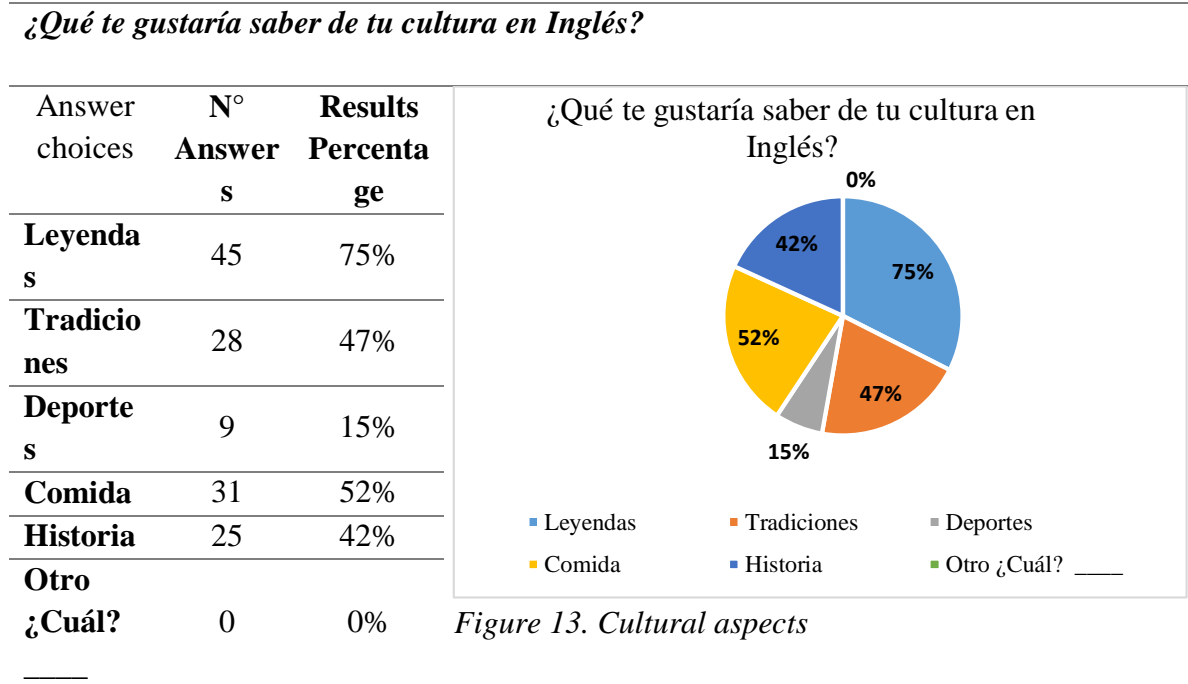
Analysis

   Graph 8 shows that the highest percentages are in the important and somewhat important categories. The 20% indicated that it is too important for them, while only 10% of the students think this is an irrelevant topic.

   This means that students consider that the cultural knowledge is important for them. They are interested in learning probably the first option did not receive the highest percentage of responses due to the difficulty for them to learn the language. This could be due to their previous learning experiences. However, the interest of the majority of students is clearly evidenced. Teaching English using their own cultural information can be a double-edged sword, in which students learn the foreign language and at the same time are able to speak about their culture in the foreign language. The fact that students are able to speak about their culture in this foreign language will benefit them and their families as well.

3.1.8   Cultural aspects

Table 8

Cultural aspects

¿Qué te gustaría saber de tu cultura en Inglés?

Answer choices	N° Answers	Results Percentage	
Leyendas	45	75%	
Tradiciones	28	47%	
Deportes	9	15%	
Comida	31	52%	
Historia	25	42%	
Otro ¿Cuál? ____	0	0%	

Figure 13. Cultural aspects

Source: Survey, January 2020

Analysis

As the results in Figure 9 show, 75% of the answers given by the surveyed students show that they have a greater interest in knowing legends from their community. The 52% of the answers indicate that they are interested in knowing about the gastronomy that characterizes this area, while the 47% and the 42% correspond to the items of traditions and history respectively. The lower percentages of responses correspond to sports and other options, which means that students have no interest in learning from sports or another particular subject that was not taken into account in this question.

3.1.9   Cultural aspects in the learning process

Table 9

Cultural aspects in the learning process

¿Qué tan importante consideras tu conocer tu propia cultura y que esta sea usada en el proceso de aprendizaje del idioma inglés? Considera 5 como muy importante y 1 como no importante.

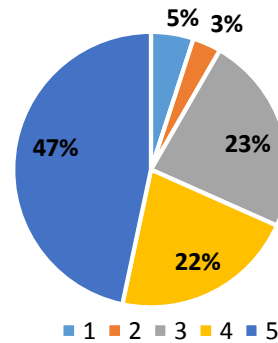| Answer choices	N° People	Results Percenta ge	
1	3	5%	9. ¿Qué tan importante consideras tu conocer tu propia cultura y que esta sea usada en el proceso de aprendizaje del idioma inglés? Considera 5 como muy importante y 1 como no importante.
2	2	3%	
3	14	23%	
4	13	22%	
5	28	47%	
Total	60	100%	*Figure 14.Cultural aspects in the learning process*

Source: **Survey, January 2020**

Analysis

As shown in figure 9, almost half of the students that took part of this investigation indicated that for them is really important that the cultural aspects form part of the formal learning process of the English language. The 22% and the 23% indicated that for them is important and quite important. The two last option reveals that for the 3% and 5% of the students do not think it is important.

The average of these results are the 4.02 which indicates that students consider that this aspect is important and they are interested in knowing about their culture and at the same time learn English.

3.1.10 Use of digital resources

Table 10
Digital resources

¿Con qué frecuencia tu profesor usa recursos digitales en las clases de Inglés?

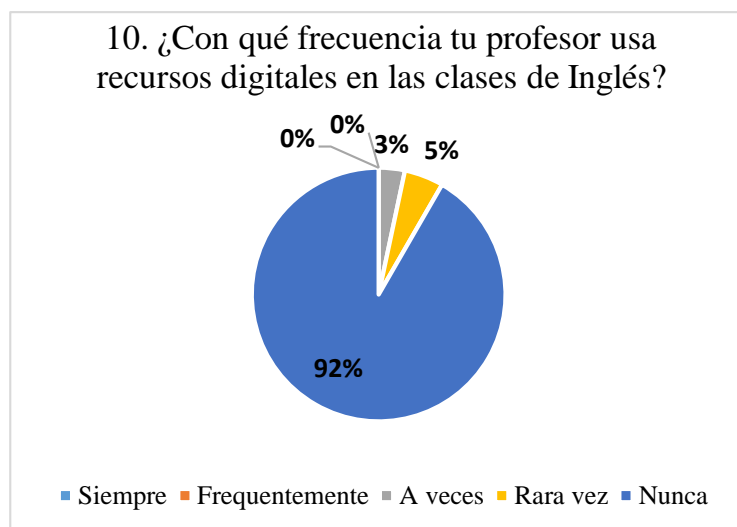| Answer choices	N° People	Results Percentage	
Siempre	0	0%	10. ¿Con qué frecuencia tu profesor usa recursos digitales en las clases de Inglés?
Frequent e-mente	0	0%	
A veces	2	3%	
Rara vez	3	5%	
Nunca	55	92%	
Total	60	100%	*Figure 15. Use of digital resources*

Figure 15. Use of digital resources

Source: Survey, January 2020

Analysis

The 92% of students indicated that the teacher never uses any kind of digital resources in the learning process, just the 5% indicated that hardly ever the teacher does, and the 2% indicate that this happens sometimes.

This is a shocking fact given that adolescents live in a totally technological age. Technology is an essential part of their lives and should be part of their learning process as well. Teachers should not get stuck in conventional learning that no longer meets the needs of their students, but rather innovate and adapt to the new tools available today. According to an article by the magazine "La Vanguardia" in Spain (2019), adolescents can spend 1,058 and a half hours a year using the Internet. It is necessary to take advantage of this data and give the students tools to use these hours on the Internet for their academic benefit.

3.1.11 Students teaching material preferences

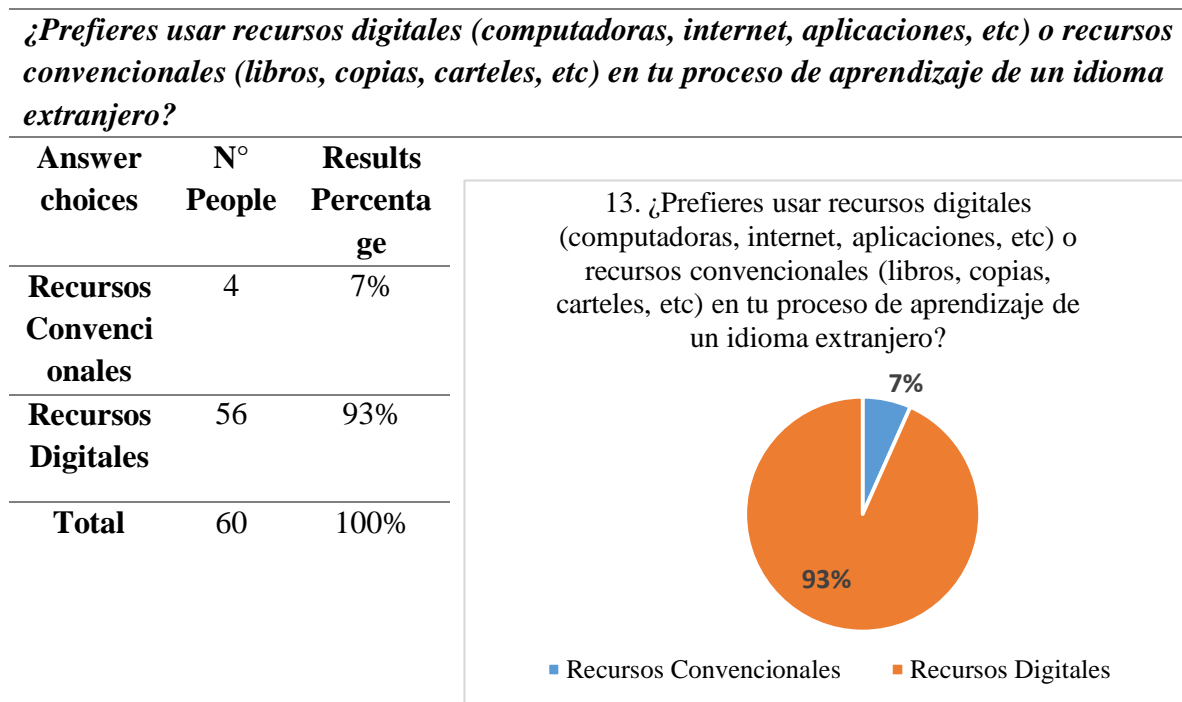Table 11
Students' teaching material preferences

¿Prefieres usar recursos digitales (computadoras, internet, aplicaciones, etc) o recursos convencionales (libros, copias, carteles, etc) en tu proceso de aprendizaje de un idioma extranjero?		
Answer choices	**N° People**	**Results Percentage**
Recursos Convencionales	4	7%
Recursos Digitales	56	93%
Total	60	100%

13. ¿Prefieres usar recursos digitales (computadoras, internet, aplicaciones, etc) o recursos convencionales (libros, copias, carteles, etc) en tu proceso de aprendizaje de un idioma extranjero?

Figure 16.Students' teaching material preferences

Source: **Survey, January 2020**

Analysis

   As shown in Figure 12, 93% of students consider that they prefer to use digital resources in their learning process, while only 7% indicated that they prefer to use conventional resources. This is due to the fact that most teenagers are currently working in a digital world, where technology is a large part of their life and they are quite related to it and its operation. This data reinforces the reasons already mentioned above regarding the importance of the role of technology in the learning process.

3.1.12 Motivation level

Table 12
Motivation level

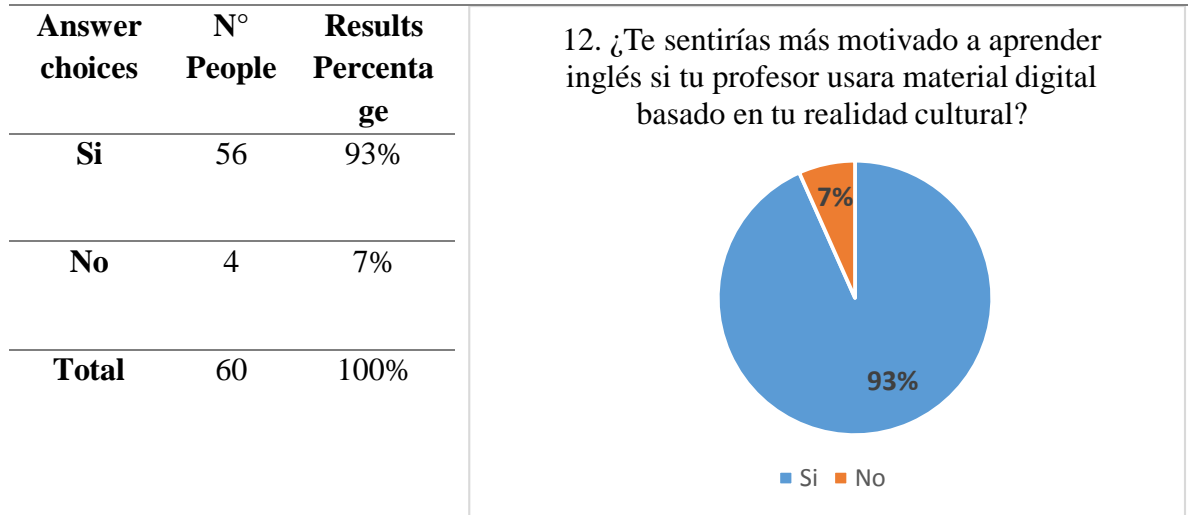| ¿Te sentirías más motivado a aprender inglés si tu profesor usara material digital basado en tu realidad cultural?		

Answer choices	N° People	Results Percentage
Si	56	93%
No	4	7%
Total	60	100%

12. ¿Te sentirías más motivado a aprender inglés si tu profesor usara material digital basado en tu realidad cultural?

Figure 17. Motivation level

Source: **Survey, January 2020**

Analysis

As shown in figure 12, the 93% of students said that they feel more motivated using digital material based on their cultural information, while the 7% of them answered negatively.

This question complements the previous one, today, high school students know a lot and are in constant contact with the digital world. Therefore it must be taken into account in the learning process to benefit from its advantages for teachers and students.

3.1.13 Benefits of cultural knowledge

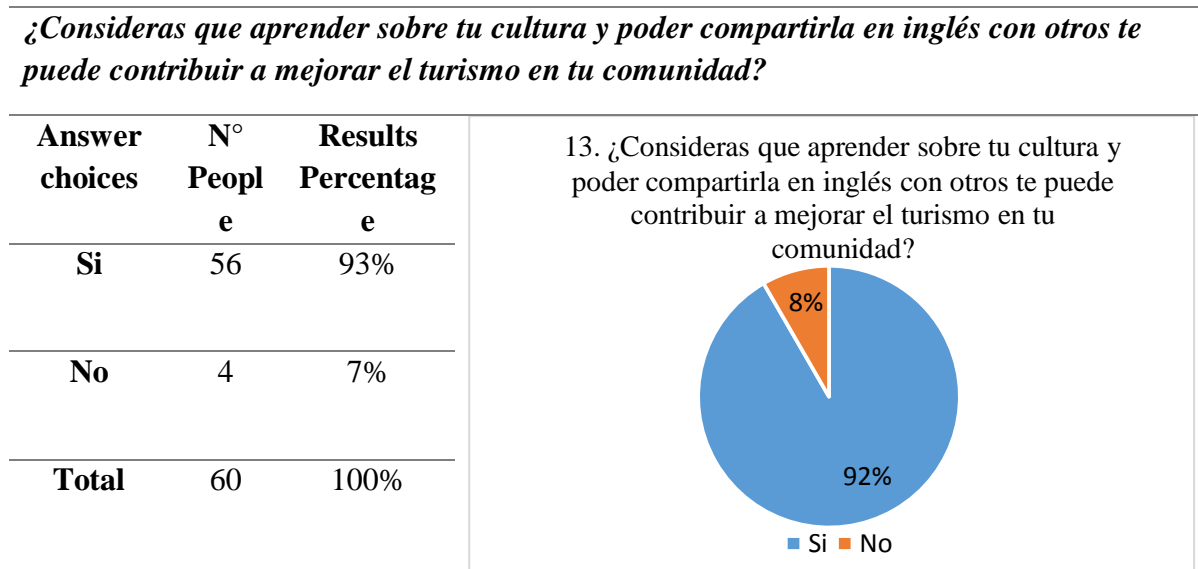Table 13
Benefits of cultural knowledge

¿Consideras que aprender sobre tu cultura y poder compartirla en inglés con otros te puede contribuir a mejorar el turismo en tu comunidad?			
Answer choices	**N° Peopl e**	**Results Percentag e**	13. ¿Consideras que aprender sobre tu cultura y poder compartirla en inglés con otros te puede contribuir a mejorar el turismo en tu comunidad?
Si	56	93%	
No	4	7%	
Total	60	100%	

Figure 18.Benefits of cultural knowledge

Source: **Survey January 2020**

Analysis

Figure 13 shows that for the 96% of the students that took part in this research indicated that they considered that being able to talk about their cultural aspects in English could help them to improve the tourism in their locality. The 7 % of them say no to this situation.

Cayambe has a number of tourist attractions that attract locals and foreigners every year. The majority of foreigners who visit this canton speak English and little or no Spanish. These foreigners show their interest not only in visiting the places but also being part of their culture, their traditions, their food, etc. This fact, although it cannot be supported by statistical data, is a reality that is seen by the inhabitants of this area. Unfortunately, the language issue is a disadvantage for tourism in Cayambe, since very few people are trained both in the knowledge of cultural information and in the command of the language. Giving students this ability is beneficial both for them personally and economically, as well as for the canton in general because it can be further enhanced in tourism in Cayambe.

3.2 Cultural information of the community

3.2.1 Bibliographical data

3.1.1.1 General information

Table 14. *General information*

TYPE	NAME	LINK	LANGUAGE
Web site	Pichincha Gobierno Provincial	https://www.pichincha.gob.ec/cantones/cayambe	Spanish
Web site	Cayambe Turismo	https://cayambeturismo.gob.ec/datos-generales/	Spanish
PDF	Actualización del Plan de Desarrollo y ordenamiento territorial del cantón Cayambe	http://www.municipiocayambe.gob.ec/images/ley_transparencia/LOTAIP/PDYOT%20GADIP%20Cayambe%2010-06-2015.pdf	Spanish

3.1.1.2 Food

Table 15. *Food*

Resource	Name	Link	Language
Web site	Cayambe Turismo	https://cayambeturismo.gob.ec/gastronomia/	Spanish
Web site	Gastronomía.com	https://ecuador.gastronomia.com/noticia/8712/tradicion-de-cayambe-uchujacu	Spanish
Web site	Go Raymi	https://www.goraymi.com/es-ec/pichincha/cayambe/rutas-gastronomicas/comida-tipica-cayambe-ai6be6q3e#:~:text=Igual%20de%20t%C3%ADpicos%20son%20el,llaman%20simplemente%20tortillas%20de%20papa.	Spanish

| Blog | Cayambe info | http://cayambeinfo.blogspot.com/2017/06/comida-tipica.html | |

3.1.1.3   Turistic places

Table 16. *Turistic places*

Resource	Name	Link	Language
Web site	Cayambe Turismo	https://cayambeturismo.gob.ec/naturaleza-y-aventura/	Spanish
Web site	Turismo Cayambe	http://turismocayambemarymorocho9.blogspot.com/2018/03/parque-yaznan.html	Spanish
Web site	Go Raymi	https://www.goraymi.com/es-ec/pichincha/cayambe/observacion-fauna/casa-venado-af6abce7c	Spanish
Web site	Cayambe info	http://cayambeinfo.blogspot.com/2017/06/comida-tipica.html	

3.1.1.4   Traditional Clothes

Table 17. *Traditional clothes*

Resource	Name	Link	Language
Blog	Cayambe y su cultura	http://cayambisysucultura.blogspot.com/	Spanish
Blog	Cayambe tierra hidalga	http://fiestasdecayambe2017.blogspot.com/2017/06/costumbres-y-tradiciones_24.html	Spanish

3.1.1.5   Traditions

Table 18. *Traditions*

Resource	Name	Link	Language
Web site	Cayambe Turismo	https://cayambeturismo.gob.ec/naturaleza-y-aventura/	Spanish
Web site	Turismo Cayambe	http://turismocayambemarymorocho9.blogspot.com/2018/03/parque-yaznan.html	Spanish
Web site	Go Raymi	https://www.goraymi.com/es-ec/pichincha/cayambe/observacion-fauna/casa-venado-af6abce7c	Spanish
Web site	Cayambe info	http://cayambeinfo.blogspot.com/2017/06/comida-tipica.html	Spanish

3.1.1.6   Legends

Table 19. *Legends*

Resource	Name	Link	Language
Web site	Relatos y leyendas de Cayambe	https://novoaoscar.blogia.com/2013/102103-relatos-y-leyendas-de-cayambe.php	Spanish

3.3   Discussion

3.3.1   Students' preferences in language skills.

Regarding the content of teaching English, it must include the preferences of the students, since this way the motivation within the classroom is reinforced and the active participation of the student within their learning process is guaranteed. Accordingly, Bada and Okan mention and emphasize in their article called "Assessment of language Studensts' preferences of the methods of teaching English" that the abilities and assumptions of the students should be taken into account to promote and clarify the strategies and abilities to be developed by the teacher in the classroom (2016). The same idea is mentioned in an article published Bada & Okan

(2000) called "Students' Language Learning preferences" also, it established the active role of the students in their own learning process and allow the students to develop all the language skill, not just focus on one of them. When teaching a second language, teachers tend to focus only on one subject, which is Grammar.

This is not an unfamiliar reality in Ecuador, the data obtained in the survey corroborates the aforementioned, and high school teachers often emphasize grammar structure over English language skills. This may be because the teachers who currently work in the country's public educational institutions are not properly prepared. An article in the newspaper "El Telegrafo" published in (2019), details that out of 10,100 teachers hired by the Ministry of Education, only 3,500 have their international certification of B2, which endorses their knowledge and about 7000 teachers do not even have a university degree.

This represents a great problem for education in general, but especially for the teaching of a foreign language because there are teachers who are not trained in areas such as pedagogy and didactics, much less in the development of English skills. This frustrates the students' learning and, it reduces the communicative competence of the students.

3.3.2   Educational resources used by the teacher.

The world has evolved as technology has become an essential part of every aspect of people's lives. Technology is present in fields like business, health, communication, politics, etc. However, the educational field has become stagnant in terms of strategies and didactic material to teach. A reality that cannot be denied is that the "teacher's voice" alone is not enough for students to have meaningful learning, nor is the simple use of the blackboard as teaching material. As Raja (2018) mentioned in his article called "Impact of modern communication in education" "it is undeniable the connection between knowledge and students. Students acquire new knowledge through technology in an easy way".

So if technology plays such an important role in the teaching-learning process, however it is not present in this process. This could happen because it is difficult for the teacher, mainly in public education, to be sure that all students of a group have access to any kind of technological device like a smartphone or a tablet neither to the internet connection. For that reason, the government since 2005 has built "Unidades Educativas del Milenio" these schools have as a basic objective to incorporate technology in the learning process to bring the students abilities to respond to the national and international necessities (Ministerio de Educación , 2020). This means that this school has laboratories with internet access specifically for the teaching of English as a foreign language that they are not used regularly to teach English. It may be due to the teacher's lack of technological knowledge.

3.3.3   Students Cultural knowledge

In recent years, the loss of cultural identity in both youth and adults has been too evident for Ecuadorian society. Individuality has been affected by globalization in terms of culture and identity in each person; in other words, each day people want to be more like the world in general than to reflect their own cultural identity that makes them different.

Regarding this aspect, the Mexican newspaper "El Milenio" in its article "The importance of rescuing cultural identity, in the face of a globalized world" mentioned:

> The problems of the existence of the human being have always been considered as a form of spiritual reflection that must be reinforced with the knowledge and practice of the values that are instilled in the family, in educational centers and in society, before the imminent danger of losing ourselves in the superficiality of a liberal world that lacks authenticity, but which is dazzling by the happening reflection of marketing, advertising and mass media, actions that only benefit a few powerful countries and that under these assumptions have achieved Americanization (Mac-donalization) as the culture of the world (2017).

It has not been questioned about what will happen in a few years, if perhaps Ecuatorian people will lose their culture, traditions, and customs completely. This should be a big concern for the government because just few communities retain their clothing and language nowadays. According to data from the Caribbean and Latin American Demographic Center (CELADE its acronym in Spanish) just the 7% percent of the population in Ecuador identifies themselves as indigenous people. People believe that the only answer to solve this problem is through education.

In fact, education can solve this problem. Through education awareness can be raised to children and young people about the Ecuadorian culture in general and also about the local culture, which in this case is the Cayambe culture. One of the responsibilities of education is to provide this knowledge regarding culture, traditions, values, and customs. It is not only about guiding students to function in a professional environment, but also what makes us human should be developed at the same time.

The point of this research project is not only to provide students with this great tool to learn about their culture, but also to be able to transmit them to foreign people who visit the Cayambe canton. Another advantage that it could offer you is the opportunity to participate in cultural exchanges, get to know another country but at the same time make Ecuadorian culture known as is the case of the Youth Ambassadors program carried out by the United States embassy each year. The Youth Ambassadors Program - YAP - brings together high school

students and adult mentors from countries throughout the Western Hemisphere to promote mutual understanding, increase leadership skills and prepare young people to make a difference in their communities. . YAP offers full scholarships for selected youth and mentors to participate in a cycle of educational and cultural activities focused on leadership, diplomacy and community service.

4. CHAPTER IV: PROPOSAL

4.1 Introduction

In this research project, the importance of digital resources in the learning process is highlighted. Talking about digital resources implies a fairly extensive field since it implies the use of videos, audios, animations, games, web pages, digital books and a long list of possibilities are available. An article published by the Navarra University, claims that "A digital resource can be any element that is in digital format and that can be viewed and stored in an electronic device and consulted directly or by access to the network." (Anónimo, 2020)

The easy access to these types of tools motivated in this investigation the creation of a **WEB PAGE** destined as a support for teachers and students in the teaching-learning process of the English language. However, taking into account that there are already a large number of specimens like this, the plus that is added to this product is the use of the cultural information also collected in this research. In this way, students not only learn English and develop the skills of this language, but also rescue their values and cultural knowledge that little by little have been forgotten.

The activities that are developed in this proposal are based on the socio-cultural approach which claims that learning requires a cultural environment, as it is a social process, so the culture is vital in the teaching and learning process.

Sociocultural approach emphasizes the examination of real-life problems in natural settings and the analysis of ways in which people appropriate new learning strategies, jointly develop artifacts, and practice newly acquired competencies, using their developing understandings of the concepts introduce in school. (Mahn, 2012, p. 4)

On this website, the students will find reading exercises to learn English based on the Cayambe culture.

Regarding the method, the skill chosen by the researcher to develop is reading. In the surveys applied by the researcher, the results reflected that the students are more interested in developing the Reading skill, so that is why this research project was develop based on students' preferences. For the design of the activities, the researcher took into account the basic vocabulary and grammar structures to develop basic reading skills. The techniques used

are scanning, reading for details, and use of language. The exercises proposed by the researcher are multiple-choice and complete the gaps.

It should be mentioned that this proposed material is not for use as the main teaching material, but is only a support material for teachers and students in the teaching-learning process.

4.2   Justification

In recent years, the impact of technology in the lives of adolescents is more than evident, and in itself of society in general. Although it is true that it provides people with facilities in various areas of their lives, it is a tool that is not very well used among young people and adolescents. A research conducted by Forbes magazine in 2019 revealed that teens between the ages of 10 and 19 spend around 12 hours on their smartphones. The reality is nothing different in Ecuador, since the ease of acquiring a smartphone is the same, to the point that owning one has become a necessity. It is for this reason that this research project seeks to take advantage of this technological impact on adolescents and the ease that they have to access the Internet. In the school, in which a sample has been taken for the realization of this project, being a millennium school, it has access to the internet and even duly equipped computer labs where they can access the internet.

In addition to the technological impact that this research project presents, the point that adolescents are seeking to make aware of is the culture of the place where they live and function daily. With the arrival of technology, there is talk of an event called transculturation. The Royal Academy of the language defines this term as 'Reception by a people or social group of forms of culture from another, which substitute in a more or less complete way their own, that is, a certain place loses in part or completely his cultural identity and adapts to others. This event has already taken place throughout history in the multiple conquests that the American continent went through. However, despite the fact that today there are no more conquests as in the past, the same risk is still run, the main reason being technology and globalization.

Moreover, with technological use and cultural relevance, is the teaching of the English language as a foreign language. For the most part, the material used to teach it is focused on another culture than ours. That is why the importance of Ecuadorian teachers not only acquiring the materials available internationally, but also that we might be able to create our own material adapted to our reality, which strengthens the cultural identity of the students and at the same time they learn a foreign language that in this case it is English.

In the survey carried out with the participants of this research, it was shown that they have a preference for the development of all the skills of the English language, mainly in the reading skill. At the same time, the same survey showed that the least liked skill is grammar,

so this skill will be taught inductively, which means that the student is not aware of their learning this topic.

The activities are based on the format of the Cambridge tests, specifically to evaluate the ability to read and use the language, the content of the same has been modified with the information obtained in this research. In this way, students are already becoming familiar with the international test format, which will be very useful if they want to obtain an international certification in the English language. Also, the cultural information used for the adaptation of activities also corresponds to the interests with the highest percentage represented in the applied survey, which are: traditions and festivities, tourist places, food, and legends. Also, they will be able to find extra digital resources like videos (in Spanish) and pictures to know more about Cayambe culture.

4.3   General objective

Design an English learning web page based on Cayambe culture to strengthen reading skills of the 1st and 2nd secondary school students

4.4   Specific Objectives

- To identify topics that students are interested in reading to improve reading skills of foreign language.
- To implement digital activities based on local information to improve reading skills in the students.

4.5   Proposal title: ENTURE (Web page)

This is a web page created by the researcher using all the data collected during this research project, the interests of the students and the bibliographical data to help students to improve their writing skills. **ENTURE** comes from the words **English** and **Culture** because this is goal of this web page that students will be able to learn English while know about their own culture.

Web page link: http://moodle.papagayodev.com/

User: usuario1
Password: Usuario1@

4.6   Web page Logo

Figure 19. Web page logo

4.7   Web page home

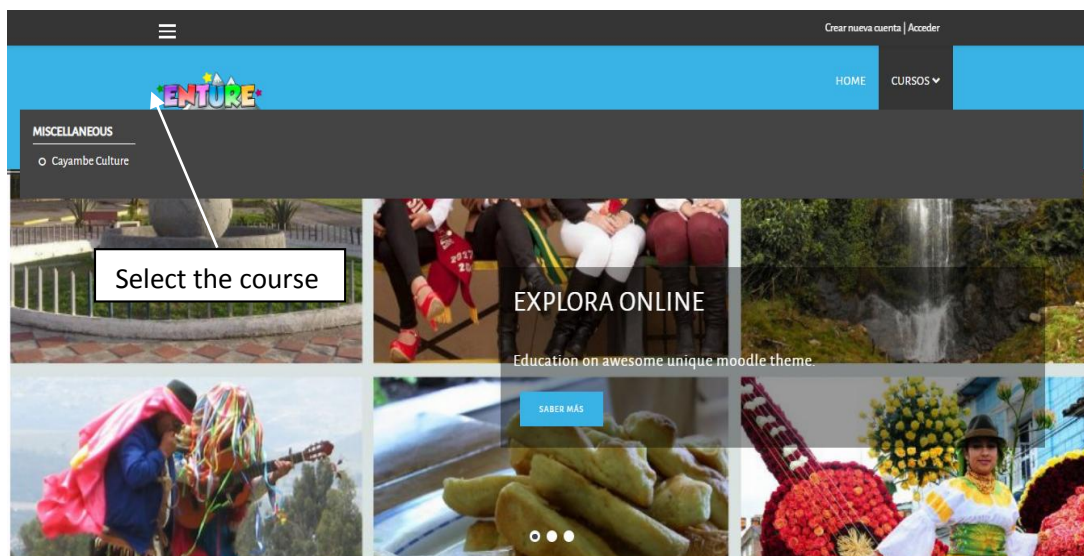On the main page, students must select the Cayambe culture course prepared by the researcher.

Figure 20. Web page home

4.8   Web page log in

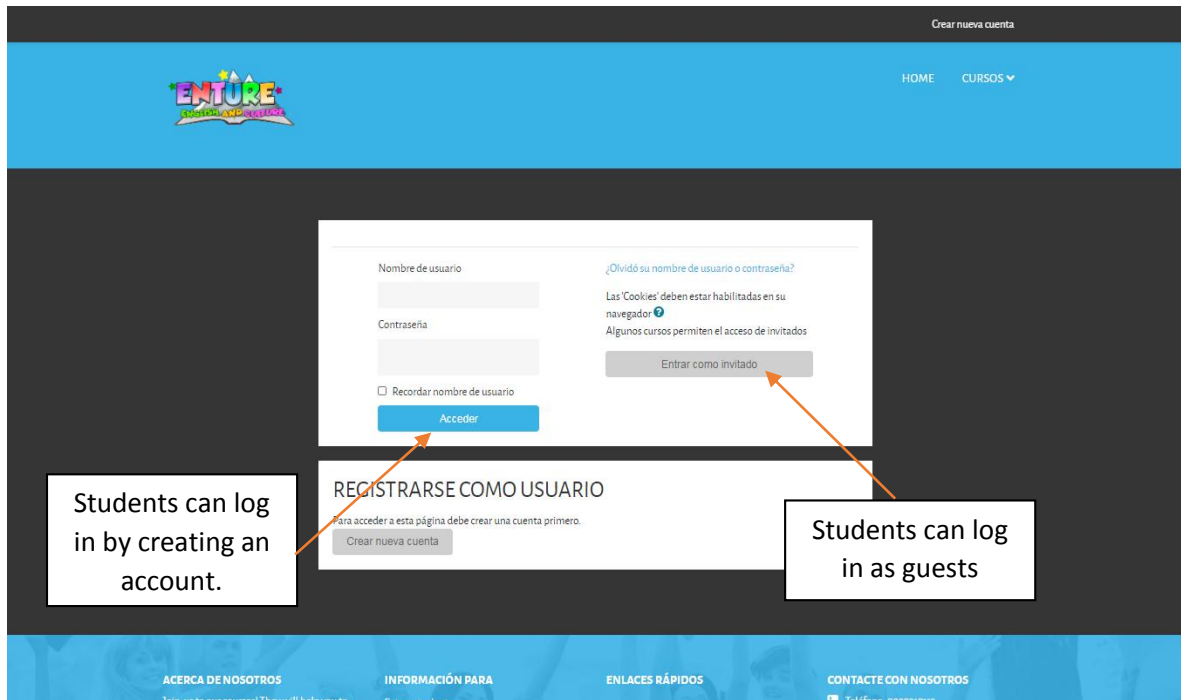Here students must access the course by creating a personal account or they can enter as guests.

Figure 21. Web page log in

4.9   Web page reading activities structure

The reading activities are divided into 5 parts divided by ability and cultural theme. In each part the student will find the reading exercise, an option called gallery where they will find images of the reading topic and a video.
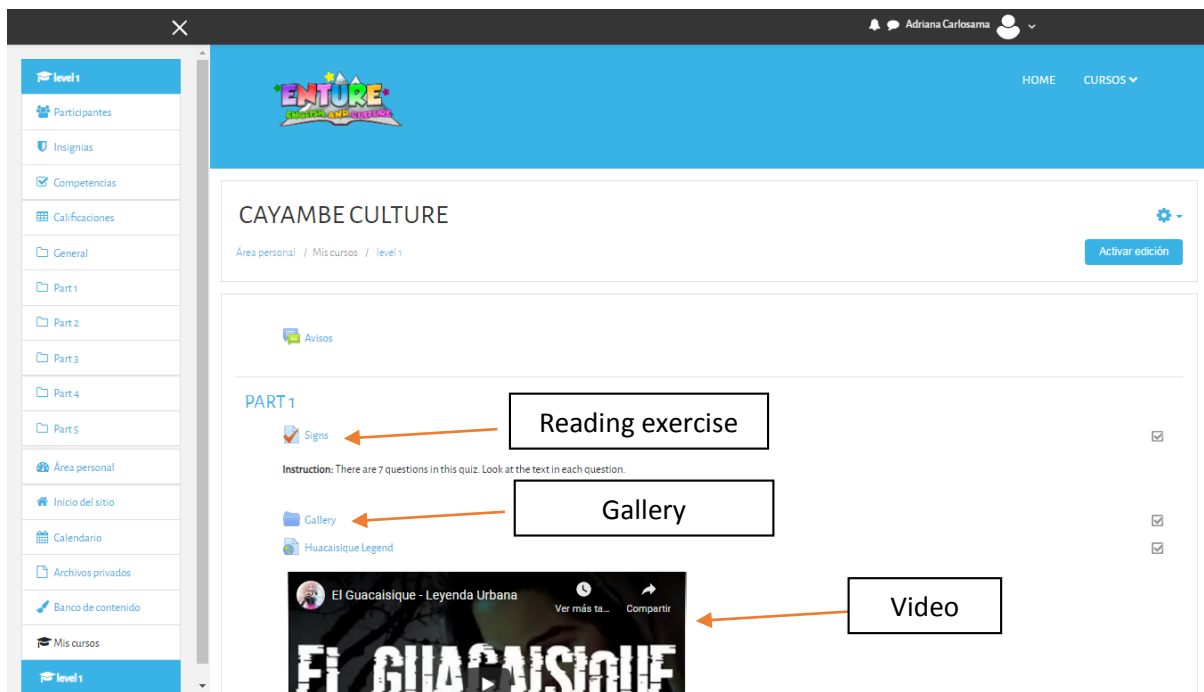
Figure 22. Web page reading activities structure

4.10 Web page reading activities

In this option are the reading exercises developed by the researcher based on the culture of Cayambe. The student can do the exercise and at the end they will have feedback on the activity with the correct answers.
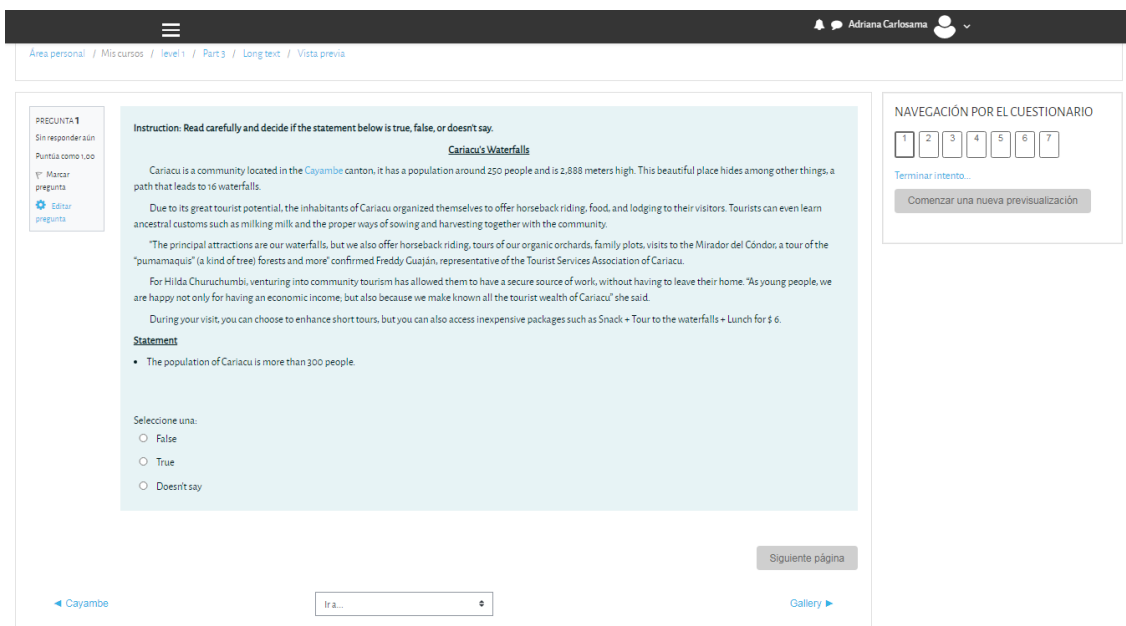
Figure 23. Reading exercise

Adriana Carlosama

NAVEGACIÓN POR EL CUESTIONARIO
1 2 3 4 5 6 7
Mostrar una página cada vez
Finalizar revisión
Comenzar una nueva previsualización

Comenzado el	miércoles, 24 de marzo de 2021, 16:03
Estado	Finalizado
Finalizado en	miércoles, 24 de marzo de 2021, 16:10
Tiempo empleado	7 minutos 13 segundos
Calificación	1,00 de 7,00 (14%)

PREGUNTA 1
Incorrecta
Puntúa 0,00 sobre 1,00
Marcar pregunta
Editar pregunta

Instruction: Read carefully and decide if the statement below is true, false, or doesn't say.

Cariacu's Waterfalls

Cariacu is a community located in the Cayambe canton, it has a population around 250 people and is 2,888 meters high. This beautiful place hides among other things, a path that leads to 16 waterfalls.

Due to its great tourist potential, the inhabitants of Cariacu organized themselves to offer horseback riding, food, and lodging to their visitors. Tourists can even learn ancestral customs such as milking milk and the proper ways of sowing and harvesting together with the community.

"The principal attractions are our waterfalls, but we also offer horseback riding, tours of our organic orchards, family plots, visits to the Mirador del Cóndor, a tour of the "pumamaquis" (a kind of tree) forests and more" confirmed Freddy Guaján, representative of the Tourist Services Association of Cariacu.

For Hilda Churuchumbi, venturing into community tourism has allowed them to have a secure source of work, without having to leave their home. "As young people, we are happy not only for having an economic income, but also because we make known all the tourist wealth of Cariacu" she said.

During your visit, you can choose to enhance short tours, but you can also access inexpensive packages such as Snack + Tour to the waterfalls + Lunch for $ 6.

Statement

- The population of Cariacu is more than 300 people.

Seleccione una:
○ False
◉ True   ✗
○ Doesn't say

Respuesta incorrecta.
La respuesta correcta es:
False

Figure 24. Reading activities feedback

4.10.1 Reading activities

These are the reading activities carried out by the researcher taking into account the data collected through the Analysis Data mentioned on chapter III, which are available on the website.

4.10.1.1 Part 1. Signs

Instruction: There are 7 questions in this quiz. Look at the text in each question.

1. What does it say? Choose the correct answer.

    o   All people in Cayambe speak Kichwua and Spanish
    o   Kichwua is spoken in Cayambe.
    o   Spanish and Kichwua are the official languages in Ecuador.
    o   People do not speak Kichwua.

Indigeous people in Cayambe speak Kichwua and Spanish.

45

2. What does it say?

- o The "uchujacu" and "cariucho" are made by Spanish people.
- o People in Cayambe eat guinean pigs.
- o All traditional meals in Cayambe are made with "cuy".
- o The "uchujacu" is the only one meal prepared with ""cuy".

In Cayambe, guinean pig, "cuy" in Spanish, is use to prepare delicious some traditional meals like "uchujacu" and "cariucho".

3. What does it say?

- o Cayambe is known for its parishes.
- o Cayambe has more than 40 000 people living there.
- o Cayambe has 137 years of foundation.
- o On July 23rd, 1883, the eight parishes were created.

Cayambe city was founded on July 23rd, 1883. It is formed by 8 parishes. Also it has near 40 000 habitants.

4. What does it say?

- o The weather in Cayambe is hot and sunny.
- o From June to August the weather change.
- o If you want to be part of Cayambe's festivities you should go from June to August.
- o Cayambe's festivities are celebrated always.

If you want to visit Cayambe, you need to consider that the weather is always temperate and cold. However the best moths to visit it is from June to August because of its festivities.

5. What does it say?

- o The dance of the ribbons is the result of a mixture of national and Spanish movements.
- o Spanish conquerors used to perform the dance of the ribbons.
- o The dance of the ribbons is tradition in Spain.
- o Spanish conquerors used to participate at intirraymi party.

The dance of the ribbons is one of the most traditional among the Cayambe people. Although it is a dance that is mixed with the movements brought by the Spanish conquerors, it is performed at each intirraymi party.

6. What does it say?

- o People were scared because they did not have electricity at nights.
- o Babies used to cry when there was no electricity.
- o The Wakaisiki was a demon who used to cry like a baby.
- o All people who used to live near the "Blanco" river had babies.

The legend of the "Wakaisiki" is about a horrible and heartbreaking cry of a baby that people who used to live near the "Blanco" river heard when there was no electricity at nights. They thought it was a demon, so they were so scared.

4.10.1.2 Part 2. Matching

Instruction: Match the paragraph with the correct headline

Cayambe Culture

1.

Welcome to the City of the Sun in the middle of the world Cayambe, the millenary land of Nasacota Puento, Mama Sucta, Dolores Cacuango, Jesús Gualavisí, Humberto Fierro Jarrín, Sergio Mejía Aguirre, David Manangón, Gabriel Meza Velásquez among other illustrious citizens. In addition to being an intercultural and multicultural people that has one of the main cultures in the north of the country, the Cayambis. They were one of the main towns of the Caranqui culture, which were made up of three chiefdoms: Caranquis, Otavalos and, our people, the Cayambis.

2.

Cayambe is located in the north of the province of Pichincha, 1 hour and 30 minutes from the capital of the republic Quito. Its geographical limits are; to the north with the province of Imbabura, to the south with the Canton Quito, to the east with the provinces of Sucumbíos and, Napo and to the west with the canton Pedro Moncayo. It is located between two northern and southern hemispheres because the Line Equinoctial or Ecuador crosses (latitude 0'0'0 ") in the inter-Andean region.

3.

On July 23, 1883 the foundation is celebrated. Its cantonal head is the city of Cayambe. It has two urban parishes (Cayambe, and Juan Montalvo) and six rural parishes (Olmedo, Ayora, Cangahua, Otón, Santa Rosa de Cuzubamba, and Ascázubi). The foundation celebration starts with a parade in which all the authorities participate. Also, students and teachers of different schools of Cayambe take part in this event. At night, there are events with music, dances, and traditional food where people have fun all night.

4.

One of the main festivities that are celebrated are the San Pedro festivities, named National Intangible Heritage also known as the Sun Festival in the Middle of the World, it is recognized for its traditions and oral expressions. Dancers sing "Coplas" while they dance along the main streets in Cayambe. Their colorful clothing decorates these celebrations.

5.

Food also plays an important role during the festivities in June and July. In the center of the city, there are a kind of fairs with tents where you can find different typical dishes from the

city of Cayambe such as "Biscochos" with "manjar de leche" (caramelized milk) and "queso de hoja" (leaf cheese), roasted lamb, roasted guinea pig, "uchujacu" with roasted guinea pig, (a kind of soup made of flour). Just after the dances along the streets, people at the end of the dances go to these tents to enjoy these traditional dishes.

Titles

    A. Traditional food
    B. Festivities
    C. Culture
    D. Location
    E. San Pedro Festivities

4.10.1.3 Part 3. Long text

Instruction: Read carefully and answer the questions below by choosing true, false, or doesn't say.

Cariacu's Waterfalls

Cariacu is a community located in the Cayambe canton, it has a population of around 250 people and is 2,888 meters high. This beautiful place hides among other things, a path that leads to 16 waterfalls.

Due to its great tourist potential, the inhabitants of Cariacu organized themselves to offer horseback riding, food, and lodging to their visitors. Tourists can even learn ancestral customs such as milking milk and the proper ways of sowing and harvesting together with the community.

"The principal attractions are our waterfalls, but we also offer horseback riding, tours of our organic orchards, family plots, visits to the Mirador del Cóndor, a tour of the "pumamaquis" (a kind of tree) forests and more" confirmed Freddy Guaján, representative of the Tourist Services Association of Cariacu.

For Hilda Churuchumbi, venturing into community tourism has allowed them to have a secure source of work, without having to leave their home. "As young people, we are happy not only for having an economic income; but also because we make known all the tourist wealth of Cariacu" she said.

During your visit, you can choose to enhance short tours, but you can also access inexpensive packages such as Snack + Tour to the waterfalls + Lunch for $ 6.

Statements

1. The population of Cariacu is more than 300 people.
   - o True
   - o False
   - o Doesn't say

2. Cariacu's height is less than 2000 meters high.
   - o True
   - o False
   - o Doesn't say

3. Tourists can learn about ancestral costumes
   - o True
   - o False
   - o Doesn't say

4. Are the waterfalls the only attraction in this place?
   - o True
   - o False
   - o Doesn't say

5. Is summer the best season to go?
   - o True
   - o False
   - o Doesn't say

6. Is fishing one of the activities to do in this place?
   - o True
   - o False
   - o Doesn't say

7. Does the inexpensive package cost more than 6 dollars?
   - o True
   - o False
   - o Doesn't say

4.10.1.4 Part 4. Long text (details)

Instruction: Read about Cayambe Mountain and choose the correct option.

Cayambe Mountain

It is the highest point where the equinoctial line passes in Ecuador and one of the favorite mountains of mountaineers. It is located at 5790 meters above sea level. It is one of the largest volcanic complexes in the country. It covers an area of 24 km in an East-West direction and 18 km in a North-South direction. It is the third highest mountain in the country, behind Chimborazo with 6310 meters above sea level and Cotopaxi, its summit is at 5898 meters above sea level. It is important to emphasize that it is an active volcano. Its last eruption started in 1785 and finished in 1786. It is described as a subglacial eruption that would have produced moderate ash falls in the city of Cayambe, the same one that would have ended with a lava flow in 1786.

Regarding its geological and morphological characteristics, above 4800 m the volcano is covered by an important ice cap that covers an approximate area of 22 km2 and reaches a thickness of around 30 to 50 m in the area of the summit. This makes our country recognized for having one of the largest mountain ranges in Latin America. The beauty of its rugged terrain and the Lagunas ice formations, as well as the condors that can be seen on the way to the top, make it particularly attractive.

Recommendations

- Maximum suggested starting time of the walk 09:00 am.
- The weather can change suddenly.
- Proper nutrition and hydration according to estimated walking time.
- Suitable shoes and warm clothing, glasses, sunscreen.
- Bring a camera

<u>Statements</u>

1. Which is the highest point where the equinoctial line passes in Ecuador?
   - The Cayambe mountain
   - The Cotopaxi mountain
   - The Chimborazo mountain
   - The Chiles mountain

2. The Cayambe mountain is located at:
   - 5790 meters on sea level.
   - 5790 meters below sea level.

- o   5790 meters in sea level.
- o   5790 meters above sea level.

3. The Cayambe mountain is the third highest mountain in:
    - o   America
    - o   Latin America
    - o   Ecuador
    - o   Cayambe

4. How many years did the last eruption last?
    - o   1 year
    - o   3 years
    - o   4 years
    - o   2 years

5. What is the mountain covered with above 4800 meters?
    - o   Snow
    - o   An ice cap
    - o   Rocks
    - o   Sand

6. According to the reading, why is our country recognized?
    - o   For having the biggest mountain in the world
    - o   For its culture.
    - o   For having one of the largest mountain ranges in Latin America.
    - o   For having the second largest mountain ranges in Latin America

7. Which animal can be seen on the way to the top of the mountain?
    - o   Condor
    - o   Wolf
    - o   Bear
    - o   Eagle

4.10.1.5 Part 5. Use of language

Instruction: Read and fill the blanks with the correct answer using the simple present tense.

Guachala's ball of the world

The monument _____ (has/have/had) a historical value of great significance for the country and the canton. The French geodesics arrived at this place _____ (in/on/at) June

1736. The results of their investigations are engraved on a large stone, which currently _____ (stands, stand, standed) in the astronomical observatory of Quito.

Every year during the San Pedro festivities, people come together to _____ (enjoy/enjoys/enjoyed) bullfights with internationally renowned bullfighters.

In the San Luís de Guachalá Community there _____ (is/are/am) the Monument of the Middle of the World, traditionally known as "The Ball of the World". It _____ (consists/consist/consisted) of the globe made of stone with a diameter of 1.80 m, seated on a large concrete slab surrounded by a circumference of carved stone.

5. Conclusions

This research determines that there is interest on the part of the students of the "Guachalá-Mitad del Mundo" Educational Unit in learning English using digital resources such as the website proposed in this project. It was also determined that although the knowledge of the students about their culture is not relatively low, there are aspects about it that are unknown, such as the history of their canton and the legends about it. Of course, this does not mean that the product of this research is only based on those aspects since it is intended to reach with this information not only students in the area but from around the world. All the data collected and analyzed allowed the final realization of the product adapted to the interests and preferences of this particular educational unit.

Regarding the situation of the use of digital resources in the process of teaching the English language, it was determined by the survey applied to the students that teachers do not use any of these in their classes, which has caused students to not feel satisfied with their learning process, causing disinterest in and demotivation in the students in learning this language. However, this does not mean that the possibility of using digital resources in teaching English will never happen, on the contrary, it challenges teachers in this area to prepare, innovate and implement technology in their classes to improve the teaching-learning process.

Finally, it was concluded that it is possible to adapt digital resources that allow students to learn English based on their own cultural reality using the means that are according to their age and time, which is the technological age.

6. Recommendations

- Implement the use of digital resources in the teaching-learning process of the foreign Language to develop the other skills English Language skills, which are: Listening, Writing, Speaking and also Grammar.

- Do activities in schools and high schools that reinforce both the knowledge and cultural identity of students, through campaigns, brochures or cultural events.
- Train teachers in the use of technology and its use within the classroom so that they are aware of the tools that technology offers them.

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Annex A: Students survey

TRABAJO DE TITULACIÓN

DIGITAL LANGUAGE LEARNING RESOURCES BASED ON CAYAMBE CULTURE TO IMPROVE ENGLISH SKILLS FOR TEENAGERS OF THE GUACHALÁ COMMUNITY LOCAL SCHOOL.

Objetivo: la presente encuesta tiene como finalidad la recolección de datos para identificar el uso de recursos digitales en la enseñanza del idioma Inglés basados en su propia información cultural en los estudiantes de primero y segundo de Bachillerato de la Unidad Educativa Guachalá-Mitad del Mundo por parte de una estudiante de la Carrera de Licenciatura en Inglés de la Universidad Técnica del Norte con la finalidad de crear recursos digitales basados en su realidad cultural.

ENCUESTA

1. ¿Qué habilidad del idioma Inglés te gusta más?
   - ☐ Listening
   - ☐ Speaking
   - ☐ Reading
   - ☐ Writing

2. ¿Qué habilidad del Inglés es para ti más difícil?

   - ☐ Listening
   - ☐ Reading
   - ☐ Grammar
   - ☐ Writing
   - ☐ Vocabulary

3. ¿Cuál es el material que más usa tu profesor en sus clases de inglés?
   - ☐ Libros
   - ☐ Copias
   - ☐ Carteles
   - ☐ Videos
   - ☐ Audios
   - ☐ Otro ¿Cuál? _____

4. ¿Qué tan satisfecho estas con el material didáctico que usa tu profesor/a en las clases de inglés?

   ☐ Muy satisfactorio
   ☐ Satisfactorio
   ☐ Poco Satisfactorio
   ☐ Insatisfactorio

5. ¿Qué conoces acerca de tu cultura?

   ☐ Lugares
   ☐ Tradiciones y festividades
   ☐ Comida típica
   ☐ Historia
   ☐ Leyendas
   ☐ Ninguna de las anteriores

6. ¿Te gustaría poder contar cosas en inglés sobre tu comunidad?
   ☐ Si
   ☐ No

7. ¿Qué tan importante es para ti conocer tu propia cultura en idioma inglés?
   ☐ Muy importante
   ☐ Importante
   ☐ Algo importante
   ☐ Irrelevante

8. ¿Qué te gustaría saber de tu comunidad en Inglés?
   ☐ Leyendas
   ☐ Tradiciones
   ☐ Deportes
   ☐ Comida
   ☐ Historia
   ☐ Otro ¿Cuál? _____

9. ¿Qué tan importante consideras tu conocer tu propia cultura y que esta sea usada en el proceso de aprendizaje del idioma inglés? Considera 5 como muy importante y 1 como no importante.
    - ☐ 1
    - ☐ 2
    - ☐ 3
    - ☐ 4
    - ☐ 5

10. ¿Con qué frecuencia tu profesor usa recursos digitales en las clases de Inglés?
    - ☐ Siempre
    - ☐ Frequentemente
    - ☐ A veces
    - ☐ Rara vez
    - ☐ Nunca

11. ¿Prefieres usar recursos digitales (computadoras, internet, aplicaciones, etc) o recursos convencionales (libros, copias, carteles, etc) en tu proceso de aprendizaje de un idioma extranjero?

    - ☐ Recursos Digitales
    - ☐ Recursos Convencionales

12. ¿Te sentirías más motivado a aprender inglés si tu profesor usara material digital basado en tu realidad cultural?

    - ☐ Si
    - ☐ No

13. ¿Consideras que aprender sobre tu cultura y poder compartirla en inglés con otros te puede contribuir a mejorar el turismo en tu comunidad?

    - ☐ Si
    - ☐ No

Annex B: Consent to apply the survey in the high school

Ibarra, 2 de Enero de 2020

MSC.
Santiago Javier Villareal Terán
Rector Unidad Educativa Guachalá-Mitad del Mundo
Presente

Estimado magister:

Reciba un cordial saludo. La presente carta tiene como objetivo informarle que la estudiante Adriana Elizabeth Carlosama Quinatoa, con cédula de identidad 1004030779 de la Universidad Técnica del Norte de la Carrera de Licenciatura en Ingles, se encuentra realizando su trabajo de investigación para titulación. El tema de este trabajo es "Rescue the culture and traditions of Guachalá community to develop digital resources for learning the English language aimed at teenagers of the local school." (Rescate de la cultura y tradiciones de la comunidad de Guachalá para desarrollar recursos digitales para los adolescentes de la unidad educativa local), y se relaciona con el proceso enseñanza-aprendizaje del idioma Inglés. En tal virtud, solicito su autorización para que la mencionada 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 la 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: 0980263439, o al correo electrónico: litoro@utn.edu.ec.

Cordialmente,

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

Autorizado: 08-01-2020
09h37

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Annex C: New theme Acceptance letter