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DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH GRADES AT “FUERZA AÉREA ECUATORIANA, ZONA 01” SCHOOL.

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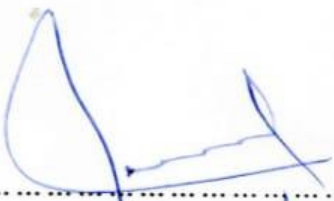
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DEDICATION

Undoubtedly, I dedicate this work to my parents Román Malte and Maria Rodríguez who with effort and trust gave me their constant support, and my brother Rolando Malte who is my faithful friend. To my little family, Joseph Amaya and Sophia Elizabeth Amaya Malte, who are my strength and my great blessing.

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RESUMEN

La presente investigación se realizó del 12 de octubre de 2019 al 10 de marzo de 2020 en una institución del área rural; con estudiantes de sexto y séptimo grado de la escuela "EGB - FAE ZONA 01", ubicada en la parroquia La Carolina la cual se encuentra en el noroeste de la provincia de Imbabura. La propuesta académica se centra en la elaboración de material didáctico basado en la cultura local, y en el uso adecuado de estrategias y actividades de lectura para desarrollar la competencia lectora. Por lo tanto, el objetivo general de esta investigación es, fomentar las habilidades de lectura en el idioma inglés en los estudiantes de 6º y 7º grado de la escuela FAE - Zona 01 mediante el uso del material didáctico basado en la cultura de la parroquia La Carolina. Los objetivos específicos se basaron en identificar la información más relevante sobre los aspectos culturales de la parroquia La Carolina, determinar las principales necesidades de los estudiantes de la escuela local para el desarrollo de la habilidad lectora, y desarrollar el material didáctico basado en la cultura de la parroquia La Carolina como contribución al mejoramiento del proceso enseñanza-aprendizaje del idioma inglés como lengua extranjera. El desarrollo de la investigación se llevó a cabo mediante el método mixto, esto se hizo mediante el uso de algunos instrumentos de investigación, como entrevistas y encuestas, que facilitaron la estimación de resultados de acuerdo con las necesidades e intereses de los estudiantes. En conclusión, la integración de la cultura en la educación especialmente en el idioma inglés como lengua extranjera es muy favorable para estudiantes, profesores y comunidades con el fin de construir un conocimiento autónomo y académico.

Palabras claves: Material didáctico, zona rural, habilidad lectora, conocimiento de la cultura.

ABSTRACT

The present research was carried out from October 12, 2019 to March 10, 2020 at an institution from a rural area; with sixth and seventh grade students from "EGB – FAE ZONE 01" school, located in La Carolina town which is situated in the northwest of Imbabura province. The academic proposal is focused on the development of didactic material based on the local culture, and on the appropriate use of reading strategies and activities to develop reading skills. Therefore, the general objective of this research is to foster English reading skills on students of 6th and 7th grade at FAE - Zona 01 school using didactic material based on culture from La Carolina Town. The specific objectives were based on identifying the most relevant information about cultural aspects from La Carolina town, to determine the main necessities of students from the local school to promote the reading skill development, and, to develop didactic material based on culture from La Carolina town as a contribution to improve teaching and learning process of English as a foreign language. The research development was carried out using the mixed method, this was done by some research instruments, such as interviews and surveys, which facilitated the estimation of results according to the needs and interests of the students. As conclusion, the integration of culture in education especially in English as a FL is so favorable for students, teachers, and communities to build an autonomous and academic knowledge.

Key words: Didactic material, rural area, reading skill, knowledge of culture.

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ACRONYMS AND ABBREVIATIONS

UTN: Universidad Técnica del Norte

EGB: Educación General Básica

FAE: Fuerzas Aérea Ecuatoriana

EFL: English as a Foreign Language

L1: Mother Tongue (first language)

L2: Foreign Language (second language)

INTRODUCTION

English is recognized as one of the most widely spoken languages worldwide. Nishanthi (2018) states that “learning English is important as it enables to communicate easily with one’s fellow global citizens” (p. 871). Nowadays, English has become the major window of the modern world; as a result, learning this language becomes an important part for meeting professional standards that requires the educational system. Therefore, this study aims to offer a support to basic education by providing a didactic material to reinforce reading skills using cultural knowledge.

The development of reading skills for the childhood stage is a great impulse to take the role of an intelligent being. This habit on the early termination can enhance not only the accomplishment of the school curriculum, but it also enables learners to increase their knowledge and the discovery of new worlds full of imagination and fun, which can open doors for them. (Street, 2020, p. 1)

At the beginning of an educational performance especially in rural areas, is a huge challenge to raise awareness of its importance. This research allows to know the different needs that “Escuela de Educación General Básica - Fuerzas Armadas del Ecuador, Zona 01” school have, and contributes a suitable material that stimulates a motivational learning through local cultural readings. Its importance is considered since elementary schools, due to children are starting to adapt learning habits and it is necessary to take positive attitudes to encourage their interest toward readings, considering content preferences of students, such as, sports, science fiction, romance, cultural history, etc. and have as result a motivational behavior and comfort during the reading skill development.

Overall, the achievement of this research is to make realize the Foreign Language importance in the educational formation. Generally, the intellectual formation entails changes over time, and it is considered a very well enriched knowledge when it has the amplitude to apply one's own knowledge to new fields.

Research Problem

Reading development in elementary school must be taken with the responsibility it deserves. The use of appropriate materials to enhance English learning is considered an essential part of a valid and meaningful teaching and learning process. A common problematical situation that rural areas have to face is the need of basic resources, especially the lack of a worthy and quality education and “EGB – FAE, ZONA 01” school is not the

exception. Through an observational analysis, it has been possible to verify the decrease of learning motivation in students because of the insufficiency of teaching materials.

This type of problem is common in rural areas, where schools and institutions depend on the government, which means that in most of the cases the resources they have are not enough to meet the different needs and the proper functioning of an educational center. (Grifliths V, 1968) Therefore, the deficiencies in learning a foreign language are increasing because children do not have the same opportunities as urban areas education. Currently, at “EGB – FAE, ZONA 01” school, there has never been a research focused on education, likewise the study of English as a Foreign Language has not been taken with the necessary importance in the academic field. The institution takes a serious role in the basic subjects for academic formation, such as Natural Sciences, Mathematics, Literature, or Geography. However, according to the institution’s teachers and students have been noticed that the English language as a subject has been taught with many difficulties, creating a great disadvantage for the learning process, affecting in such way the desire to know and learn the true importance of the language. As (Michelle, 2020) stated “In 2019 Ecuador ranked 81 out of a total of 100 countries evaluated, considered to have a "Very Low" level of English, obtaining a score of 46.57 which is equivalent to an A1 level according to the Common European Framework” (p. 5).

To sum up, the deficiency of resources in the teaching-learning process of English as a Foreign Language, the use of traditional methods, inadequate learning strategies, and the lack of knowledge of the local history and culture, are the main factors that have not allowed significant progress in the educational process for students. Therefore, it is necessary to solve those problems through the development of didactic materials guided by innovative strategies and activities that awaken motivation and interest for a better learning of English as a Foreign Language.

Justification

Ecuador is the smallest of the Andean countries, located on the northwestern coast of South America. This country has a unique wealth because it has three natural regions and an insular region (Costa, Sierra, Oriente, and Galapagos Islands). Each of these regions has different cultures, diversity of ethnicity, and different customs. According to researchers, (Information about Ecuador, 2014). Ecuadorians have two native languages: Spanish and Quechua, originated with the Inca Empire local language, while English is spoken as a Foreign Language, especially on the country’s main tourist attractions.

Although the official language of Ecuador is Spanish, Ecuadorians are aware that the English Language is important for today's society in many aspects, such as to perform a job, to exchange of information, and even the simple fact of understanding an instruction manual. Therefore, it is necessary to make realize the importance of Foreign Language learning,

mainly in schools from rural areas as there are the most vulnerable places for educational progress; in addition, using local cultural aspects as topics of learning can be useful to improve the academic performance.

The teaching of English in Ecuador was introduced in 1912 and became an official subject in the curriculum of Ecuadorian schools in 1950. However, there were some deficiencies such as the lack of qualified teachers in the area, as a result, this subject was assumed by unqualified teachers in the area, giving the appearance of compliance in the area and showing failures in teaching without applying strategies which need to be used in the classroom to promote such learning. In 2019, according to UNAE states that 71% of the country's teachers have a level between basic and intermediate. (ECUADOR, 2012) Currently, the authorities have tried to solve this problem by signing an agreement between the Minister of Education and the Ambassador of the United States with the purpose of strengthening the teaching of the English language through pedagogical tools in the fiscal institutions of the country.

On the other hand, this study reports part of the cultural identities from La Carolina Town, which is a rural village, full of diversity, stories, customs, and traditions. In this town, there are several communities that have been part of small and large projects that encourage tourism, a factor that has allowed to generate great benefits to their communities both working and staffing. Therefore, it is available to make part in an educational project that aims to connect the Foreign Language with the local culture, projecting the development of human and social knowledge.

The vision of this research project is the build-up of a teaching material focused on the development of reading skills for students of 6 and 7th grade at "EGB – FAE, ZONA 01" school based on the culture from La Carolina town in Imbabura. Therefore, the study of these linguistic skills make necessary to follow a good process that correspond for the learning of a Foreign Language. Through this academic performance, students might be able to develop the other language skills during the process and feel ready to enter to high school. Moreover, the use of this material for English classes could led students to an accurate learning progress, making them feel more encourage to learn and have more confidence to participate, gaining a deeper understanding of their culture as well as of the foreign language. This material ensures the achievement of Foreign Language learning for many reasons; the first is because it provides content that connects the local culture with the Foreign Language, thus fostering local knowledge and stimulating academic learning. The next reason is that it has didactic activities according to the student's level that allow to increase the development of language skills, specially in reading. Finally, this material can be a useful resource for teachers to stimulate a satisfactory learning environment through the use of innovative activities and appropriate strategies that can lead to achievable objectives in the teaching-learning process. In this way, a significant impact is realized on both the motivation to learn the foreign language and the appreciation of the local culture.

To conclude, it is clear that students from "EGB – FAE, ZONA 01" school need to be part of a revolutionary education that allows them to discover their capacities and of course meaningful knowledge, connecting their culture as a central element. As Waliński (2012) mentions: "the appropriated ability to communicate intercultural situations is through intercultural knowledge, skills and attitudes" (p. 5).

Impacts Generated by the Research

The development of this project was conducted on three relevant aspects.

Educational Impact

The educational system aims to nurture new knowledge and adapt it to the reality of an academic training. Therefore, this research project proposes to encourage the improvement of the educational process for the learning of a Foreign Language, stimulating a prosperous and innovative education of the 21st century.

Social Impact

The present investigation benefited students of 6th and 7th grades from "EGB- FAE, ZONA 1" school, supporting them with didactic materials based on culture from La Carolina town, which implies a quite high percentage of social stimulation through reading contents based on local cultural knowledge. As a result, this contribution leads a better contact with the local culture and to be able to interact with outsiders' visitors using English as a Foreign Language.

Cultural Impact

To influence the knowledge of the local culture through the study of a Foreign Language promotes a broad understanding of the different aspects that identify the community, such as its history, legends, customs, and traditions that for many years have been considered a legacy in La Carolina town. Currently, the authorities have considered the importance of promoting local identity through talks and small campaigns for the new generations because this stimulus needs to be active and motivated. Therefore, the present project promotes the interest of enriching the hereditary knowledge for students from "EGB- FAE, ZONA 1" school, developing the ability to connect them to a Foreign Language.

Objectives

General Objective

To foster English reading skills on students of 6th and 7th grade at EGB, FAE - Zona 01 school using a didactic material based on culture from La Carolina Town.

Specific Objectives

- To identify the most relevant information about cultural aspects from La Carolina Town.
- To determine the main necessities of students from the local school for the reading skill development.
- To develop didactic material based on culture from La Carolina Town as a contribution to improve teaching and learning processes of English as a Foreign Language.

Problems or Difficulties Faced

During the development of this research project, a critical situation occurred and spread throughout the entire world. This was due to the COVID 19 pandemic that started on March 12, 2020. Therefore, the present project had difficulties to be carried out in the established time. Affecting in different aspects of research, documentation, editions and finishing it on time.

General Structure

The present project is structured as follows: It starts with the project title, the problem background, justification, three general impacts, one general objective, and three specific objectives. This project has five chapters:

- **Chapter I** is about the theoretical framework taking part in the supporting theories that can nurture the research.
- **Chapter II** is about the methodology of the research, which is used to guide the research according to the population and type of data research.
- **Chapter III** is about results and discussions of surveys and interviews' analysis.
- **Chapter IV** is focused on the proposal that provides the whole structure of the project research.
- **Chapter V:** is related to the conclusions and recommendations that define the whole research project.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. English as a Foreign Language

The field of a Foreign Language (FL) has as purpose to connect multiple aspects that represent each community or country. The use of a Foreign Language offers better opportunities to deal with today's difficulties in the professional fields. Learning a new language is to connect the cultural aspects that complement foreign languages, these languages can be learned at any age in young people or adults, but mainly at an early age. Therefore, the importance of learning a Foreign Language lies in the possibility of the student to provide the achievement of their goals and objectives.

Some of the experts who have provided scientific studies, claim that native language acquisition is acquired unconsciously because of its constant use since a person is born, so, as soon as people grow up it is necessary to develop during the surrounded environment of communication. On the other hand, the acquisition of a foreign language takes a different role because of the learning connection that people take according to their culture that is acquired by the L1. Thereby, the acquisition of a foreign language (L2) for the current century has been conducted to be taught with methods, strategies and techniques which are linked with the educative curriculum of the institution. Cummins (1979) notes that "Because the relationship between n L1 and L2 is at least partially dependent on the child's proficiency in L1" (p. 250).

1.2. Use of Learning Strategies

According to Rubin (1990), organizing, categorizing, observing, and evaluating strategies are an indispensable part of meta-strategic work, which can be moved unhindered through cleverness, sensibility, inspiration, and social skills. Learning another language in early stage complemented with an educational system, might differ many patterns of study. In this context, students will demonstrate their effort and desire to improve their knowledge of the language. Also, Rubin (1990) asserts that "The first category of primary school, consisting of strategies that directly affect learning, includes clarification/verification, supervision, memorization, inductive guessing/reasoning, deductive reasoning, and practice" (p. 3). Learning English in childhood is crucial to the development of academic processes in the real world. At this stage, children are seen as critical and begin to develop a quite range of creativity and imagination. For this reason, teachers must help them maintain or increasing their level of motivation to discover new things. Thus, meaningful learning is achieved for students and they could relate new learning to familiar topics they deal with most of the time and can understand and connect to a wider range of knowledge.

On the other hand, the classroom environment is also a part of the learning strategies. In the classroom, teachers manage to achieve the objectives set for learning. To that end, the way to achieve these goals is to teach students "what" to learn and to teach them "how" to learn. Some of the learning strategies can be supported by the process of language

acquisition. Firstly, is the proving strategy (copy, underline, or shadow). Secondly, is the elaboration, the same one that allows summaries or paraphrase the text. Thirdly is organization, which allows the creation of synoptic tables or concept maps. Fourthly is the monitoring of understanding, the same one that is in charge of verifying the failures of understanding. Last but not least strategy is the affective strategy, whose main objective is to focus on the comfort and alertness of the students.

1.3. Reading Strategies

Language skills that are essential to produce a target language are: listening, speaking, reading and writing. Therefore, it is important to note that first-year students are more interested in learning about local history, culture, traditions, beliefs, and customs that their ancestors have led them to pursue. Normally, students try to be curious and visualize the information through readings focused on learning about their local culture. Besides, many reading strategies are mentioned to understand the contribution of reading towards the acquisition of a foreign language.

As soon as students make academic progress in school, they are exposed to having readings or graphic texts with activities that have a relatively high level of complexity in the class. Therefore, the ability to understand and use the information presented in specific texts may be key to a student's learning success. The correct development of learning strategies allows students to know how to use them in different reading contexts and to become better readers. Reading ability has an active process of thinking and analysis to improve the understanding of student comprehension. Students may have weaknesses or strengths with L2 reading skills, so the support of learning strategies for students who have low foreign language proficiency could be valuable for the improvement of their reading comprehension.

1.3.1. The Reading Skill Development in English as a Foreign Language (EFL)

Other studies argue that reading in a foreign language is similar to reading in the student's mother tongue. According to Goodman (1982), the reading process doesn't differ from one language to another, it's a general process that applies to different languages. For the reading process, it's necessary to create meaning from the written text, which is the interaction between the writer, the reader, and the context. Consequently, these factors require prior knowledge, knowledge of the reference systems they use, and the use of cognitive strategies and tools.

1.3.2. The Importance of the Reading Skill

Reading is a complex process but an essential skill for students' academic success. Good learning development during the first cycle must be complemented with the support of knowledge bases. This first stage is considered a vulnerable period as students have limited reading and writing skills, lack of motivation and poor academic development.

For recent years, the impact of English Language learning on reading development and academic achievement has woken up the attention of some of the researchers who study language development for learners. Therefore, it is considered essential to strengthen the reading skills during the language learning focused on primary students. For English Language learners the development of literacy skills in a Foreign Language is considered a big challenge that needs to be supported by different strategies or techniques that can allow effective learning. It is necessary to consider some of the learning difficulties of a Foreign Language that might be perceived due to poor phonological proficiency skills that students demonstrate in the class regardless the study` level. As Gottardo (2007) mentions, “Specifically, whereas ELLs who are typical readers have well-developed phonological processing skills, those ELLs with word reading difficulties in the primary grades demonstrate poor phonological processing skills” (p. 822).

It is important to consider factors, such as the loss of language proficiency in academic training, since this is one of the reasons for underestimating a child's reading ability in his or her foreign language. Students' reading comprehension is committed to language competencies by developing oral language skills and relevant prior knowledge. Therefore, the basic learning of a foreign language in the educational system requires the teaching of good information processing, as learners must demonstrate according to their educational level of learning.

Peter Afflerbach (2008) claims that “Reading skills are automatic actions that result in interpreting and comprehension with quickness, performance, and fluency that commonly occur without conscience of the factors or control involved” (p. 809). Thus, reading comprehension techniques can be defined as plans and units of steps used by efficient readers to deliberately understand the text. This approach allows students to become readers who select and have their knowledge acquired before the text they are reading. However, before achieving this goal, students should be instructed with analysis techniques that will be beneficial to them.

1.3.3. Reading Strategies / Techniques

In the traditional teaching of the English Language, reading is considered the most outstanding skill in the teaching process, it is not a skill that can be learned automatically, and on the contrary, it requires considerable time for its development and efficient practice. This efficient practice is achieved with the use of useful reading strategies according to the needs of the student. Furthermore, the purpose of reading strategies is to work on understanding the meaning of words through the use of comprehension exercises. Besides, the emphasis is on understanding the lexical meaning of the text, rather than understanding the context of the text.

Gardner (2009) argues that “reading strategies are action or series of actions employed to construct meaning” (p. 311). Good management of student’s language skills development strategies contributes to increasing students' interest in the English Language learning

process, motivating and promoting the habit of reading in students, which will remain throughout their lives. Certainly, to get a good reading process, students must understand and analyze different reading materials depending on their level. Reading strategies are developed to obtain the meaning of the different types of text. Also, reading strategies are specifically to complement the student's reading comprehension.

1.4. Reading Strategies to Teach Reading to Children

As students advance in their studies, the difficulty of the texts they read will increase. The ability of students to understand these texts and use their information is a key part of learning success. To this end, several strategies can apply to achieve this level of understanding.

According to Gunning (1992), in the reading teaching process, teachers can use bottom-up strategies with students who are beginning to learn the English Language. In these bottom-up strategies, teachers begin teaching by showing the names and shapes of each letter of the alphabet. After that, the teachers present the combination of letters for the formation of syllables, words, phrases, and sentences. In this context, teachers teach students some reading sub-skills in stages, starting from the simplest to the most complex.

In the top-down strategy, the teacher starts the class by telling a story to the students. Before beginning the narration, the teacher asks his students to try to memorize the whole story. "At this point, these sub-skills are not taught, they are considered to be the part that distracts the process, making the reading learning process difficult and abstract" (Goodman, 1986, p. 132).

Gunning also points out that the teaching of reading is going to be influenced by the interactive strategies. These interactive strategies are mainly used by teachers to teach students directly at the beginning of the learning process. These strategies offer many options and alternatives that allow students to experiment with language (Gunning, 1992, p. 13).

To enable students to participate more actively in the teaching process, teachers can use some skills before starting to read. These strategies can be organizers, preview, and brainstorming, etc. These strategies are designed to help students organize their knowledge and show them where and how new ideas can be combined with their basic knowledge. The activation of the knowledge previously acquired by the students must be of vital importance.

According to the research of Grellet (1992), people mainly read to obtain the information presented in written speeches. He mentions three types of information that are present at the time of reading: First, people read materials that contain reference information that allows them to find objective information in the document. Secondly, people read documents that contain cognitive information, in order to develop their intellectual abilities.

Finally, people read documents that contain affective information, to relax, and enjoy reading (p. 105). The most common strategies at the time of reading describing below.

- **Reading for Information**

In this strategy (also known as search reading), readers try to find information that meets certain conditions that are set before reading. To accomplish this, they can use clues, stories, glossaries, and indexes found in books. This item allows the readers to find the necessary information quickly and in an orderly manner. The glossary also helps in this strategy, as it allows the reader to find the definition of a specific word (Sadtono, 1995, p. 10).

- **Mapping**

This strategy, also known as clustering or webbing, consists of identifying a text through its characteristics, this being a visual form of brainstorming. When the reader sees how his ideas are connected to the subject of the text, he begins to think more creatively. This strategy also helps the reader verify the logical relationship between the ideas in the text.

According to Grellet (1992, p. 107), this strategy can be highly useful, especially for students who prefer charts, diagrams, and images to a large number of words. It is also very useful for all readers trying to understand the organization of a section of the text as well as the main ideas of that section. This strategy can be done before or after reading. The mapping is done before reading can help to actuate the reader's prior knowledge, allowing new information relating to that already acquired. This mapping can also help to actuate the reader's outlines on the text you are reading. On the other hand, post-reading mapping helps the reader find the relationship between ideas and terms that make the learning process more efficient. This mapping can also help readers to deal with the information in a deeper way.

- **Skimming**

The main goal of this strategy is to quickly obtain the main idea and main purpose of a part of this article (Grellet, 1992, p. 106). This strategy is very useful for students and can help him find the information he needs quickly. During the reading process, readers only use the clues provided in the book to let them take a brief look at the text, and without reading it, they can find the necessary information. In this strategy, the reader usually reads the title and opening sentence in a paragraph, or the opening paragraph in an essay. You can also quickly read the center part of the selected text, paying attention to the highlighted words, dates, names, and numbers, ending with the last sentence of the paragraph or the end of the article.

- **Scanning**

Grellet (1992, p. 108) pointed out that, unlike previous strategies, the main goal of this strategy is to search for and obtain details and specific facts in the text. Readers can use this strategy to find specific information to get a preliminary impression, and thus can determine

whether the text is suitable for the specific purpose previously determined. The author points out that, when applying the strategy, the reader does not follow the linearity of the text and simply letting their eyes look at the textual content until they find the facts they're looking for.

1.5. Common Strategies in Teaching Reading

1.5.1. Before Reading Strategies (Pre-reading activities)

Before students start reading, teachers need to help them connect the knowledge they have acquired with the knowledge they will acquire through reading. Beers (2003) mentions that most teachers used stories when telling their students something about the text (p. 73). Beers pointed out that the learning process is a combination of social, historical, and cultural processes, which are mediated through interaction and language. They also point out that students' pre-reading strategies should help reinforce previously acquired knowledge from their peers and what they have learned at home (p. 74).

The vast majority of these activities focus on the reader's prior knowledge, primarily on building and activating this knowledge before the reading begins. For Tierney and Cunningham (1984), building the reader's prior knowledge before the reading process will require prior vocabulary, enrichment of prior knowledge, and analogy. These strategies may have a way to advance organizers, goals, predictions, and reading activities that focus on students and use images and titles (p. 630).

On the other hand, Mason and Au (1990) pointed out that pre-reading activities are instructive activities carrying out before students do real reading activities. In these activities, activation relating to the student's prior knowledge, the objectives of the reading class, the activities of the learning process, and the motivation presented by the students. The purpose of these activities is to enable students to think together with the part of the story to be read and to identify specific information that students should pay special attention to (p. 254).

Pre-reading, activities help motivation. Motivation in the reading process helps to attract students' attention to the text in question. According to Harris and Smith (1986), students will like to read the text if they meet their interests. To motivate students, teachers can use various techniques, stories such as the use of a problematic color scheme, a cartoon, an image, or other approaches that can draw students' attention, showing them what they can achieve and do at the end of the reading class.

Finally, pre-reading activities are intended to facilitate the student's understanding of the text. To carry out these activities correctly, teachers can activate the prior knowledge acquired by the student, sharing the objectives of the activities to be carried out, thus achieving that the student is motivated at the beginning of the reading class. This sequence

of steps can make the student aware of what they should do at the time of the guided reading activities.

- **Connecting**

As mentioned by Marinaccio (2012) in his research, students who are not able to connect with the subject of the reading before reading it will have little or no prior knowledge of the subject to be discussed. This situation may be the reason why many students cannot fully understand the text they read. On the other hand, students who have prior knowledge of the topic to be read have better reading comprehension. This strategy is used as reading progress, that is, at the same pace as the student's reading, thus allowing students to generate links with their previous knowledge and the text they are reading (p. 30).

- **Predicting**

This type of strategy is used by teachers to know what students think about what will happen next in the text they are reading, thus developing the inference capacity of each student. This strategy also helps the prior activation of the knowledge acquired by the students. The foundation of this strategy is based on finding clues in the text as the student progresses in reading. These clues can be photos, captions, highlighted phrases, keywords, etc.

- **Self-Questioning**

This type of strategy is applied through questions, being useful so that the student can improve the reading comprehension of the text that he has just read. The most frequently used questions in this strategy are the questions that motivate students to discover the central theme of the reading. These types of questions can be posed and developed in the manner of a story.

- **Skimming**

This strategy helps the student to discover, quickly, the main idea of the text. This is one of the most important reading strategies because students can quickly discover if the text, they are reading will be useful for their learning.

1.5.2. During Reading Strategies (While-reading activities)

These activities are carried out as the reading progresses. To this end, the reader should be guided during these activities, applying a wide variety of interventions. Greenwood (1981) points out that these activities are based on five main objectives: Identify the main idea of the text, find the details within a text, follow a logical sequence, infer within the text, and recognize the patterns of the main idea (p. 15).

Greenwood also notes that these activities are instructive activities that take place as the reading progresses. For this purpose, the author specifies five activities to carry out. First, the reader identifies the main idea of the text. Second, the reader finds details within the text by scanning, thus finding specific information. Third, the reader follows a sequence to relate items in a particular order. Fourth, the reader infers from the text, in order to try to understand the text using his experience on the subject. Finally, the reader recognizes the patterns of discourse by applying all their linguistic and non-linguistic knowledge, being able to understand the text in an integral way (Greenwood, 1981, p. 16).

Based on this, Mealey and Nist (1989, p. 487) suggest some techniques and question guides as strategies that can be used for these activities. Using a questionnaire involves retrieving prior knowledge, focusing on literary verification, inferring and applying the understanding of information, and predicting possible evidence. Sadtono (1995) on the other hand, points out that the questions are also useful within the process. These questions are used to guide and focus the attention and performance of the students, activating the knowledge previously acquired by them (p. 484).

In general, these strategies will allow a better reading comprehension of the text, helping the student to acquire as much knowledge as possible. The strategies of the greatest use for this section are shown below.

- **Connecting**

As mentioned in the previous point, this strategy is used as the text progresses. The main objective of this strategy is to link the ideas embodied in the text with the knowledge previously acquired by the students, helping to reinforce this knowledge.

- **Comparing**

This type of strategy is used so that students can make comparisons between their previous knowledge with the knowledge and ideas found in the text. This strategy uses the question: What is the difference between...? to compare the parameters mentioned above.

- **Predicting**

This strategy is used with the aim of knowing what students think and infer about what will happen in the text later, being similar to the pre-reading strategy already analyzed. This strategy helps to activate the knowledge previously acquired by students. The procedure for applying this strategy is the same as explained in the pre-reading strategies.

- **Visualizing**

This strategy serves as a complement to the previous one because it helps students to visualize what is happening in the text and what can happen as they continue reading. This strategy also allows students to remember details found in the text, thus achieving the active participation of students in the text. This helps to improve reading comprehension.

- **Self-Questioning**

This strategy is used in the same way that it is applied in pre-reading strategies. This strategy helps to improve, in a general way, the reading comprehension of the students.

1.5.3. After Reading Strategies (Post-reading activities)

These activities are modifications of the reader's understanding of the main theme of the text. In these activities, the student asks questions, comments, and group evaluations (Tierney and Cunningham, 1984, p. 640). The questions asked after reading have a greater evolution within the comprehension and the objective because information of greater or lesser importance is learned. However, the value of questions posed after the reading process will depend on the nature and level of the questions, the quality of the response, and the participation of students at the time of the questions (Mealey and Nist, 1989, p. 490)

On the other hand, Sadtono (1995) suggests that the questions asked at this stage should be directed to the development of student capacity. Developing this skill can be accomplished through the use of effective question strategies, such as the use of open-ended questions, which the teacher will ask the student to synthesize, summarize, and verify their conclusion (p.17).

Another commonly used activity in this section is the summary of the text content. This encourages students to become more actively involved with the text. The result of this summary can be used to determine the level of comprehension of the text obtained by the students. Another activity used is discussion. In this activity, the teacher asks students to discuss the ideas that the writer raises in the text. This discussion can be in a group or with the whole class. This factor will depend on the size of the class.

The main objectives of these strategies are to reflect on the content of the text, evaluate the predictions and questions asked in the previous steps, and contribute to teaching the text orally or in writing. It is always recommended to use evaluation methods to determine if the strategy fulfills the established purpose and if it is supported so that the student can better understand the text (Purposeful Planning Guide, 2009, p. 48).

- **Inferring**

This strategy is used to understand the idea that the author points out in the text, but that is not easily found. This is based on gathering clues throughout the reading and then making intelligent guesses to complete the idea. The assumptions that the student can make together with the ones mentioned by the author help to a better understanding of the text.

- **Synthesizing**

This strategy is used to link the information collected during reading. This tool helps to keep track of everything read, facilitating reading comprehension.

- **Scanning**

This strategy is used to find specific details within the text that may have been overlooked in reading. This strategy is one of the most important at the time of reading, therefore, its correct use should be taught, since it can help to find important details of the text in a short period of time. In general, the specific data to search for is names, dates, numerical data, etc.

- **Determining Importance**

This strategy helps the student to think about the most important parts of the text they have just read, allowing them to fully focus on these parts to improve their understanding. This strategy prioritizes the most important information, which can be in a phrase, sentence, paragraph, and chapter or can cover the entire text.

- **Summarizing and Paraphrasing**

These strategies better help reading comprehension since the student must rewrite the ideas captured when reading the text. A summary is made when you want to reduce the size of the text, leaving only the most important parts of it. A paraphrase is performed to describe the text in the student's own words.

Figure 1

A version indicating “The Preparation of Reading Comprehension”.

GRADUAL RELEASE OF RESPONSABILITY				
Role of the Teacher	<i>Modelling</i>	<i>Sharing</i>	<i>Guiding</i>	<i>Applying</i>
Degree of control	The teacher demonstrates and explains the Reading strategy being introduced this is achieved by thinking aloud the mental process used when using the strategy.	The teacher continues to demonstrate the use of the strategy with a range of texts inviting students to contribute ideas and information.	The teacher provides scaffolds for students to use the strategy. The teacher provides feedback.	The teacher offers support and encouragement as necessary.
	The students participate by actively attending	Students contribute ideas and being to practice the use of the strategy in whole-class situations.	Students work with help from the teacher and peers to practice the use of the strategy using a variety of texts.	The students work independently to apply the strategy in context across the curriculum.
Role of the Student				

Note: This figure shows teacher and students role *Source:* (Pearson, 1983).

1.6. Lexical - Vocabulary Terms

The lexical part plays a very important role in learning any Foreign Language. Many students have trouble with the amount of unknown vocabulary they can find, as well as the inability to read and construct the meaning of the text. In their research, Harmon et al (2005) describe contemporary reading as a large number of concepts and unknown vocabulary, which completely break with the most basic parameters of learning (p. 265). Willingham (2006), on the other hand, points out that excess vocabulary makes good reading comprehension impossible and completely nullifies rapid comprehension, putting limits on the learning of new words (p. 45). Children have a wide capacity for learning. It is estimated that a child is capable of learning between 1,000 and 3,000 new words per year (Caín et al., 2003, p. 685). Several studies indicate that children can acquire new vocabulary knowledge through reading, reaching one of the 100 unknown words found during reading, the reader can retain around 3 to 15 words. (McKeown, 2012, p. 161).

Given the large amount of unknown vocabulary that may exist, teachers face the great challenge of helping their students access and understand this vocabulary, the indications of vocabulary books being, on many occasions, useless for teaching because it is not adapted to the context that the teacher has for teaching (Harmon et al., 2005, p. 267). For this reason,

teachers serve as mediators for instruction, a situation that forces them to always be constantly preparing and researching new teaching methods and strategies that not only promote the simple meaning of words but also convey the relationship between vocabulary with the concept and content of the study branch. Here are some techniques that can come in handy when teaching new vocabulary.

1.6.1. Critical Vocabulary

Before reading the text content, teachers must preview it so that they can find an adequate and manageable amount of new vocabulary in content areas that are critical to understanding the text. Hiebert (2005, p. 6) points out that the teacher must select words that are relevant to reading comprehension. However, certain terms of medium and low importance may be specific as critical to the understanding of the text. The selection of this vocabulary will always imply the professional judgment of each teacher.

1.6.2. Anticipation Guides

This process is characterized by the use of anticipation guides to relate vocabulary to previous and subsequent learning. According to Hiebert (2005), these guides help activate prior knowledge and greatly help subsequent understanding. These guides can take various forms, but in this application, teachers add previously taught vocabulary (p. 7).

1.6.3. Chapter Overviews

This strategy is to preview the text and highlight the most important vocabulary by using an overview of the chapter. The summary that is made of the chapter is a visual summary of the main idea that it contains, specified in the structure of the content to be learned. As students' progress in reading the text, they look for titles, images, and highlighted words. At this point, teachers can use the chapter overview as a basis for reviewing the chapter, emphasizing the sections of the text where the vocabulary considered critical is found.

1.6.4. Vocabulary Maps

Kamil et al. (2008, p. 13) point out that explicit instruction of key vocabulary is sometimes necessary before beginning the reading. Also, the National Reading Panel (NRP, 2000) recommends having various methods of instruction, to enrich the context of the vocabulary to be learned. Teachers can synthesize all of these instructions using a single vocabulary map. Due to their design, these maps are easy for students to understand, allowing them to quickly understand the meaning of the words on the maps (p. 5).

1.7. Didactic Material to Teach English

1.7.1. Didactic Material to Teach English in Schools

The use of teaching materials has been implemented to improve the learning process. The purpose of the teaching material is to motivate learning educators to benefit as much as

possible from their innovation and to attract them to build their own exhibition materials. According to Harmer (2001), teachers need to consider five-step procedures to make their own teaching material to achieve their perspectives (p. 10).

The first stage is planning. At this stage, students can be involved with the material at the beginning for comprehension through listening or reading. The next stage is the trial. This stage focuses on testing the material before it is used in the classroom and begins asking for views on the newly produced material from students, teachers, or friends. This evaluation is considered to improve the material for future use and to provide more ideas on the production of other compatible materials. The fourth stage is the classification that focuses on the order to easily access the material, which can be through the categorization of the material in alphabetical order.

The last stage is to record keeping, this stage is useful in the long term, which is reminiscent of sorting, planning to have material documentation, and evaluations, especially if it is to be used in other different classes. Therefore, according to the author, the use of teaching resources can be an innovative way to help students and provide different perspectives for their learning process, since in addition to students obtaining their level of knowledge, the materials must be more sophisticated, motivating, and with a correct sequence order to use and get a good level advance.

The role of materials used within the Foreign Language Learning (EFL) process is particularly necessary. These materials must offer activities and tasks to promote student competencies. Students can feel secure with the support material when they have the right level of difficulty to demonstrate their improvements in terms of knowledge and experience. Besides, it is important to note that this learning must be taken as a reference to real-life for the authentic use of the language. Apart from that, it must be interesting and meaningful to have a good development of the teaching process in the students.

1.8. Motivation for Learning

Motivation is an aspect of great relevance in different aspects of life, many of them are educational and occupational. For this reason, motivation guides actions forming a central element that instructs what the person is doing and towards what objectives he is heading (Pereira, 2009, p. 153). Pereira also claims that motivation is a set of reasons why people behave the way they do. Therefore, motivation is analyzed as the individual desire to achieve goals and objectives focused on an internal state that can allow the realization of big or small dreams and achieve self-realization (p. 154).

1.8.1. Motivation in Cultural and Educational Context

Motivation for second language learners takes part in two different contexts, cultural and educational. English language differs from the cultural context because the study of a second language makes them realize some elements that belong to a specific culture, such as vocabulary, pronunciation, language structure, accent, etc. On the other hand, the

educational context refers to the different subjects that are part of student learning, therefore, in any case, these other school subjects include basic elements for student learning. As Weinstein (1983) affirms, "the objective of any particular learning strategy may be to affect the motivational or affective state of the student, or the way in which the student selects, acquires, organizes or integrates new knowledge" (p. 3).

The instructive setting alludes for the most part to the instructive framework where in the understudy is enlisted, and explicitly to the quick homeroom circumstance. As the teacher thinks about the instructional environment, he focuses on the wishes of the framework, the nature of the program, the intrigue, the energy and skills of the educator, the breadth of materials, the educational plan, the classroom, etc. This can affect the motivational level of the student in any school subject. (Gardner, 2007, p. 13).

Figure 2 indicates the connection of cultural and educational contexts on motivation in learning a second language, relationship between cultural and educational content (openness), attitudes towards the learning situation, motivation, persistence, and cultural contact, retention of language, classroom behavior, and use of language (Gardner, 2007, p. 14).

Figure 2

A version indicating "The Consequences of the Cultural and Academic Contexts on Motivation in Second Language Learning".



Source: (Gardner, 2007, p. 14).

1.9. Language and Culture

1.9.1. Cultural Background and English Language Acquisition

As mentioned earlier, language is the heart of culture. This will be shaped and influenced by its values, beliefs, and customs. There is no culture that is outside the context of its language. Jiang (2000) visualizes the culture-language relationship as an iceberg, with the language being the visible part of it, while culture is the invisible part (p. 328).

The process of learning the English Language cannot be simplified as a process of memorizing vocabulary and building grammatical patterns. This implies that students could engage into the English culture and think in that language, as a native English speaker can. Any attempt to separate English from its cultural context to failure is because the communicative nature of the language is ignored, leading to complete failure in the learning process (Youssif, 2015, p. 741). Therefore, opening the doors in the academic process to the culture of a rural community where the students and the local population value their ancestral customs and traditions as the essence of their identity, providing a great support to the students in the learning process, giving opportunity to linguistic and cultural diversity.

According to (Munro, 1987) Cultures will encourage learners to analyze and question the teaching information, re-organize and transform it, explore and trial ideas. These different beliefs lead to the cultural groups valuing different ways of learning and different learning outcomes (p.14). It is important to involve cultural knowledge in the academic learning process of a foreign language as this allows to increase confidence to share experiences, thoughts, opinions and cultural awareness to a social group, interacting with an open mind to achieve a good understanding on a topic by taking in different points of view, demonstrating empathy with people who are different from themselves. According to (Spathis, 2020) A crucial part of teaching a language through a cultural lens implies considering one's own cultural norms and traditions. Students might not only be exposed to the cultures linked to the foreign language, but they must also make comparisons with their local backgrounds. When learners are asked to engage in self-reflection, they are critically analyzing how their cultural backgrounds and traditions relate to those of the language community.

To sum up, inviting the students' local culture to conduct foreign language learning is important to understand their strengths and needs. On the other hand, it will allow in such way improvements of better professional life expectations.

1.9.2. La Carolina Town Culture.

According to (ADMINISTRACIÓN, 2015) The population of La Carolina town has an average of 2,875 inhabitants, 52% male and 49% female, with a higher percentage of children between 1 and 9 years old representing 24.63%. It is characterized by different

nationalities that reflect some of the ethnic and cultural diversity of Ecuador. The territory is composed of an ethnic authenticity of mostly mestizos (77.0), followed by Afro-Ecuadorians (22.0), and finally indigenous people (1.0), each with their own cultural background.

This town is identified by many attributions, such as, history, which provides knowledge of how La Carolina parish and its communities were founded, where it highlights the presence of Arce family who were the main leaders for its development and progress. Then, we have the legends, which are known for funny and mythological facts, which characterize the communities and their hometowns. Finally, the customs and traditions, which have allowed to continue with a legacy that goes from sports, patron festivals, traditional dances, up to its music, being identified with the name of La Bomba which is known as a traditional genre for both music and dance. A proper way to rescuing the customs and traditions of its people. Men as women dance to the music, women wiggle their hips exuberantly and men dance around them observing their red-hot movement, the dance is accompanied by amorphous or counterpoints, rhyming lines characteristic of Afro communities (GAD Parroquial La Carolina, 2019).

1.9.3. General Data of La Carolina Town and its Communities

The First Settlers of the first settlers of La Carolina parish have their origin in the abolition of slavery of blacks through the executive decree of the President of the Republic, General José María Urbina on July 21, 1851. Once the slaves of the hacienda Cuajara, owned by the Jesuits, took possession of the lands near the Guadalupe the Guadalupe River and there they founded the town that the government later recognized as the parish of the northwest of the country of Imbabura province. (Moreno, 2014, p. 56).

The town of La Carolina is characterized as a place of religious beliefs, participation in celebrations and hard-working people. The date of creation of La Carolina town is on September 20, 1861, with an estimated population of 1506. The location of La Carolina town is to the NORTH with Lita Parish and El Río Mira. To the SOUTH Cahuasqui Parish, Salinas Parish; Hierba Buena mountain range, Amarillo River. To the EAST El Río Mira. To the WEST La Merced de Buenos Aires Parish and Lita Parish.

The communities from La Carolina town are mainly dedicated to agricultural production activities and the tourism network offered by the locality. The parish has a number of 19 communities, each with an elementary school, currently two schools were closed due to lack of resources. According to SIICE, 2010, states that only 77.10% finish primary school and 22% of the population has access to secondary education. Therefore, they go to schools in communities outside of La Carolina town such as Parambas, San Juan de Lachas, and Ibarra to finish high school, and only 2% of population have studied at Universities.

CHAPTER II: METHODOLOGY

This chapter presents the research methods, approaches pertinent for this project in response to the research problem: How can English teachers improve reading skills using local content-based on didactic materials for learning the English Language for sixth and seventh grade students at "EGB, Fuerza Aerea Ecuatoriana, ZONA 01" school? Therefore, this chapter focusses on the different, methods, strategies, data collection technics and instruments to identify sources for information needed for the analysis of the results about Didactic material based on culture from La Carolina town to foster English reading skills in students of 6th - 7th grades at "EGB, Fuerza Aérea Ecuatoriana, Zona 01" school.

2.1. Research Approach

In order to develop this research project, a mixed approach was used. This kind of approach combines quantitative and qualitative methods. Hernández and Fernández (2014) pointed out that mixed methods require a wide variety of perspectives on the phenomena under study, such as frequency, amplitude, and magnitude with respect to the quantitative variable, while for the qualitative variable they consist of depth and complexity, generalization and understanding of the variable (p. 352). The authors also stated that the mixed method is flexible and can provide different options for obtaining a suitable research approach. This research project obtained this breadth because it focuses on knowing a defined field pointing to the institution to which the research was directed, as well as an undefined population field emphasizing the people where relevant information was obtained to the final product of this project.

The research is guided by narrative analysis, in which the history and culture from La Carolina Town is linked to the English Language learning. The main purpose of this research was to investigate the culture of the town based on its customs and traditions. Then, with the results of the investigation, the didactic material was implemented to be used in the learning process of the local community 6th – 7th grade students.

For the first part a qualitative approach was employed. Data collection consisted in obtaining the participants' perspectives such as emotions, priorities, experiences, their meanings, and other subjective aspects. The researcher asked open-ended questions, collecting data through written, and verbal language which was carried out through oral information by means of recordings and writings during this research process. According to Pilar Baptista, "qualitative research is primarily based extra on common sense and the inductive manner (exploring and describing, and then producing theoretical perspectives) they move from the unique to the overall." (Hernandez Sampieri and Fernandez, 2014, p. 539).

On the other hand, a quantitative approach was also applied to develop this research. This approach was based on collecting information from teachers and students, who are the

direct beneficiaries of the project. According to Hernandez, "because the data is the product of measurements, they are represented by numbers (quantities) and must be analyzed using statistical methods" (Roberto and Fernandez, 2014, p. 568). The analysis part of the research project in the field of quantitative methods allows the use of statistical methods to analyze test samples, which can display all results very accurately.

2.1.1 Qualitative Study

According to (SAMPIERI, 2014) "Qualitative research focuses on understanding phenomena by exploring them from the perspective of participants in a natural setting in relationship to their context" (p. 358). Therefore, it was very helpful for the local research based on the culture of La Carolina town and its different styles of customs and traditions that will be useful for the development of the proposal.

2.1.2 Snowball Sampling

It is used when most of the sampling is obtained by gathering information from one participant to another. Even though, some of them do not have common information, others affirm that they belong to the same peculiarity. (Vallejo, 2012, p. 3). Therefore, it was relevant for this project to collect real information from the communities belonging to the same town, and these individuals could provide common information and other deeper information because they all have a lived history as native settlers of the area but in a different process.

2.2. Research Type

2.2.1. Exploratory

This type of research was defined as the technique that enables the researcher to relate to an unknown field, due to the existence of a phenomenon that has not yet been investigated (Sampieri D. R., 2014, p. 540). Therefore, this research has made it possible to discover or analyze areas that have not yet been investigated.

Due to the lack of information that could be reported in the development of the project, according to the topic of this project, it was possible to highlight that this type of research is necessary and the relevant for the wellbeing of the educational community. Therefore, the present project that was carried out in a small school that belongs to the rural town called "La Carolina" is valuable to know and investigate areas that can provide vital information for future research.

2.2.2. Narrative

According to Elci (2014), "a narrative study is defined as a way of structuring and organizing new experiences and knowledge. This is achieved by creating knowledge, which facilitates learning" (p. 38). This type of study served for this project because it has been

applied in a place where a group of people who have lived for many years, having something in common, such as history, culture (customs and traditions), which has allowed us to know how their culture continued developing.

2.3. Research Methods

2.3.1. Deductive Method

This method was used to provide a hypothetical situation for research. This research was used because the institution has not conducted any previous research study that could serve as a guide in the different research processes that were carried out in this project. So, there is not any hypothetical indication.

2.3.2. Inductive Method

The inductive method in this research was applied to sixth and seventh grade students in the local school. Also, the information from this research provides a clear guide to develop teaching materials that focus on developing reading skills based on the local culture.

2.4. Research Techniques and Instruments

Jamshed (2014) argues that “qualitative research methodology is considered adequate when the researcher carries out his work in a new field of study or tries to determine and theorize important questions” (p. 21). Thus, the research conducted in the locality selected for the study was appropriate and the results were suitable according to the guidelines that the project was focused on.

2.4.1 Interviews

Interviewing is generally a qualitative research technique that involves asking open-ended questions to conduct a conversation with participants and gather data on a topic. There was used a semi-structured interview, due to this offers the flexibility to have a guided conversation between researchers and interviewees. (Erik, 2021)

During the first stage of this research project, a qualitative approach was used, that allows finding a data collection technique. The technique of being used for data collection was a semi-structured interview, which was feasible for the communities participating in the research and for the teachers of the institution where the project is carried out.

A series of interviews designed in Spanish were conducted with the director and the English teacher at "EGB, FAE, ZONA 01" school and with the population of the local community of La Carolina town. These interviews were very helpful to determine the supporting material according to the needs that were observed in the teaching process of the English language. On the other hand, the results gathered from the interviews conducted with the population, were very useful to contribute with the didactic material, especially for the local readings that were highlighted in the theoretical foundation.

2.4.2 Surveys

Pinsonneault and Kraemer (2005) defined a survey as a "means of gathering information about the characteristics, actions or opinions of a large group of people, with the purpose of assess needs, evaluate demand and examine impacts" (p. 7).

In order to collect accurate data, the surveys designed (face to face) were used, which is useful to support the information and study a particular phenomenon. In turn, this technique was useful to know the real situation of the students and to be able to intervene efficiently.

This research technique was mainly directed to the students, who were the main beneficiaries of this project. Therefore, this procedure was carried out in Spanish with the purpose of having a clear idea of the development of the activities that deserve the readings and to give a good use of the reading strategies that according to this information were considered.

2.5. Research Question

The central question of this research project was: How can English teachers improve reading skills using local content-based on didactic materials for learning the English Language for sixth and seventh grade students at "Fuerza Aerea Ecuatoriana, ZONA 01" school? This question was helpful to identify the real needs and interests of the students and to identify viable alternative solutions.

Taking into account the question on which the research plan was based, this allowed the vision of the main objective which was, to foster English reading skills on students of 6th and 7th grade at "EGB, FAE - Zona 01" school through the use of didactic material based on culture from La Carolina Town.

2.6. Participants

2.6.1. Quantitative Non-Probabilistic Sampling

In this research a non-probabilistic sampling was used; due to the number of participants in the school was very small. There was a total of nineteen (19) students from sixth and seventh grade, and for the teacher's number was a total of one (1) member. Consequently, the entire population was selected as a sampling for the project work.

According to Sampieri (2014), "Non-probability sampling involves a selected procedure guided by research characteristics, rather than statistical generalization criteria. It is used in various quantitative and qualitative investigations" (p. 189).

2.6.2. Population

The following table illustrates the population of the quantitative study universe, the study group was specifically classified into principals, teachers and students who were the direct beneficiaries of the project.

Table 1

EGB FAE zona 1 School - Teachers and Students Sampling and La Carolina Town.

"E.G.B. - Fuerzas Armadas del Ecuador, Zona 01" School							
	Age	Gender		Ethnicity			Total Number
		Male	Female	Afro-descendant	Mestizo	Mulato	
Sixth grade Students	10 - 11 Years old	4	6	1	6	2	10
Seventh Grade Students	10 - 12 Years old	3	6	2	5	2	9
Director	61	0	1	0	1	0	1
Teacher							
Interviewed People From La Carolina Town							
Occupation	Age	Gender		Ethnicity			Total Number
		Male	Female	Afro-descendant	Mestizo	Mulato	
Former Teacher	81 Years old	0	1	1	0	0	1
Railway man	83 Years old	1	0	0	0	1	1

Note: Researcher elaboration.

2.6.3. The Formula for the Sample Size

To determine a formula, it was necessary to know the size of the sample. According to Morales, "when the population is very small and the error is also less, it is practically necessary to take the entire population, but if the population is a large number, it is necessary to use a formula". (Morales, 2012, p. 11). In the specific case of this research project, the formula to have a sample was not used since the population is small. So, all the participants were selected for this study.

2.6.4. Study Site

This study was conducted in a public institution belonging to the District 10D01. The Basic school is situated in San Pedro community. It is located in a rural parish called La Carolina, in the province of Imbabura.

2.7. Procedure

The research procedure began with the investigation of the different variables of this project, the information of the theoretical framework was used to determine the methodology and the instruments to be used to have an adequate data collection. These instruments: survey and interview were designed by the researcher, which were reviewed and validated by an English teacher. An authorization letter was sent to the local school (Appendix 1). An acceptance letter was sent to the principal of the school "EGB, FAE - ZONA 01" and to the 6th and 7th grade English teacher (Appendix 2). These acceptance letters were sent to the same person since the teacher performs both functions: school director and English teacher. The information obtained was confidential and for academic purposes only. Data collection began with the interview for the local school principal (Appendix 3). It took approximately 20 minutes. Next, the English teacher was interviewed in about 20 minutes (Appendix 4). Next, the local population were interviewed in about 2 hours this process was written and recorded due to the lengthy information (Appendix 5). Finally, the student survey was conducted during the English class and it took about 1 hour as the researcher had to explain the corresponding instructions (Appendix 6). The results and analysis can be found in the next chapter.

2.8. Operationalization Matrix of Variables

Table 2

Operational Matrix of Variables

Variable Name	Definition	Measurement Scale	Indicators	Questions	Rating scale	Instruments
1. Didactic material for reading	<ul style="list-style-type: none"> Didactic material is a support for learning focused on developing the reading ability, it has activities and content suitable for student learning. 	<ul style="list-style-type: none"> Qualitative Polytomical Ordinal Quantitative Qualitative Ordinal 	<ul style="list-style-type: none"> It covers how to learn topics through reading with didactic material that allows constructive learning in a pleasant way for the teacher and students. 	<ul style="list-style-type: none"> ¿Consideras el material didáctico que usa tu profesor para las clases de inglés? ¿Con qué frecuencia utilizas tu profesor material de lectura en las clases de inglés? ¿Sobre qué le gustaría que sean las lecturas: 	<ul style="list-style-type: none"> -Muy motivador -Bastante motivador -Poco motivador -Nada motivador -Siempre -Casi siempre -A veces -Nunca -Música -Historia de tu Cultura -Lugares turísticos -Deportes 	<ul style="list-style-type: none"> Survey questionnaire
2. English topics	<ul style="list-style-type: none"> Appropriate topics in English for student learning, according to their level for constructive learning. 	<ul style="list-style-type: none"> Qualitative Nominal 	<ul style="list-style-type: none"> Interpret the student's interest in the topics that the teacher currently teaches in English classes. 	<ul style="list-style-type: none"> ¿Consideras los temas de inglés que tu profesor enseña en clase son interesantes? 	<ul style="list-style-type: none"> -Si -No -Tal vez 	<ul style="list-style-type: none"> Survey questionnaire
3. Reading comprehension	<ul style="list-style-type: none"> It is a process in which the information from the text and the related prior knowledge in the second language (English) allowing a constructive meaning developing your level of 	<ul style="list-style-type: none"> Qualitative Nominal 	<ul style="list-style-type: none"> It covers the development of reading skills in English for better understanding and analysis during class with the help of the English teacher's guide. This is because the ability to read requires a lot of practice for its development. 	<ul style="list-style-type: none"> ¿Consideras que tienes dificultades con la comprensión de lecturas en las clases de inglés? 	<ul style="list-style-type: none"> -Si -No -Tal vez 	<ul style="list-style-type: none"> Survey questionnaire

understanding.

- Qualitative
- Dichotomous nominal

- ¿Consideras que el uso de lecturas en tus clases de inglés te permite mejorar tu aprendizaje?
 - Si
 - No
 - Tal vez
- ¿Con que te gustaría acompañar la lectura?
 - Con actividades para reflexionar
 - Con actividades gráficas
 - Con actividades artísticas
 - Con actividades visuales

4. **Local Information for learning**

- Content for learning based on local information that will be considered as the main topic for learning with the use of the second language.

- It covers how students will learn to use local information for their learning with familiar and unfamiliar topics from their own culture.

- ¿Con qué frecuencia habla tu profesor temas de La Carolina en las clases de inglés?
 - Siempre
 - Casi siempre
 - A veces
 - Nunca
- Consideras que el interactuar con lecturas relacionadas con tu parroquia en las clases de inglés es:
 - Muy motivador
 - Bastante motivador
 - Poco motivador
 - Nada motivador
 - Mejorará mucho
- ¿Consideras que con nuevas lecturas tu habilidad para leer en inglés:
 - Si mejorará
 - Mejorará poco
 - No mejorará

Survey questionnaire

Author: Paola Malte – English major students 2020. Taken from: Research study.

CHAPTER III: RESULTS AND DISCUSSION

In order to complete this research, it is necessary to analyse the data collected, which provided information, agreements, and suggestions for a real solution to the research problem. This chapter includes the analysis and interpretation of the results of this research. The analysis has a straightforward form because the researcher personally performed the process. So, the data was interpreted descriptively and graphically.

The first instrument was based on the quantitative approach. This instrument was focused on the population of school "EGB – FAE, ZONA 01". The survey was aimed at all 6th and 7th-grade students, as it was focussed to know what they need and how they are working with their English learning, emphasising mainly on their language skills. The purpose of this study was to analyse the reading ability of students. The transcription of the complete interviews is in the annexes (Appendix. 8).

The second instrument focused on the qualitative approach, the same one that is related to the population of La Carolina Town. The instrument used for this study was the interview because, for the analysis of this study, it is better to take relevant information from the people who have lived there in recent times. The purpose of this study is to determine teaching materials that will focus on culture.

3.1. Qualitative Interpretation of Interviews

3.1.1. Principal Interview Translated to English

1. Do you know if similar research studies have been previously implemented at “EGB, FAE ZONA 01” school?

In response to this question focused on conducting any research studies at the school "EGB, FAE - ZONE 01", the director pointed out the poor quality of resources and the lack of current research that could support the academic function. Therefore, considering a school from a rural area, the implementation of a project that could promote the innovation of good academic pedagogical process is very important both for the school and for the academic advancement of students.

2. Have the curricular objectives been achieved in terms of reading skills of the English language established by the Education Ministry?

Actually, this has been one of the biggest challenges talking about English language teaching. Because both as teachers and support materials there are not enough. So, we do our best efforts

to prepare students with the basic, so that they can take their knowledge to the corresponding level.

3. What are the main factors that interfere with a well-implemented English curriculum? Why?

The main factors that obstruct the development of the foreign language are the lack of appropriate support material, the lack of importance given to the language in the academic environment, and the lack of motivation of the students for not learning the language with the necessary strategies and resources.

4. Do you think if the contribution of this research project is viable to support the learning process of the English learning?

The proper study of the English language is very important for students and teachers. Therefore, taking into account this rural area school in academic research projects that provide support and solutions to the needs in the pedagogical process focused on English language will be welcome.

5. Do you consider it necessary to foster reading skills through a didactic material based on local culture from La Carolina tow? Why?

The reading competence is one of the most complex skills for students, therefore, given the timely collaboration of a didactic material, based on knowledge of the local culture would be even more enriching academically and culturally.

3.1.2. Principal Interview Interpretation and Analysis.

Mr. Fausto Pavón, director and teacher of "EGB, FAE - ZONA 01" school, as director pointed out that the low quality of the resources and the lack of research that support the academic development of the pedagogical process kept the traditional academic development giving the students an inappropriate level of performance. Therefore, the fact that a school in a rural area has been considered for the implementation of a didactic material according to the needs of the students, focusing on the improvement of the English language based on the local culture, is very significant for the school, the parish and even more for the academic progress of the students.

3.1.3. English Teacher Interview Translated to English

1. What additional learning materials do you incorporate to develop reading skills?

The English Language learning has not been taken with the real importance that is needs in the institution. Therefore, students just count with old traditional books of the Education Ministry,

without the use of appropriated extra material that can allow the development of the specific language skills.

1. What aspects of the town' s culture do you incorporate into the reading activities?

Usually, teachers try to incorporate topics of traditional sports that the communities use to practice, like, volley and soccer. In this way, students feel motivated and try to demonstrate interest in the foreign language learning.

2. What strategies do you apply .in your English classes to develop reading skills?

There was not applied any strategy for reading skills, due to the government does not demonstrate a real interest in the development of English Language learning in the rural areas. Consequently, teachers do not apply any specific strategy to improve the student´s learning.

3. What strategies do you apply in your English classes to develop reading skills?

Teachers do not count with enough materials to motivate students for their English Learning. For this reason, the institution is open to any type of academic support interested in improving the Teaching – Learning process of the English Language.

3.1.4. English Teacher Interview Interpretation and Analysis

According to Mr. Fausto Pavón, teacher of 6th and 7th grade students of "EGB, FAE - ZONA 01" school, in Imbabura town, he mentioned that there are several difficulties when students perform activities focused on the production of English language skills. Since the students do not have access to extra material that complements and motivates the learning process, as a result, there is a high percentage of gaps in certain topics and abilities of the foreign language. The most noticeable disadvantages caused by these negative aspects are the lack of motivation and interest in learning, which makes them feel nervous to participate, tending to insecurity in their knowledge. On the other hand, English teachers affirm that it is very important to implement current strategies and activities that stimulate a right motivation for learning, and even better if the content is based on the local culture to improve cultural knowledge.

3.1.5. Local Population Interview Translated to English

1. Do you consider La Carolina town as a place full of history and local culture? Yes or no, why?

It is a pleasure to be able to share what we have experienced as natives of the community. As a person who have lived here for a long time. I really consider my village as a town full of culture, customs, traditions and why not as a tourist place. The grown-up people know many original

stories of the area; like the advances that have been developed in each community and many progresses that have contributed to a town with a better lifestyle.

2. How much do you consider part of the town and in what functions have you been involved??

Mrs. Mariana Mínda and her husband, have lived here all the time. Because her parents were the first natives of this town. To clarify further, they were the ones who lived in the time of the wastelands, when you could still take a property without any cost, just by letting people know that such part of the land will be worked and take possession, without any problem with the authorities or the neighbors.

3. In what aspects do you consider the town to be a historical, cultural, and traditional place?

Every year parish festivals, Wednesday fairs and weekends are held. Within the festival programs are the sports that young people and children practice, the dances with their traditional dress, the music and instruments known as “Bomba”, which were originally from the black Afro-descendants of the area. And as stories and legends there are many that have been shared with the young people so that those can be shared in class or have as their own knowledge. On the other hand, there are religious customs, games, celebrations and more.

4. How important do you consider knowledge of the local culture in students from EGB, “FAE – ZONA 01” school?

The ancestral culture is very important that children and young people have a broad knowledge and maintain the essence of being a native Carolinence. And that this culture was taken into account in the educational environment, it would really be a great advantage for the students, the communities and the enhancement of making the culture known in a professional way.

5. Do you consider it necessary to apply cultural knowledge of the local town to English language learning? Yes or no, why?

This will stimulate motivation in the students' learning and interest in knowing or emphasizing their little knowledge of the culture of La Carolina town. On the other hand, many times the students of the new generations have the facility and luck to enter universities from the country or international, therefore it is very important that they know where they come from and share the beautiful culture of their homeland.

6. Could you tell me about some of the historical, traditional, cultural, and cultural events and customs that the town still maintains?

This is a brief historical review of the culture of the parish for any use in the research study. Mr. Camilo Arce was the founder of the town, its foundation began with the arrival of the Afro-Ecuadorians who settled along the Cuenca River of the Mira River. The people were settled in the different rural areas taking the benefit of wasteland, dedicating themselves to agricultural production. It is said that there were families that were united and located in the center of the town, this place was chosen because of the beginning of gold panning in the river of Guallupe, many families were dedicated to this work, while others were dedicated to agriculture.

7. Do you think that the implementation of didactic material based on the culture from La Carolina town will help students to increase the interest and motivation during the English learning as a foreign language?

Certainly, it is an ideal tool for the development of a general language such as English. Considering the academic and cultural aspect. Therefore, it would be very advisable to motivate in a certain degree their learning and interest in mastering the English language through the local culture.

3.1.6. Local Population Interview Interpretation and Analysis.

The most recognized persons of the community were interviewed to obtain relevant information on cultural aspects. Where was highlighted the information based on the experience of certain villagers but mainly of Mrs. Mariana Mínda and her husband, who indicated that they were involved in the history of the town development and colonization of the communities, as well as encouraged the culture of Afro-descendant roots through the local culture. She also pointed out that she was one of the first teachers at the school in the community of Guallupe which represents the parish GAD of La Carolina. Finally, she emphasized the importance of making the local culture known to the young generations, thus approved the idea of providing educational material to strengthen the learning of the English language.

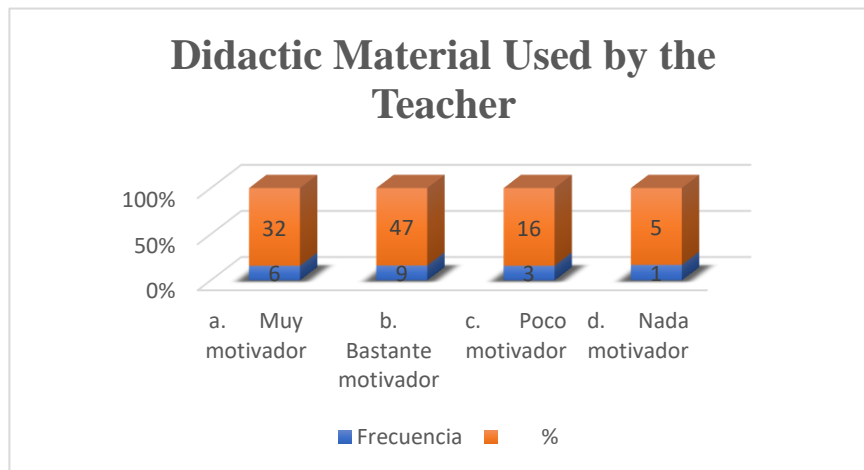
3.2. Quantitative Interpretation and Analysis of 6th and 7th Grade Students' Surveys

3.2.1. Didactic Material for Reading

Question 1. Do you consider the teaching material your teacher uses for English classes is:

Figure 3

Didactic Material Used by the Teacher.



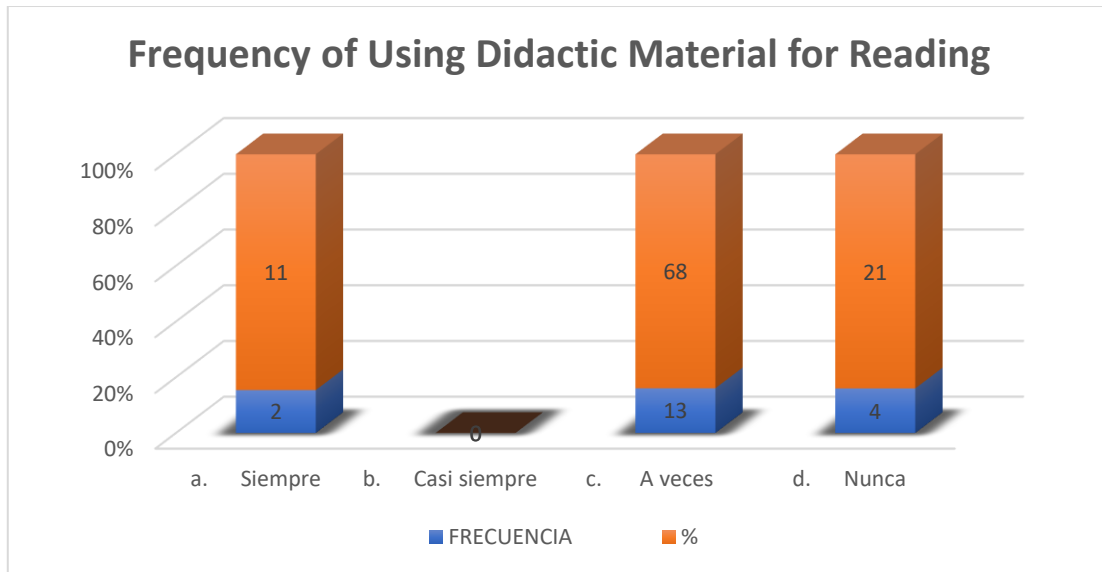
Author's elaboration. Source: students' survey. (2020).

The chart signifies the answers to the first survey question applied to sixth and seventh grade students about the level of motivation of the didactic material that the teacher used for the English classes. It can be seen that 47% of the students considered that it was quite motivating, 32% estimated that it was very motivating, 16% stated that it was not very motivating, while 5% indicated that it was not motivating. In conclusion, the didactic material used by the English teacher was motivating, but it needs to be reinforced with good development for the English classes focused on reading proficiency.

Question 2. How often does your teacher use reading material in English classes?

Figure 4

Frequency of Using Didactic Material for Reading.



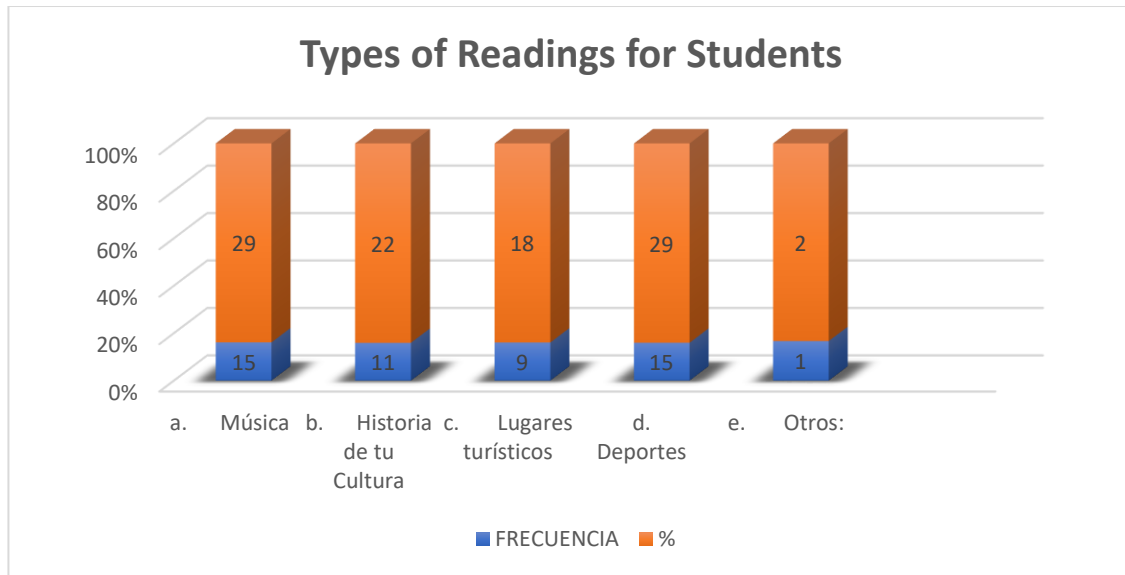
Author's elaboration. Source: Survey applied in "La Carolina" Town (2020)

This bar graph depicts the frequency of using didactic material for reading. It can be seen that 68% of the students affirmed that the teacher sometimes used didactic material for reading class. Then there are 21% who confirmed that they never used it. Finally, 11% affirmed that they always used it. In conclusion, it was demonstrated the lack of extra material that the local school suffers, due to the fact that they only have the book provided by the Ministry.

Question 3. What would you like the readings to be about:

Figure 5

Type of Readings for Students



Author's elaboration. Source: Survey applied in "La Carolina" Town (2020)

This given chart illustrates the percentage of students who chose reading content preferences. It can be seen that, in equal parts (29%) the students preferred readings related to music and sports, 22% indicated that they selected readings related to the history of the local town, 18% indicated that they decided to read about tourist places, while the remaining 2% were interested in other types of readings. In conclusion, the reading topics mentioned in the survey attracted a lot of attention from the students, proving that different topics of local culture can motivate and improve English reading skills.

Variable Analysis

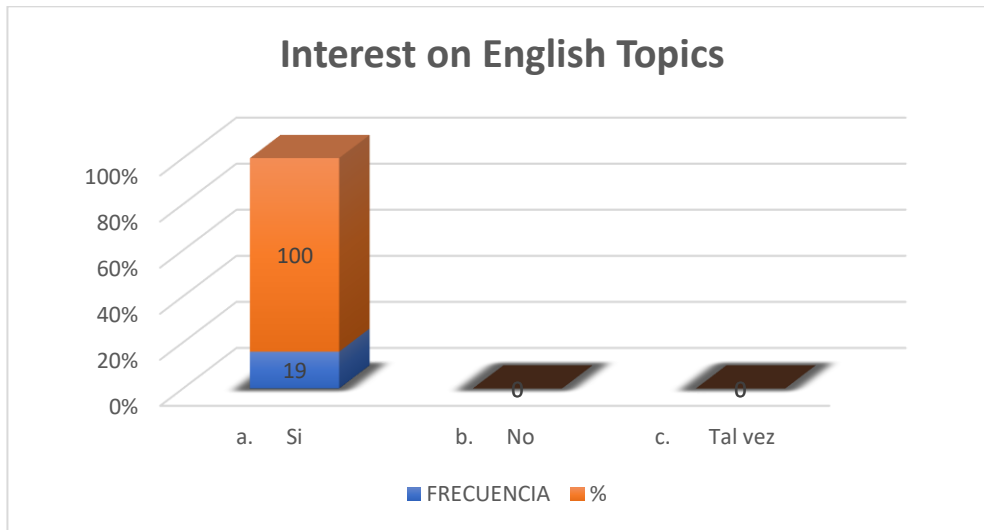
As can be observed, students considered that the use of didactic material in class is motivating; however, this material was not enough according to their needs or was used infrequently by teachers, which decreases students' motivation. On the other hand, most students preferred that the readings used could be about topics of their interest based on local culture, such as sports, music, history, and others. These topics were of interest to students and their use can help motivate them, to effectively improve their learning performance. According to Graves (2007), the main purpose of the teaching material is to motivate the teacher and the student towards an innovation process, the teachers build their materials, as well as the students, allow a better understanding within the teaching process – learning (p. 15).

3.2.2. English Topics

Question 4: Do you consider the English topics your teacher teaches in class are interesting?

Figure 6

Interest on English Topics



Author's elaboration. Source: Survey applied in "La Carolina" Town (2020)

The bar graph illustrates the interest level of the English topics presented by the teacher. In this case 100% of the students considered that the topics taught by their teacher were interesting. Therefore, it was very helpful for the implementation of the new didactic material that complements their English learning process with the use of suitable reading strategies and enjoyable activities. As a conclusion, it helps the motivation of the students as they have a high level of interest in the topics raised.

Variable Analysis

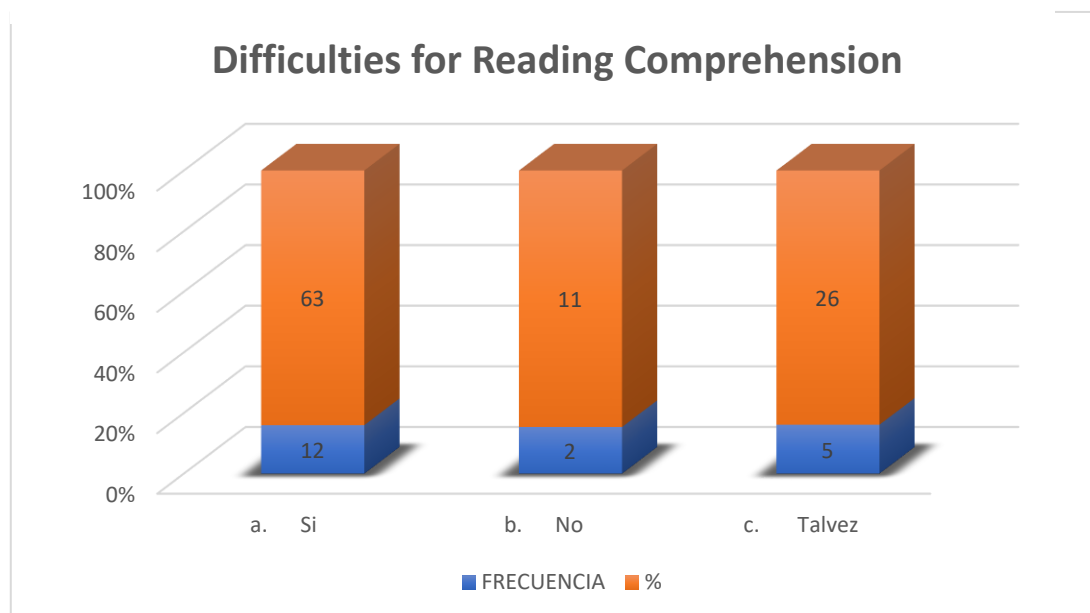
Santrock affirms that motivation is a set of reasons why people behave in the manner, which they do; a motivated behavior is vigorous, directed, and sustained. (Pereira, 2009, p. 154). The motivation for students learning of a Foreign Language takes part in two different contexts, there are cultural and educational. English language differs from the cultural context due to the study of the Foreign Language make realize some elements that belong to a specific culture, like, vocabulary, pronunciation, language structure, dialect accent, etc. On the other hand, is the educational context that refers to the different subjects that are part of student's learning, thus, in any way those other school subjects particularly involve basic elements for students learning (Gardner, 2007, p. 13).

3.2.3. Reading Comprehension

Question 5. Do you consider that you have difficulties with reading comprehension in English classes?

Figure 7

Difficulties for reading comprehension



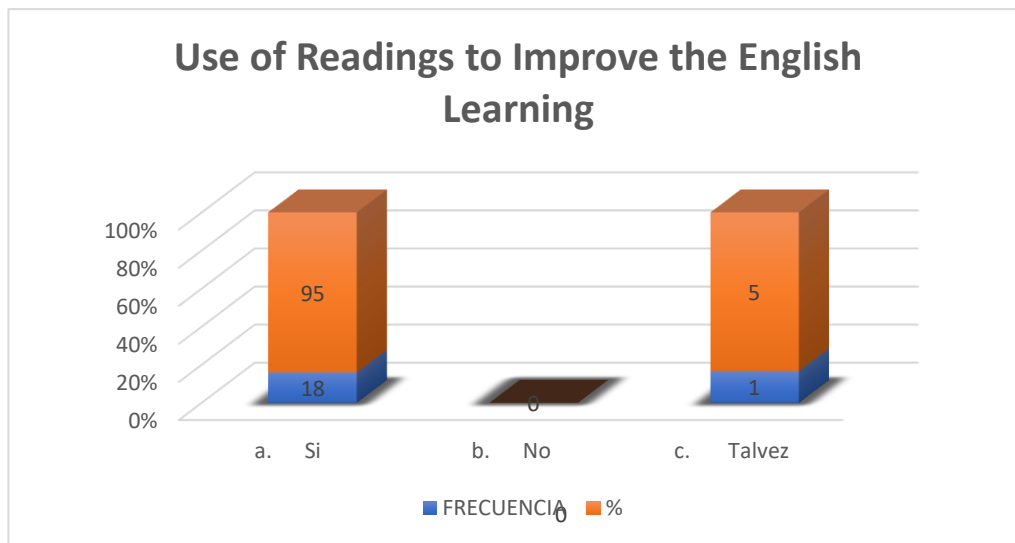
Author's elaboration. Source: Survey applied in "La Carolina" Town (2020)

The given bar graph illustrates the results of a survey that asks students about difficulties with reading comprehension in English class. In this case, 63% of students showed difficulty in understanding when reading a text in English, 26% had an average understanding, while 11% considered that they had no problems in this regard. In conclusion, the high number of students who had reading comprehension difficulties makes it necessary to implement new teaching tools to improve this situation.

Question 6. Do you consider that the use of readings in your English classes will allow you to improve your learning?

Figure 8

Use of Readings to Improve the English Learning



Author's elaboration. Source: Survey applied in "La Carolina" Town (2020)

The bar graph illustrates the percentage of students who consider that the use of readings in their English classes can improve their learning. In this case, 95% of students agreed on the use of readings to improve their level of English reading comprehension. In contrast, only 5% disagreed. As a conclusion, this data sheds a favorable light on the implementation of new teaching material.

Question 7. What kind of activities would you like to complement the readings with?

Figure 9

Activities for Readings



Author's elaboration. Source: Survey applied in "La Carolina" Town (2020)

The bar chart indicates the information about the type of activities that students would like to complement the readings. 42% of students preferred to complement reading activities with artistic activities, 27% with graphic activities, 26% with visual activities and 5% with reflection activities. In conclusion, the percentage of preference of activities that complement the readings have been considered for the development of the didactic material.

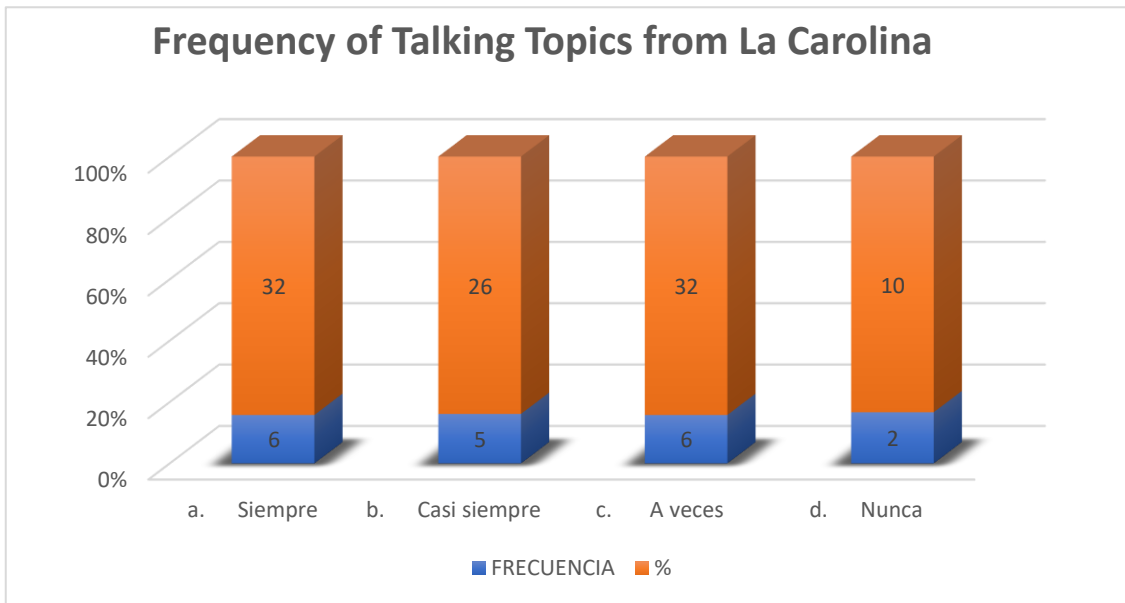
Variable Analysis

The results of the questions analyzed in this section reflect that students had difficulties in reading comprehension in English. On the other hand, the students also think that the use of reading related to their town will allow them to improve their English learning. In this sense, students preferred to carry out artistic, graphic, or visual activities to learn English. As Tierney and Cunningham (1984) pointed out, all reading strategies, whether applied before, during, or after the reading process, will help the development of reading comprehension. These activities, in general, will always focus on activating the knowledge previously acquired by the students. As the reading process progresses, these activities will help to complement previously acquired knowledge with the ideas and knowledge that can be acquired during reading, thus allowing the development of reading comprehension skills (p. 630).

3.2.4. Local Information

Question 8. How often does your teacher talk about La Carolina topics in English classes?
Figure 10

Frequency of Talking Topics from La Carolina for English Classes



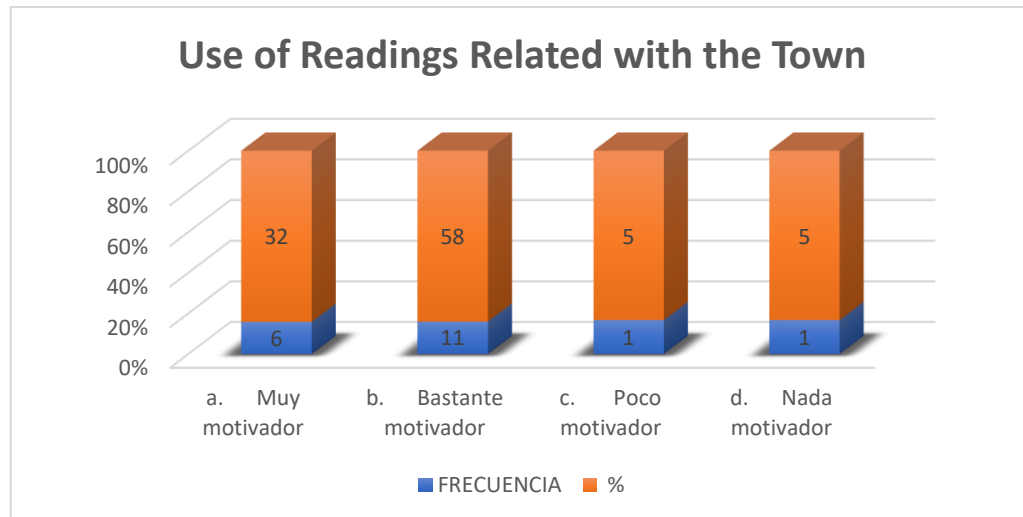
Author's elaboration. Source: Survey applied in "La Carolina" Town (2020)

The bar graph illustrates the level of frequency that the English teacher talks about La Carolina topics in class. It can be seen that 32% of students indicated that their teacher always talks about English subjects in class. Another 32% of students affirmed that it is spoken sometimes, 26% almost always speak it, while 10% pointed out that they never touch those subjects with their teacher. As conclusion, most of students stated that the English teacher used topics related to La Carolina town. Therefore, it is a supportable teaching material that increment their reading frequency in class.

Questions 9. Do you consider that using with readings related to your town in English classes is:

Figure 11

Use of Readings Related with the Town



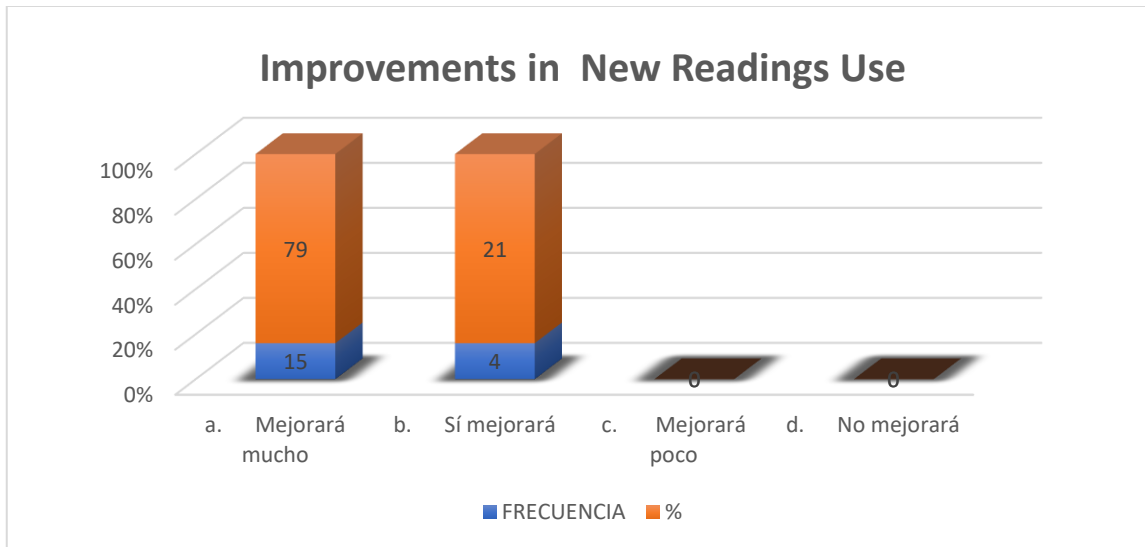
Author's elaboration. Source: Survey applied in "La Carolina" Town (2020)

The bar chart provides details about the level of motivation using readings related to student's town in the English class. Thus, 58% of the students felt quite motivated if readings were implemented in English referring to their locality, 32% indicated that it would be very motivating, 5% highlighted that it would be non-motivating and the remaining 5% pointed that it would not motivate them at all. In conclusion almost all students feel very motivated to participate in English reading classes related to their town.

Question 10. Do you consider that with new readings your ability to read in English:

Figure 12

Improvements in New Readings Use



Author's elaboration. Source: Survey applied in "La Carolina" Town (2020)

This bar graph shows the level of improvement in reading skills through new readings implementation. Therefore, 79% of the students affirmed that the implementation of new readings in English will improve their reading comprehension a lot, while 21% estimated that it will improve to normal levels. In conclusion, the initiative to implement didactic material with readings related to a local culture has allowed positive results according to the needs previously identified.

Variable Analysis

The results indicated that the teachers frequently speak about town and its cultural aspects, which becomes an advantage for the present research. On the other hand, the students show great interest and high motivation in relation to town-related reading. It can be observed that the students were very interested in knowing the history and other aspects of their town and learning with it, so they think that the implementation of readings on this subject will allow them to improve their English level a lot.

Jiang (2000) mentions that language is the heart of culture. This author points out that there is no culture that he finds outside the context of his language, viewing the relationship between the two as an iceberg, with the language being the visible part of it, while culture is the invisible part (p. 328). This context implies that students can identify themselves in English culture and think of the English language in the same way that a native English speaker can. English cannot be separated from its cultural context, since doing so specifically leads to complete failure in the learning process (Youssif, 2015, p. 741).

CHAPTER IV: PROPOSAL

4.1. INTRODUCTION

The present proposal was elaborated to improve the reading skills of 6th and 7th grade students and contribute to the teaching process of the English teachers of EGB, "FAE - ZONA 01" school. The main objective of this proposal is to improve the students' reading comprehension through the reading of topics based on cultural aspects. A range of readings will be provided so that students and teachers can use them during their English classes in order to have a more creative and innovative study model that can increase English reading skills.

This teaching material contributes as an additional source in the English learning process. Each of the readings were carefully designed for better comprehension and meaningful progress of reading skills. The reading topics used to develop this didactic material are the ones that the children students selected during the data collection of this research.

4.2. Topic of the Proposal

Didactic Material for Primary's Students to Foster Reading Skills Based on Culture

4.3. Didactic Material Presentation

In this didactic material, reading topics and specific activities will be presented and supported with appropriate strategies to improve reading skills in elementary school. According to the Common European Framework of Reference for Primary Education (A1 - A2).

Objectives

General Objective

- To improve English reading skills based on the local culture of the Carolina town in sixth and seventh grade students of "EGB, FAE - ZONA 01" school.

Specific Objectives

- To construct a formal reading habit through the correct use of reading strategies that need to be applied for each reading.
- To understand the content of the simple texts about local cultural readings through the development of reading activities according to the student's level.

4.4. Beneficiaries

The main beneficiaries of this project will be the school's sixth and seventh grade students, teachers in the English area and the population of the town in general. The age of the students is between 9 - 11 years old.



DIDACTIC MATERIAL - FOR READING SKILLS

Author: Paola Marcela Malte Rodríguez

Title

Selected Readings with Activities to Foster Reading Skills Based on Culture from La Carolina Town for 6th – 7th Graders at “EGB – FAE, ZONA 01” School.

Introduction

In recent years, learning the English Language has taken on greater importance within the teaching-learning process that takes place in our cultural context, this as a result of the opportunities that learning a foreign language (in this case the English Language) opens to people who study it. For this reason, it becomes a fundamental aspect to consider techniques and methods that allow a better learning of this language.

On the other hand, childhood is presented as one of the most important phases in relation to learn new languages. The development of the reading skill in a foreign language is a challenge as well for teacher as for. On many occasions, the progress of this skill is difficult because children do not find material that is interesting to them when they do their reading practices in a foreign language, which discourages them from making an effort when reading a text.

In that sense, the student cannot learn a new language if the language goes out of its cultural context. It is always necessary to harmonize language with culture, since culture is the main instrument that will allow the assimilation of new knowledge by students. On the other hand, learning the culture of a particular town or place through the use of readings is an interesting tool, especially for teaching children. These stories contain factors that activate children's interest in learning and, therefore, their interest in reading the text.

In this context, the present methodological guide for readings in English is designed for the teaching of primary school students. For the reading activities in this guide, the stories and customs of our parish were taken as a basis, narrating in another language what our parents have taught us since we were little, but from another perspective, which will be interesting not only for students and teachers, but for anyone who is interested in learning.

Teaching Material Objective

To Improve Student's English Reading Skills Through the Use of Readings Based on Local Culture.

Theoretical Foundations

Peter Afflerbach (2008) claims that "Reading skills are automated movements that result in deciphering and comprehension with speed, efficiency, and fluency and commonly occur without awareness of the components or manage concerned" (p. 809). Therefore, reading comprehension techniques can be defined as plans and units of steps used by efficient readers to deliberately understand the text. This approach allows students to become readers who select and have their knowledge acquired prior to the text they are reading. However, before achieving this achievement, students should be instructed with analysis techniques that will be beneficial to them. Consequently, it is necessary to take into account that with the appropriately use of an effective and accurate information and instructions available for teaching students' skills how to use them appropriately for a meaningful learning comprehension becomes vital.

According to Gunning (1992), within the reading teaching process, teachers can use bottom-up strategies with students who are beginning to learn the English Language. In these bottom-up strategies, teachers begin teaching by showing the names and shapes of each letter of the alphabet (p. 12). After that, the teachers present the combination of letters for the formation of syllables, words, phrases and sentences. In this context, teachers teach students some reading sub-skills by stages, starting from the simple to the most complex.

In the context of top-down strategies, teachers begin the class by telling a story to students. Before beginning the narration, the teacher asks his students to try to memorize the whole story. The sub-skills are not taught at this point, they are considered to fragment the process, making the reading learning process difficult and abstract (Goodman, 1986, p. 132).

In order for students to participate more actively in the teaching-learning process, the teacher can apply some techniques before beginning with reading. These strategies can be: organizers, preview, and brainstorming, among others. These strategies aim to help students organize their knowledge, showing them where and how new ideas combine with their basic knowledge. It is important that the activation of the knowledge previously acquired by the students is of vital importance.



Before Reading Strategies (Pre-reading activities)

Before the student can start reading, teachers need to help the previously acquired knowledge to connect with the knowledge they are going to acquire with reading. Beers (2003) mentions that most teachers used stories when telling their students something about the text (p. 73). Beers points out that the learning process is the union of a social, historical and cultural process, which is mediated by interaction and language. They also point out that students pre-reading strategies should help reinforce previously acquired knowledge from their peers and what they have learned at home (p. 7).

Pre-reading activities help motivation. Motivation within the reading process helps to attract students' attention to the text in question. According to Harris and Smith (1986), students will feel like reading a text if it feeds their interests. To motivate students, teachers can use various techniques, stories such as the use of a problematic color scheme, a cartoon, an image, or other approaches that can draw students' attention, showing them what they can achieve and do at the end of the reading class.

Finally, pre-reading activities are intended to facilitate the student's understanding of the text. In order to perform these activities correctly, instructors can set off the previous knowledge acquired by the schoolchild, sharing the objectives of the activities to be achieved, for this reason reaching that the pupil is influenced with reading class is necessary from the beginning. This command of steps can make the student conscious of what to do during the guided reading activities.

Among the main pre-reading strategies, the following planning can be mentioned:

✓ **Predicting**

This strategy is used to find out what students think about what could happen later in the text. It additionally facilitates activate previously received understanding. This strategy is based on clues determined in the text (photos, subtitles, highlighted phrases, etc.).

✓ **Self-Questioning**

The questions are used in this strategy in order to improve the understanding of the text to be read. The most used questions are those that can motivate students to find out the main theme of the book, the same ones that can be approached in the in the mode of a story.

✓ **Skimming**

This strategy is used to quickly discover what the text will be about. This tool is very important because the student can discover if a text is useful, as well as help to rapidly locate the important parts of it.



During Reading Strategies (While reading activities)

These activities are performed as the reading proceed. To do this, the reader need to be monitored during these activities, applying a high variety of interventions. Greenwood (1981) points out that these activities are based on five main objectives: identifying the primary idea of the text, finding the details within a text, follow a logical sequence, inferring within the text, and spotting patterns of the primary idea (p. 15).

Based on this, Mealey and Nist (1989, p. 487) recommend some techniques and question guides that works as strategies for the activities. The use of a questionnaire implies retrieving previous knowledge, focusing on literary verification, inferring and applying the understanding of factual information, and predicting viable proof. Sadtono (1995) on the other hand, indicates that the questions are used within the system. These questions are used to address the learner's attention and performance by activating the prior-knowledge previously gained by them (p. 484).

✓ Connecting

This strategy is used as the text is read. Its purpose is to generate the greatest number of connections between the students and the text they are reading with the previously acquired knowledge, which allows reinforcing this knowledge.

✓ Comparing

This strategy is used so that students can compare the text they are reading with previously acquired knowledge. Mainly, the question "How is it different to ...?" is used.

✓ Predicting

This strategy is used to find out what students think about what will happen later in the text. It also helps activate previously acquired knowledge. This strategy is based on clues found in the text (photos, subtitles, highlighted phrases, etc.).

✓ Visualizing

This strategy is used to visualize what happens in the text. This helps to think about what will happen next, to remember details of the text and to the student's participation in the text itself, achieving a better understanding of it.



After Reading Strategies (Post-reading activities)

The main objectives of these strategies are to reflect on the content of the text, evaluate the predictions and questions asked in the previous steps and contribute to teaching the text orally or in writing. It is always recommended to use evaluation methods to determine if the strategy fulfills the established purpose and if it is supportive so that the student can better understand the text (Purposeful Planning Guide, 2009, p. 48).

✓ **Synthesizing**

This strategy is used to link the information collected during reading. This tool helps to keep track of everything read, facilitating reading comprehension.

✓ **Inferring**

This strategy is used to understand the idea that the author points out in the text, but that is not easily found. This is based on gathering clues throughout the reading, and then making intelligent guesses to complete the idea. The assumptions that the student can make together with the ones mentioned by the author help to a better understanding of the text.

✓ **Scanning**

This strategy is used to find specific details within the text that may have been overlooked in reading. This strategy is one of the most important at the time of reading, therefore, its correct use should be taught, since it can help to find important details of the text in a short period of time. In general, the specific data to search for is names, dates, numerical data, etc.

✓ **Determining Importance**

This strategy helps the student think about the most important parts of the text they have just read, allowing them to fully focus on these parts to improve their understanding. This strategy prioritizes the most important information, which can be in a phrase, sentence, paragraph and chapter or can cover the entire text.



The page is framed by a large, stylized orange book spine. At the top left, a purple book and an open white book are shown. At the top right, a cartoon girl with brown hair, wearing a pink shirt and blue shorts, sits on a red book. At the bottom left, a cartoon boy with brown hair and large black glasses reads a blue book. At the bottom right, a cartoon girl with blonde hair and glasses sits next to a large blue book with a green cover and a yellow lock. A small starburst containing the number '51' is on the book's cover. The background is light blue.

STRATEGY 1 “Predicting”

Objective: Get the student to be able to tell what is going to happen in the text.

Focused Skill: Pre-Reading

Time: 25 minutes

Materials: A reading about sports in the parish, Sports images.

Process:

- Before reading, the teacher asks students what their favorite sport is and why they practice it.
- Then, he will show them images related to sports and ask them what they think are the sports that were practiced before in the community.

Traditional Sports

The practice of sports was motivated by the community some years ago. Sport was considered part of the fun of the communities. Tournaments were organized in these communities.

The most practiced sports were soccer, volleyball, athletics and horse racing, standing out among them soccer and volleyball, remaining throughout time. These sports remained over time because they allowed interaction between communities when tournaments and competitions were held. In these competitions, the members of each community did their best to defend the name of the community, even going so far as to bet on large amounts of money. These competitions were animated by the cheerleaders of each community supporting their respective teams. Horse races were also practiced, which were considered dangerous. The strongest and most docile horses were used in these races. The most challenging and representative athletes of this sport belonged to the communities of Chinambi, Roca Fuerte and Collapí.

The prizes were awarded to the first three places. The first place won a trophy and 600 sucres. Sucre was our national currency (like the dollar today). Second place earned 300 sucres and third place earned 100 sucres.

By: Román Malte

Activity # 1

1. Do you like sports? What is your favorite sport? Why do you like to practice it?
2. See the following images. What sports do you think were practiced before in the community?



3. Read the next text. Compare your answers with the information in the text.

The page is framed by a decorative border. At the top left, there are two books, one purple and one white. At the top right, a girl with brown hair, wearing a pink shirt and blue pants, is sitting on a large red book. At the bottom left, a boy with brown hair and large black glasses is holding a blue book. At the bottom right, a girl with blonde hair, wearing a pink shirt and blue pants, is sitting on a large blue book with a green cover. The background of the page is light blue.

STRATEGY 2 “Connecting”

Objective: Achieve that students can connect their previously acquired knowledge with the content of the text.

Focused Skill: Pre-Reading, during reading.

Time: 25 minutes

Materials: A reading about Ibarra - San Lorenzo Railway, images of means of transport.

Process:

- The teacher delivers the reading to the students.
- Before beginning the reading, the teacher asks the students what kind of transportation they think was used in the past in the parish.
- Students then read the text and underline the rail related information.

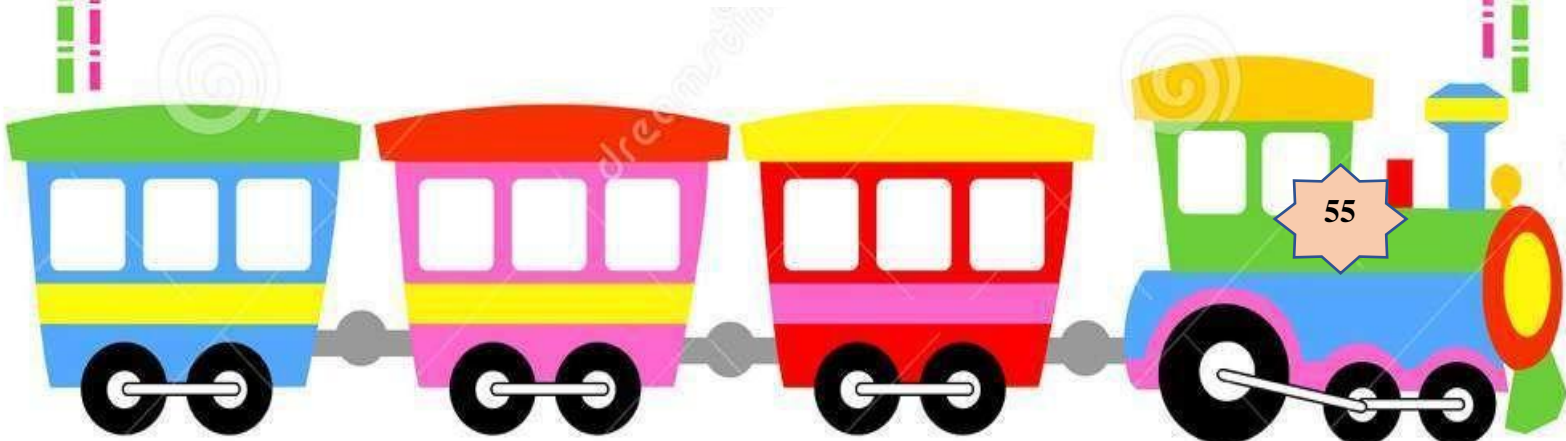
Ibarra-San Lorenzo Railway

Many years ago, it was not easy to move from one place to another. The means of transport that we know today did not exist (cars, buses, planes), so the only way to go to another city was using the Ibarra-San Lorenzo railway. The peoples of the area were very excited to hear that the train reached their communities because the train carried all the products that the people produced for their livelihood.

The railway line had stations where all the necessary products could be loaded or unloaded. The railroad also served as a means of transportation for people, bringing many people from other countries. During these trips, the railway transported cattle, wood, construction materials, fuel, merchandise, etc. At that time, it was easier to buy and sell products transported on and off the railroad. The railway traveled 3 times a week between Ibarra and San Lorenzo. The train was requested by the station managers of each place. The heads of each station were to communicate responsibly with each other via telephone lines. The railroad train had the capacity to pull between 7 and 12 wagons. This sometimes caused 1 to 3 wagons to derail due to geological failures of the track.

Despite all the difficulties that existed at that time, they were left behind when the sound of the train whistle was heard in the distance. When the train whistle sounded, people rushed to the stations to shop. The children were the happiest when shopping because their parents bought them a lot of candies and a lot of food.

BY: Mariana Minda



Activity # 2

1. Set the following images. Circle the means of transportation that you think were used before in the town.



2. Read the next text. Compare and underline the means of transportation mentioned in the text.

The page is framed by a decorative border. At the top left, there are two purple books, one open and one closed. At the top right, a cartoon girl with brown hair, wearing a pink shirt and blue shorts, is sitting on a large red book. At the bottom left, a cartoon boy with brown hair and large black glasses is reading a blue book. At the bottom right, a cartoon girl with blonde hair and glasses is sitting next to a large blue book with a green cover and a yellow lock. A small pink starburst with the number '57' is on the book cover. The background is a light blue color.

STRATEGY 3 “Comparing”

Objective: To enable students to compare the content of the text with their previously acquired knowledge

Focused Skill: While reading.

Time: 25 minutes

Materials: A reading about dangers and legends of the community from past times.

Process:

- Before beginning the reading, the teacher will ask if the students know the legends of the community.
- Then he will supply them with the text. Students will highlight poisonous animals they find.



Survival in Nature

In 1961, the Chinambi sector was a land where there were no human settlements. From that year on, landowners and settlers began to arrive. One of the most recognized families during this period was the Herrera family. This family owned most of the land and allowed the presence of visitors from different places. These visitors had to be very careful with nature.

One of the reasons they should be careful was because of the insects in the area. These insects, with a sting, could produce diseases such as dengue and malaria. Another dangerous animal in the area was snakes, in addition to other poisonous animals such as spiders, congas ants, scorpions, wasps, etc. These animals were abundant in the sector and caused damage to the habitants of the sector.

Another reason to be careful was the legends of the area. These legends told of the presence of elves and other characters typical of our culture, such as "la vieja del monte", "la tunda" and other evil spirits. Many of these spirits appeared in person. People who had the opportunity to see them said that they were shaped like a woman and that they tried to catch people to take them to their houses that were in secret caves. For these reasons, many people lost their lives or survived with difficulty.

At present, all these problems have disappeared, allowing a peaceful life for the inhabitants of the community.

By: Román Malte



Activity # 3

1. Do you know any legend from the community? If so, please describe it below.

.....
.....
.....

2. What poisonous animals do you know?

.....
.....
.....

3. Read the text below. Compare your answers with the information shown in the text.

The page is framed by a thick, brown border with rounded corners. At the top left, there is a stack of books, including a purple one and an open white one. At the top right, a cartoon girl with brown hair, wearing a pink shirt and blue shorts, is sitting on a large red book. At the bottom left, a cartoon boy with brown hair and large black glasses is holding a blue book and a yellow star-shaped card with the number '60' on it. At the bottom right, a cartoon girl with blonde hair and glasses is sitting next to a large blue book with a green cover and a yellow lock. The background of the page is light blue.

STRATEGY 4 “Skimming”

Objective: To enable students to quickly identify important element in a context.

Focused Skill: Pre-Reading.

Time: 25 minutes

Materials: A reading about the history of the town.

Process:

- The teacher will provide the text to the students.
- Students will do a quick read to identify names and places in the context.



Historical Review of "La Carolina" Town

The town "La Carolina" has its origin with the abolition of slavery. Its first settlers were settlers from the Guallupi area, who were slaves to the haciendas in the Mira river basin. These slaves, tired of the slavery to which they were subjected, fled to the mountains to achieve a better life, although this meant more suffering in the new jungle.

Despite everything that happened, the slaves managed to achieve the freedom they wanted for themselves and their descendants. The leader of this group was Mr. Camilo Arce, who directed all the slaves to the north-western jungles, looking for new paths of work and production. This group of slaves reached the plains watered by the San Pedro river and established their homes there.

At that time, San Pedro was a swampy place, full of mosquitoes and malaria. For these reasons they had to find a new place to live. This makes them return to the river that carries gold and in the shade of the Tolodro, known as "Monte Encantado". Here they settled and took agriculture and mining as means of subsistence.

In this settlement the parish "La Carolina" was founded with the name of "Guallupi". The parish was founded by Arce and Minda families.

By: Mariana Minda



Activity # 4

1. Read the next text. Underline the words that are new to you and write.

2. Share the new words that caught your attention, compare with your partner, and check if you find a new one.

The page is framed by a large, stylized pencil. At the top left, an open book and a purple book are shown. At the top right, a girl with glasses and a pink shirt sits on a red book. At the bottom left, a boy with glasses reads a blue book. At the bottom right, a girl with blonde hair and glasses sits next to a large blue book with a green cover and a yellow starburst containing the number 63.

STRATEGY 5 “Inferring”

Objective: Get students to infer their ideas about the text and discuss them with others

Focused Skill: Post-Reading

Time: 25 minutes

Materials: A reading about festivities in the town, images referring to the festivities

Process:

- Before beginning the reading, the teacher asks the students about the festivities of the town.
- Then, the students perform a quick reading where they will identify the three main festivities in the town.
- Students will then reread the text to compare the images and associate them with the appropriate holiday.
- Finally, the students will write their opinion about the festivities of the town.



Traditional Parties From "La Carolina" Town

The patron saint festivities of the town are celebrated in September. In the same month, another festivity is celebrated in honor of "la Virgen de las Mercedes" and in July the party is celebrated in honor of "la Virgen del Carmen".

A few years ago, the people of the community provided more collaboration and enthusiasm for all kinds of celebrations that were organized because they considered that the party was celebrated for the good years of production, health, and well-being for all its people. The population of our town is Afro-descendant, for this reason, the festivities were full of the joy that characterizes our ethnic group. People performed the traditional music of the town and the traditional dance known as "La Bomba". These dances were accompanied by "amor finos" and "contrapuntos" (rhyming verses characteristic of Afro-descendant communities).

A few years ago, participating in party activities was risky because the activities were very challenging. The main activities that were carried out were the horse running competitions with the tapes or bottles, the waxed stick, the best dancer, and the best musical group of "la bomba". At the end of each competition the winners were rewarded. There were also activities like "la vaca loca", where people dressed up to dance and scare the spectators, making the parties more striking.

By: Román Malte

Activity # 5

1. Read the text again and see the following images



2. Talk to your partner. Which image do you think represents "la bomba" dance?

3. What do you think about the town festivals?

.....
.....
.....

4. In which festival activity would you like to participate? Why?

.....
.....
.....



STRATEGY 6
“Scanning”

Objective: Get students to identify where in the text are the answers to the questions asked.

Focused Skill: Post-Reading

Time: 20 minutes

Materials: A reading about the history of the town.

Process:

- The teacher provides a sheet with the reading to the students, the students proceed to identify the words they consider new.
- They identify the main idea of the text.
- Finally, they answer questions to affirm the acquired knowledge.

Farming Customs of Our Ancestors

About forty years ago, agriculture was the only source of food for our communities. Our ancestors worked together, what is known as "la minga". For our ancestors it was not necessary to obtain money to do their works since they maintained understanding and were responsible with the other members of their community.

People in our communities had a habit of planting at certain times of the year. With this habit they could obtain a lot of harvest. During the months of June and July, our ancestors made clearings so that during the month of August weeds could be burned. In the middle of September, our ancestors prepared the land to plant beans, corn, rice and other products that our area produces in abundance.

After sowing the seeds, in the month of March of the following year all the people of the communities had the custom of harvesting, mainly morochillo and beans. This harvest could supply the community for a whole year.

This rhythm of work caused a problem for the production of their crops. The large burns that were made before planting the seeds weakened the soil, causing it to lose all its nutrients and causing it to no longer provide the same amount of food as in previous years. For this reason, the farmers of the community today use chemical fertilizers to obtain an acceptable production.

By: Román Malte



Activity # 6

1. Reread the entire text again. What do you think is the main idea of the text?

.....

2. Why do you think agriculture has changed today?

.....

.....

.....

3. What did people do before planting a seed in the field and why did they do it?

.....

.....

.....

4. Ask to your partner the following questions: Do you think it is possible to have a bountiful harvest without using chemical fertilizers? Write your partner's answer.

.....

.....

The page is framed by a decorative border. At the top left, there is a purple book with an open white page. At the top right, a cartoon girl with brown hair, wearing a pink shirt and blue shorts, is sitting on a large red book. At the bottom left, a cartoon boy with brown hair and large black glasses is sitting on a green book, reading a blue book. At the bottom right, a cartoon girl with blonde hair, wearing a pink shirt and blue shorts, is sitting on a large blue book. A cartoon boy with brown hair, wearing a red shirt, is peeking over the top of the blue book. The background is a light blue color with a white central area for text.

STRATEGY 7 “Synthesizing”

Objective: Achieve that the student can summarize or synthesize the knowledge acquired in reading

Focused Skill: Post-Reading

Time: 20 minutes

Materials: A reading about music created in the **town**.

Process:

- Before starting, the teacher will ask the students if they can play a musical instrument.
- Then the teacher will give the reading to the students. Students will do a quick read and underline the musical instruments they find.



Music Created in the Town

The way people have fun in our community has changed over the years. A few years ago, people had fun with music. They played songs using their own instruments that they called "las bombas". This musical rhythm was quickly adopted by people of African descent because it allowed them to happily demonstrate their feelings.

The instruments that were used to give life to this musical genre were the guitar, the bass drum, and the maracas, the bones of a donkey, the "rasquete" and the myrtle leaf. There were some groups that were made up of 6 people, some were professional musicians, while others were only amateur musicians. These musical groups performed at gatherings, town parties, and community parties. These festivals also included bands from the town, called "La Banda Mocha" and "Cristola". These bands were presented where people required it, having a great reception throughout the town, drawing the attention of the habitants of the town and foreign people.

All the people in the sector enjoyed the music of these musical groups because it created a magical atmosphere, full of rhythm and fun. This music was danced by children, youth and adults without exception. The communities were also recognized in other places for their participation outside the town, showing their talents and abilities in other places, to be later recognized by their neighbors in the community for their outstanding participation.

By: Román Malte



Activity # 7

Reread the text and answer the following questions

1. How many people made up the musical groups of that time?

.....
.....

2. What were the main musical instruments used by the musical groups of that time?

.....
.....

3. For what reason were music groups recognized in other town and communities?

.....
.....

4. Do a short summary pointing out the most important parts of the text.

4.5. PROPOSAL EFFECTS

4.5.1. Introduction

Once the didactic material was concluded with readings based on cultural topics, recreational activities, and strategies to improve reading skills in English. Strategy number one, called Predicting, was applied to sixth and seventh grade students in 40 minutes - hour class. After that a survey was applied to know how it helps to the student's learning, when applying the didactic material in class.

4.5.2. Procedure

The procedure to the input of the didactic material started with the approval of the director. Then, it was proceeded with the teacher's agreement to apply through a class the didactic material with the sixth and seventh grade students. One of the strategies of the didactic material was applied in a practice class. The class was face-to-face, following the safety protocols established by the Health's Ministry because of the pandemic situation. (Annex 9) the first strategy, the reading, and the activity established in the didactic material were applied. Then, a post-survey survey was taken to students to answer questions about the effects and impacts of the didactic material. (Appendix 10) The teacher kept his observation during the class and completed a checklist about the impacts of the didactic material. (Appendix 11) Finally, the didactic material was socialized with the teacher. A copy of the didactic material was delivered to the elementary school. (Appendix 12) Therefore, there are the following results about the data collected from the post-survey which were previously analyzed.

4.5.3. Students Post-Survey's Results to Evaluate the Impacts of the Didactic Material

The student post-survey had ten questions which allowed to analyze the class from the perspectives previously indicated according to the needs and interests of the students.

Question 1. Were the readings based on culture from La Carolina town useful to improve reading skills in class?

Table 3

Were the readings based on culture from La Carolina town useful to improve reading skills in class?

Options	Percentage
Strongly agree	70.50 %
Agree	12.50%
Slightly agree	17%
Neutral	0%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

The table shows the answers to the first question, which consists of certain options that are considered a level of agreements, the first option indicating strongly agree and the last option indicating strongly disagree. As can be seen most of the students selected the option strongly agree. The next options selected were agree, and slightly agree. None of the students selected the options with negative impacts.

Question 2. Were the reading topics useful to avoid miscomprehension awareness when you read English readings?

Table 4

Were the reading topics useful to avoid miscomprehension awareness when you read English readings?

Options	Porcentage
Strongly agree	50%
Agree	20%
Slightly agree	15%
Neutral	15%
Slightly disagree	
Disagree	
Strongly disagree	
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

This table indicates that most of the participants considered the reading topics used during the English class to be helpful in avoiding awareness of misunderstanding with high positive affect and medium positive affect. Then are the options slightly agree and neutral with an equal percentage. Finally, any of the participants selected the options indicating a negative effect.

Question 3. Was the classroom atmosphere comfortable to improve your reading skills?

Table 5

Was the classroom atmosphere comfortable to improve your reading skills?

Options	Percentage
Strongly agree	45%
Agree	32.50%
Slightly agree	10.50%
Neutral	12%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

The results in the table show that most of the participants believed that the classroom environment helped improve reading skills with a high positive impact. It is followed by the option agree as a normal percentage of positive impact, then, are the smallest portages (slightly and neutral agreement), representing a medium positive impact. The negative impact options were not taken into account by any of the participants.

Question 4. Do you consider the activities helped to improve your English reading understanding?

Table 6

Do you consider the activities helped to improve your English reading understanding?

Options	Percentage
Strongly agree	32%
Agree	28.50%
Slightly agree	27%
Neutral	12.50%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

The table shows that the options with a high level of positive impacts were selected by most of the participants. While a low percentage of students indicated the option with a neutral level. This allows us to emphasize that the activities developed during the class helped the students to improve their English reading understanding. Any of the participants chose the negative impact options.

Question 5. Were the strategies applied helpful to create a confident environment to improve your reading skills?

Table 7

Were the strategies applied helpful to create a confident environment to improve your reading skills?

Options	Percentage
Strongly agree	35.50%
Agree	45%
Slightly agree	16.50%
Neutral	3%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

The results show the percentage of agreement of the students on the strategies applied in the demonstration class. Most of the participants indicated the option of strongly agree, agree, and slightly agree. A minimal part of the participants selected the neutral option.

Question 6. Were the strategies, readings, and activities helpful to motivate your English reading performance?

Table 8

Were the strategies, readings and activities helpful to motivate your English reading performance?

Options	Percentage
Strongly agree	70%
Agree	12.50%
Slightly agree	17.50%
Neutral	0%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

The table shows the level of motivation demonstrated by the students in relation to the readings, activities and strategies applied in the class. The option most considered by the participants was strongly agree. The next most considered option was slightly agreeing. Finally, the option with the lowest percentage was agree. As can be seen, none of the participants selected the disagreement options.

Question 7. Did you feel engaged in the activities to improve the Reading skills?

Table 9

Did you feel engaged in the activities to improve the reading skills?

Options	Percentage
Strongly agree	60%
Agree	23.50%
Slightly agree	16.50%
Neutral	0%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

The table shows how involved the students felt in class with the presentation of activities focused on the development of reading skills. The option with the highest percentage of approval is strongly agree, the next option with a lower level is agree. The last option considered by the participants was slightly agree with the lowest percentage. Therefore, the levels of engagement were positive.

Question 8. Did the strategies, readings and activities promote class participation?

Table 10

Did the strategies, readings and activities promote class participation?

Options	Percentage
Strongly agree	50%
Agree	27.50%
Slightly agree	17.50%
Neutral	5%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

This table shows the results on class participation using the strategies, readings and activities presented. With a high percentage of respondents agreeing strongly, with the option selected by half of the population, followed by a third part of the population with the option agree. Then, is a small percentage in the slightly agree and neutral options. None of the participants considered that the strategies, readings, and activities had a negative impact.

Question 9. Were the strategies, readings, and activities helpful to understand the reading topics?

Table 11

Were the strategies, readings, and activities helpful to understand the reading topics?

Options	Percentage
Strongly agree	70%
Agree	13.50%
Slightly agree	16.50%
Neutral	0%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

The table shows how much the students agree that they have been able to understand to the reading topics with the help of the different strategies and activities provided in class. The option with the highest percentage of students strongly agrees, followed by agree and slightly agree. The other options, which are referred to as disagree, were not considered by any of the participants.

Question 10. Do you consider the regularly use of the didactic material will help you to improve you reading skills?

Table 12

Do you consider the regularly use of the didactic material will help you to improve you reading skills?

Options	Percentage
Yes	92%
No	8%
Maybe	0%
Total	100%

Note: researcher elaboration. Source: Post-survey December 2021

The results of the last question which was based on whether the didactic material will help to improve reading skills. According to the participants and with three options to choose from it, can be seen that the option yes has an almost exact percentage, and with a small minority of participants selecting the option no. None of the participants selected the option maybe. Therefore, most of students considered that English class using the didactic material was attractive and helpful to improve the reading skills.

4.6. Impacts

The impacts of the didactic material to primary school students were analyzed on Educational impacts, social impacts, and cultural impacts.

The impacts were analyzed according to the student survey and the teacher's checklist, and they are the following:

Educational Impacts

- a) Using the didactic material to improve the learning level of the English language.
- b) Increasing the importance of the English learning for both students and teachers.
- c) Improving reading skills in primary school with activities guided by reading strategies Pre, During, and After stages.

Social Impacts

- a) Sharing experiences among classmates and teachers related to reading topics.
- b) Feeling confident to participate in English class with previous and new knowledge.
- c) Stimulating a pleasant environment to encourage the interaction of the English language as a foreign language.

Cultural Impacts

- a) Promoting the cultural knowledge with foreign people.
- b) Raising awareness of the tourism system offered by the locality through educational development.
- c) Providing part of La Carolina town identity such as, customs, traditions, and histories in a meaningful way.

Table 13

Table of Equivalence

Number	-3	-2	-1	0	1	2	3
Impact	High Negative	Medium Negative	Low Negative	No Impact	Low Positive	Medium Positive	High Positive

Note: Researcher elaboration.

4.6.1. Educational Impact

The following table shows the educational impacts after applying the didactic material.

Table 14

Educational Impact Table

Impact levels	-3	-2	-1	0	1	2	3
Indicators							
Using the didactic material to improve the learning level of the English language.							X
Increasing the importance of the English learning for both students and teachers.							X
Improving reading skills in primary school with activities guided by reading strategies Pre, During, and After stages.							X
Total							9

Note: Research elaboration. Source: Post-survey and checklist December 2021.

$$\Sigma=(8)$$

$$\text{Level of Educational impact} = \frac{\Sigma (9)}{\# \text{ Indicators } 3} = 3$$

Level of Educational Impact: High positive impact

Analysis

According to the results presented in the table, the three different aspects of the educational impact were considered highly positive. The use of the didactic material in the class had a great acceptance with the students; thus, improving the level of learning of the English language. It should be emphasized that it allowed to take the study of the English language with greater importance for both students and teachers; as a result, it was possible to notice the progress in reading skills, with appropriated activities guided by reading strategies in the Pre, During and After stages.

4.6.2. Social Impact

The table shows the social impact analyzed.

Table 15

Social Impact Table

Impact levels	-3	-2	-1	0	1	2	3
Indicators							
Sharing experiences among classmates and teachers related to reading topics.							X
Feeling confident to participate in English class with previous and new knowledge.						X	
Stimulating a pleasant environment to encourage the interaction of the English language as a foreign language							X
Total						2	6

Note: Research elaboration. Source: Post-survey and checklist December 2021.

$$\Sigma=(8)$$

$$\text{Level of Social Impact} = \frac{\Sigma (8)}{\# \text{ Indicators } 3} = 2.6$$

Level of Academic Impact= Medium positive impact

Analysis

The involvement of student-teacher experiences related to reading topics had a high positive impact because it allowed a great interaction with the topics and activities of the readings. The participation of students with previous and new knowledge had a medium positive impact, because of the time, some students had few opportunities to participate. Finally, the stimulation of the academic environment had a high positive impact, by encouraging the interaction of English learning as a Foreign Language.

4.6.3. Cultural Impact

The table below shows the cultural impacts.

Table 16

Cultural Impact Table

Impact levels	-3	-2	-1	0	1	2	3
Indicators							
Promoting the cultural knowledge with foreign people.						X	
Raising awareness of the tourism system offered by the locality through educational development.							X
Providing part of La Carolina town identity such as, customs, traditions, and histories in a meaningful way.							X
Total						2	6

Note: Research elaboration. Source: Post-survey and checklist December 2021.

$$\Sigma=(8)$$

$$\text{Level of Cultural Impact} = \frac{\Sigma (8)}{\# \text{ Indicators } 3} = 2.6$$

Level of Affective Impact: Medium positive impact

Analysis

Promoting the cultural knowledge of the students through the English language with foreign people had a medium positive impact due to the long-term nature of this objective. On the other hand, making known the tourism system offered by the locality through educational development had a high positive impact because the topics of the readings were chosen by the students which were known and interesting for their learning. Providing part of the identity of La Carolina town, such as customs, traditions and stories in a meaningful way was taken with a high positive impact, since learning with local knowledge provides greater confidence and security in the educational development of the students.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Chapter V presents the conclusions and recommendations about this research project. The following conclusions and recommendations are approached in accordance with the general and specific objectives set for the accomplishment of the project.

CONCLUSIONS

- Education has an important role in the diverse fields that involve human beings. For this reason, the relevance of including local culture in modern education has been considered necessary, integrating significant information through topics of great interest for students' learning. This integration of the cultural aspects could change students' perspectives of the English language learning and help teachers to organize and build an integrated knowledge.
- It is considered that the contribution of reading strategies and activities that constitute the supporting material can be used by the teacher mainly to enhance reading skills in order to achieve the short- and long-term objectives. Likewise, it can facilitate the development of formative activities adapted to the pace of work that the students need according to their level of performance.
- The use of didactic material should be linked to contents based on cultural aspects, since all activities are composed of a sequential order according to the use of reading strategies, where the teacher could easily guide the learning process through the three phases of activities corresponding to the readings, there are before, during, and after stages. This will also motivate students to make them reach a conscious learning.
- Having an extracurricular material for the development of reading skills where the local culture of the students' own community is highlighted, will greatly improve the English learning as a Foreign Language connection. In such a way that both students and teachers will have the opportunity to experience a successful academic process based on the local reality, thus achieving a creative, motivating, familiar, and fun learning environment.

RECOMMENDATIONS

- Modern education has different perspectives from those of the past. Therefore, it is recommended to support the idea of involving local culture with an educational context. The local school EGB. FAE-ZONE 01 requires participation of academic research projects, mainly to complement the development of English language skills.
- It is recommended that the use of the didactic material will be used in an adequate manner in order to have a successful progress in reading skills, in other words it is necessary to follow the instructions suggested in each assigned strategy together with the reading and activities.
- Taking into account that learning a Foreign Language is a complex process and requires constant contact with the language. This teaching-learning process could have greater results by taking place in an outdoor environment, where language and culture are connected in a real context and learners had the opportunity to extend their knowledge through their own local culture.
- It is advisable to encourage the use of extracurricular materials, since students could demonstrate an enriching performance, and teachers could incorporate intercultural concepts to open to the contributions of the acquired language, strengthening the knowledge, appropriation and appreciation of the local language and culture.

GLOSSARY

The next words are defined from different resources like, definition dictionary, Cambridge dictionary, safeopedia, education dictionary, and other web sites.

1. **Didactic material:** A set of material means which intervene in and facilitate the process of teaching and learning, use of proper materials to motivate students in their learning process.
2. **Culture:** Culture is the traits and information of a selected institution of human beings, encompassing language, faith, cuisine, social habits, music and humanities
3. **Rural area:** A rural area is a place of land outdoor the densely populated city regions in a town or city. Rural areas are traditionally areas now not protected inside the city definition, and are typically massive, open areas with few houses and few humans.
4. **Innovation:** It refers to something new or to a change made to an existing product, idea, or field.
5. **Construction:** Is the process of making something, the occupation of building or the way that something is put together.
6. **Behavior:** The way that a person, an animal, a substance, etc. behaves in a particular situation or under particular conditions.
7. **Approach:** To come or go near, in a place or time; to draw nigh; to advance nearer.
8. **Strategy:** Is an action that managers take to attain one or more of the organization goals.
9. **Technique:** A way of doing an activity that needs skill.
10. **Methodology:** A methodology is a device of methods, ideas, and principles for doing something, for instance, for teaching or for carrying out studies.
11. **Improvement:** An occasion whilst something receives better or when you make it higher.
12. **Foreign Language:** Any language other than that spoken by the people of a specific place.

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ANNEXES

Annex 1. Legal Documents. Socialization's Documents - Permit Office



Ibarra, 02 de Marzo de 2020

Licenciado
Fausto Pavón
Director de la escuela "San Pedro"
Presente

Estimado Licenciado:

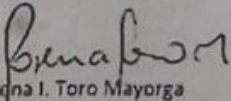
Reciba un cordial saludo. La presente carta tiene como objetivo informarle que la estudiante Paola Marcela Malte Rodríguez, con cedula de identidad 1004473367 de la Universidad Técnica del Norte de la carrera de Licenciatura en Inglés, se encuentra realizando su trabajo de investigación para titulación. El tema de este trabajo es **"Didactic Material to Develop the Reading Skill Based on Culture from La Carolina Town in Imbabura, for 6th and 7th grades in San Pedro School"** (Material Didactico para Desarrollar la Habilidad Lectora Basado en la Cultura de la Parroquia La Carolina en Imbabura, para los 6th y 7^{mo} Grados en la Escuela de San Pedro), 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 se 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:

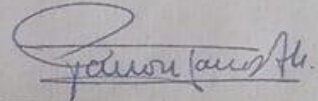
- Si la autoridad de la institución lo solicita, se hará una presentación de resultados a la comunidad educativa.
- Entregar a la institución los hallazgos de la investigación en un documento final.

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 correo: litoro@utn.edu.ec

Cordialmente,


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




Director. Lic. Fausto Pavón

Annex 2. Acceptance Letter (Director)



**Universidad Técnica del Norte
Carta de Consentimiento Informado**

Acepto participar voluntariamente en esta investigación, conducida por Paola Marcela Malte Rodríguez, estudiante de la carrera de Licenciatura en Inglés de la Universidad Técnica del Norte. He sido informado de que la meta de este estudio es fomentar las habilidades de lectura en los estudiantes de sexto y séptimo grado de la Escuela de Educación General Básica, Fuerza Aérea Ecuatoriana - Zona 01, a través del uso de un material didáctico basado en la Cultura de la Parroquia La Carolina.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 20 a 30 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Posición: Director de la escuela "EGB, FAE – ZONA 01"

Lic. Fausto Pavón

A handwritten signature in blue ink, appearing to read "Fausto Pavón", written over a horizontal line.

Nombre del participante

Firma del participante

Paola Malte Rodríguez

A handwritten signature in black ink, appearing to read "Paola Malte Rodríguez", written over a horizontal line.

Nombre del investigador

Firma del investigador

(English Teacher)



Universidad Técnica del Norte Carta de Consentimiento Informado

Acepto participar voluntariamente en esta investigación, conducida por Paola Marcela Malte Rodríguez, estudiante de la carrera de Licenciatura en Inglés de la Universidad Técnica del Norte. He sido informado de que la meta de este estudio es fomentar las habilidades de lectura en los estudiantes de sexto y séptimo grado de la Escuela de Educación General Básica, Fuerza Aérea Ecuatoriana - Zona 01, a través del uso de un material didáctico basado en la Cultura de la Parroquia La Carolina.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 20 a 30 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Posición: Profesor de Inglés - de 6^{to} - 7^{mo} grado de la escuela "EGB, FAE – ZONA 01"

Lic. Fausto Pavón

Nombre del participante

A handwritten signature in blue ink, appearing to read 'Fausto Pavón'.

Firma del participante

Paola Malte Rodríguez

Nombre del investigador

A handwritten signature in black ink, appearing to read 'Paola Malte Rodríguez'.

Firma del investigador

Annex 3. Techniques and instruments
Principal Interview





Universidad Técnica del Norte
Facultad de Educación, Ciencia y Tecnología
English Major



**DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN
TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH
GRADES AT “EGB, FUERZA AÉREA ECUATORIANA, ZONA 01” SCHOOL.**

Interview date:

Interview:

Position: Principal interview.

Objective: The purpose of this interview is to collect accurate data to identify factors that affect the English learning, in the 6th and 7th grade students from La Carolina town; by a student of English Major from Técnica del Norte University, with the aim of applying a didactic material to foster reading skills based on Culture from La Carolina town.

Q1. Do you know if similar research studies have been previously implemented at “EGB, FAE ZONA 01” school?

Q2. Have the curricular objectives been achieved in terms of reading skills of the English language established by the Education Ministry?

Q3. What are the main factors that interfere with a well-implemented English curriculum? Why?

Q4. Do you think if the contribution of this research project is viable to support the learning process of the English learning?

Q5. Do you consider it necessary to foster reading skills through a didactic material based on local culture from La Carolina town? Why?

Annex 4. Techniques and instruments

English teacher interview



Universidad Técnica del Norte
Facultad de Educación, Ciencia y Tecnología
English Major



**DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN
TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH
GRADES AT “EGB, FUERZA AÉREA ECUATORIANA, ZONA 01” SCHOOL.**
Interview date:

Interview:

Position: English teacher 6th – 7th grade “EGB – FAE, ZONA 01” interview.

Objective: The purpose of this interview is to collect accurate data to identify factors that affect the English learning, in the 6th and 7th grade students from La Carolina town; by a student of English Major from Técnica del Norte University, with the aim of applying a didactic material to foster reading skills based on Culture from La Carolina town.

- Q1.** What additional learning material do you incorporate to develop reading skills?
- Q2.** What aspects of local culture do you incorporate in your reading activities?
- Q3.** What strategies do you apply in your English classes to develop reading skills?
- Q4.** How do you motivate your students to develop reading skills?

Annex 5. Local population interview





DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH GRADES AT “EGB, FUERZA AÉREA ECUATORIANA, ZONA 01” SCHOOL.

Interview date:

Interview:

Position: Local people interview.

Objective: The purpose of this interview is to gather information about the local culture from people who know real events of the town according to the interests of the survey conducted to students of 6th and 7th grade of "EGB, FAE - ZONA 01" school; by a student of English Major from Técnica del Norte University, with the aim of applying a didactic material to foster reading skills based on Culture from La Carolina town.

Q1. ¿Considera usted a la parroquia La Carolina como un pueblo lleno de historia y cultura local? ¿Si o no, y por qué?

Q2 ¿En qué medida se considera usted parte de la parroquia y en que funciones ha participado?

Q3. ¿En qué aspectos denomina usted a la parroquia como un lugar histórico, cultural, y tradicional?

Q4. ¿Qué tan importante considera el conocimiento de la cultura local en los estudiantes de la escuela EGB, FAE – ZONA 01”?

Q5. ¿Considera usted necesario aplicar conocimientos culturales de la parroquia en el aprendizaje del idioma inglés? ¿Si o no, y por qué?

Q6. ¿Podría usted darme a conocer temas de los acontecimientos, históricos, tradicionales, culturales, y costumbres que aún mantiene la parroquia?

Q7. ¿Cree usted que la implementación de un material didáctico basado en la cultura de la parroquia sirva de ayuda para aumentar el interés y motivación de los estudiantes a aprender el idioma inglés como lengua extranjera?

Annex 6. 6th and 7th grade students survey



Universidad Técnica del Norte
Facultad de Educación, Ciencia y Tecnología
English Major



DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH GRADES AT “EGB, FUERZA AÉREA ECUATORIANA, ZONA 01” SCHOOL.

Interview date:

Interview:

Position: 6th – 7th grade students from “EGB – FAE, ZONA 01” school - Survey.

Objective: To identify the appropriate didactic material to develop the reading skill based on culture from La Carolina town in Imbabura for 6th and 7th graders.

Responda las preguntas con una “X” la opción que considere apropiada:

1. ¿Consideras los temas de inglés que tu profesor enseña en clase son interesantes?

a. Si	
b. No	
c. Tal vez	

2. Consideras el material didáctico que usa tu profesor para las clases de inglés es:

a. Muy motivador	
b. Bastante motivador	
c. Poco motivador	
d. Nada motivador	

3. ¿Con que frecuencia utiliza tu profesor material de lectura en las clases de Inglés?

a. Siempre	
b. Casi siempre	
c. A veces	
d. Nunca	

4. Sobre qué le gustaría que sean las lecturas:

a. Música	
b. Historia de tu Cultura	
c. Lugares turísticos	
d. Deportes	
e. Otros:.....	

5. **¿Consideras que tienes dificultades con la comprensión de lecturas en las clases de inglés?**

a. Si	
b. No	
c. Tal vez	

6. **¿Consideras que el uso de lecturas en tus clases de inglés te permite mejorar tu aprendizaje?**

a. Si	
b. No	
c. Tal vez	

7. **¿Con que tipo de actividades te gustaría complementar las lecturas?**

a. Con actividades para reflexionar	
b. Con actividades gráficas	
c. Con actividades artísticas	
d. Con actividades visuales	

8. **¿Con qué frecuencia habla tu profesor temas de La Carolina en las clases de inglés?**

a. Siempre	
b. Casi siempre	
c. A veces	
d. Nunca	

9. **¿Consideras que el usar lecturas relacionadas con tu parroquia en las clases de Inglés es:**

a. Muy motivador	
b. Bastante motivador	
c. Poco motivador	
d. Nada motivador	

10. **¿Consideras que con nuevas lecturas tu habilidad para leer en Inglés:**

a. Mejorará mucho	
b. Sí mejorará	
c. Mejorará poco	
d. No mejorará	

Gracias por tu colaboración.

Annex 7. Legal Approved Research Title

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

H. CONSEJO DIRECTIVO

Resolución 123 - 20 - HCD

El H. Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología en sesión ordinaria de 12 de febrero de 2020, trató el of. s/n, referente a modificación del tema de trabajo de grado, al amparo del Art. 38 numeral 11 del Estatuto Orgánico, RESOLVIÓ:

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

TEMA APROBADO
"DIDACTIC MATERIAL TO DEVELOP THE READING SKILL BASED ON CULTURE FROM LA CAROLINA TOWN IN IMBABURA FOR 6TH AND 7TH GRADERS IN SAN PEDRO SCHOOL"

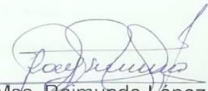
NOTIFIQUESE. - Con el contenido de la presente Resolución a la Srta. Paola Malte Rodríguez, autora del trabajo de grado y estudiante de la carrera de inglés.

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

Particular que comunico para los fines legales pertinentes.

Atentamente,
CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO


Dr. Ricardo León
SECRETARIO JURÍDICO
Anexo. Documentación


Msc. Raimundo López
PRESIDENTE HCD-FECYT



HONORABLE CONSEJO DIRECTIVO Resolución HCD-SO-08 No.364-2021

El Honorable Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología en sesión ordinaria de 10 de noviembre de 2021, conoció la solicitud presentada por la Srta. MALTE RODRÍGUEZ PAOLA MARCELA, dirigido al MSc. Raimundo López DECANO FECYT, la cual manifiesta: *“Solicito muy comedidamente la asignación de un nuevo tutor, tomando en cuenta que como último tutor de mi tesis fue el MSc. Rubén Congo y por motivo de cuestión de tiempo y aun no haber terminado con las correcciones, se dispuso por el concejo directivo proceder al proceso de actualización de conocimientos, y ya habiendo cumplido este proceso solicito nuevamente un tutor para retomar el desarrollo de mi trabajo de grado, por lo que sugiero la participación de la MSc Gabriela Bastidas. A la vez solicito muy cordialmente se autorice la actualización del Tema de mi Trabajo de Grado Titulado previamente “DIDACTIC MATERIAL TO DEVELOP THE READING SKILL BASED ON CULTURE FROM LA CAROLINA TOWN IN IMBABURA FOR 6TH - 7TH GRADES IN SAN PEDRO SCHOOL”, quedando de la siguiente manera: DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH GRADES AT FUERZA AÉREA ECUATORIANA, ZONA 01 SCHOOL; debido a que durante el transcurso del desarrollo del informe del proyecto hubo el cambio legal del nombre de la escuela, institución a la cual va aplicado y dirigido dicho proyecto.”*

Y al amparo de lo determinado en el Art. 44 literal k del Estatuto Orgánico de la UTN, en concordancia con la Disposición General Tercera del Reglamento de Régimen Académico de Grado y Posgrado de la Universidad Técnica del Norte,
RESUELVE:

1. Autorizar la actualización del Tema del Trabajo de Grado Titulado previamente; “DIDACTIC MATERIAL TO DEVELOP THE READING SKILL BASED ON CULTURE FROM LA CAROLINA TOWN IN IMBABURA FOR 6TH - 7TH GRADES IN SAN PEDRO SCHOOL”, quedando de la siguiente manera: “DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH GRADES AT FUERZA AÉREA ECUATORIANA, ZONA 01 SCHOOL.”

2. Autorizar el cambio de Director para la continuación del Trabajo de Grado titulado: “DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH GRADES AT FUERZA AÉREA ECUATORIANA, ZONA 01 SCHOOL.” de la Srta.

Malte Rodríguez Paola Marcela, de la Carrera de Licenciatura en Inglés. El cambio se sugiere a la MSc. Gabriela Bastidas, como nueva Directora del Trabajo de Grado.

3. NOTIFICAR, con el contenido de la presente resolución para su cumplimiento a la Srta. Malte Rodríguez Paola Marcela, estudiante de la Carrera de Licenciatura en Inglés; a la MSc. Gabriela Bastidas como nueva Directora de Trabajo de Grado.



UNIVERSIDAD TÉCNICA DEL NORTE Resolución No. 001-073-CEAACES-2013-13 IBARRA-ECUADOR

FACULTAD EDUCACIÓN, CIENCIA Y TECNOLOGÍA



y al MSc. Obando Arroyo José Miguel; Coordinador de la Carrera de Licenciatura en Inglés.

En unidad de acto suscriben la presente resolución el Magister Raimundo López, en su calidad de Decano y Presidente del Honorable Consejo Directivo y el Abg. Santiago Renán Moncayo Montalvo, en calidad Secretario Jurídico (E), según acción de personal No. 028451-R, de 18 de octubre de 2021.

Particular que comunico para los fines legales pertinentes. Atentamente,
“CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO”



Msc. Raimundo Alonso López
Ayala
PRESIDENTE HCD-FECYT


SANTIAGO RENAN
MONCAYO MONTALVO
Ab. Santiago Renán Moncayo
Montalvo
SECRETARIO JURÍDICO (E)

Annex 8.

Interviews Transcription

Principal's Interview

1. ¿Sabe usted si se han realizado anteriormente estudios de investigación similares en la escuela "EGB, FAE ZONA 01"?

Muy buenos días, realmente no hemos tenido la presencia de contar con un estudio que beneficie a la escuela o en el progreso académico de los estudiantes. Únicamente contamos con los recursos que de vez en cuando nos proporciona el gobierno y lo que se hace es tratar de sacar provecho de lo poco que tenemos. Sin embargo, la implementación de un proyecto que incentive la innovación de un buen proceso pedagógico mediante de un material didáctico, sería de mucha ayuda contar con el material de apoyo tanto para los profesores como para los estudiantes.

2. ¿Se han cumplido los objetivos curriculares de competencia lectora en inglés establecidos por el Ministerio de Educación?

En realidad, este ha sido uno de los desafíos más grandes que hemos tenido al hablar de la enseñanza del idioma Inglés. Ya que, tanto docentes como materiales de apoyo no hay lo suficiente. Entonces se podría decir que los preparamos con lo básico para que puedan alcanzar sus conocimientos al siguiente nivel.

3. ¿Cuáles son los principales factores que interfieren en un plan de estudio de inglés bien aplicado? ¿Por qué?

Los factores principales que impiden este desarrollo del idioma extranjero son; el no contar con un apropiado material de apoyo, la falta de importancia al idioma en el ámbito académico y sería la poca motivación en los estudiantes por no aprender el idioma con las estrategias y recursos necesarios.

4. ¿Cree que la contribución de este proyecto de investigación es viable para apoyar el proceso de aprendizaje del inglés?

Creo que tomar en cuenta el estudio apropiado del idioma Inglés es muy importante para los estudiantes y profesores. Por lo tanto, el tomar en cuenta a esta escuela de zona rural en proyectos de investigación académicos que brindan apoyo y soluciones a las necesidades en el proceso pedagógico, serán bienvenidos.

5. ¿Considera necesario fomentar la competencia lectora a través de un material didáctico basado en la cultura local de la localidad de La Carolina? ¿Por qué?

Considero que la competencia lectora es una de las más complejas para los estudiantes, por lo tanto, dada la oportuna colaboración de un material didáctico, basado en conocimientos de la cultura local sería aún más enriquecedor de manera académica como cultural.

**Interviews Transcription
English Teacher's Interview**

1. ¿Qué tipo de material didáctico adicional incorpora usted para desarrollar las destrezas de lectura?

Lo cierto es que no contamos con materiales extras para el aprendizaje de la lengua inglesa, por lo tanto, los estudiantes sólo cuentan con los viejos libros tradicionales del Ministerio de Educación, sin el uso de un material extra apropiado que pueda permitir la amplitud y facilidad de un mejor desarrollo de las habilidades lingüísticas del idioma inglés.

2. ¿Qué aspectos de la cultura de la parroquia usted incorpora en las actividades de lectura?

Por lo general, se trata de incorporar temas de deportes tradicionales que las comunidades practican con mucha frecuencia, como el voleibol y el fútbol. De esta manera, los alumnos se sienten motivados y tratan de demostrar interés por el aprendizaje de la lengua extranjera.

3. ¿Qué estrategias aplica en sus clases de inglés para el desarrollo de la destreza de lectura?

A ser verdad no se ha usado estrategias exactamente, sino más bien el método tradicional, de memorización, repetición y la participación en clase, para de esta manera involucrar a todos los estudiantes e incentivar su aprendizaje de manera significativa.

4. ¿Cómo motiva usted a sus estudiantes para que desarrollen la destreza de lectura?

Como se puede observar, la escuela cuenta con una estructura no muy confortable para los estudiantes, y por ende los recursos de estudio no son realmente apropiados, por lo que se ha llevado un modelo tradicional de enseñanza y aprendizaje. En consecuencia, el profesorado no cuentan con suficiente material para motivar a los estudiantes para su aprendizaje del inglés. Por esta razón, la institución está abierta a cualquier tipo de apoyo académico interesado en mejorar el proceso de Enseñanza - Aprendizaje en este caso del Idioma Inglés.

Interviews Transcription

Local Population Interview

1. ¿Considera usted a la parroquia La Carolina como un pueblo lleno de historia y cultura local? ¿Si o no, y por qué?

Un gusto poder compartir lo que se ha vivido como nativos de la comunidad. Realmente, considero a mi parroquia como un pueblo lleno de cultura, costumbres, tradiciones y también porque no considerarse como un lugar turístico. La gente adulta conoce muchas historias originarias de la zona; como los avances que se han venido desarrollando en cada comunidad y muchos progresos que han contribuido para una parroquia con mejor estilo de vida.

2 ¿En qué medida se considera usted parte de la parroquia y en que funciones ha participado?

Yo la Sra. Mariana Mínda y mi esposo, vivimos aquí nuestra niñez juventud y toda la vida ya que nuestros padres fueron los primeros originarios de esta localidad. Para aclarar mejor, ellos vivieron los tiempos de baldíos cuando aún se podía tomar propiedad sin ningún costo, solo con dar a conocer al pueblo que tal parte de tierra se trabajará ya podía ser respetado y tomado posesión, sin problema con autoridades ni vecinos.

3. ¿En qué aspectos denomina usted a la parroquia como un lugar histórico, cultural, y tradicional?

Bueno, se podría decir que en el sentido de que cada año se realizan las fiestas parroquiales, las ferias de cada miércoles y fines de semana. Dentro de los programas festivos están los deportes que practican los jóvenes y niños, las danzas con su vestimenta tradicional, la música y sus instrumentos, la cual es originaria de los negros afrodescendientes de la zona. Y como historias existen muchas que se ha cotado ahora a los jóvenes, ya que, siendo un pueblo con montañas vírgenes, se ha vivido cosas como de malos espíritus, la abundancia de insectos venenosos y muchas otras cosas. y para recalcar una breve reseña cabe mencionar que la gente sufría mucho por enfermedades, la escasez de recursos, por la falta de transporte (donde existía el ferrocarril) y la poca importancia a la educación y dificultad de asistir a una escuela. El fundador de la parroquia fue el Sr. Camilo Arce y como líder de la comunidad su esposa la Sra. Paula Borja, quien dirigía grupo de familiares y vecinos. Por otro lado, está la costumbre religiosa había grupos de personas practicaban y enseñaban, principalmente sobre la virgen de las Mercedes a quien los pueblos veneraban. Para una información más amplia puede acogerse a la información que en la junta parroquial deben tener. Sobre historias, existen muchas las cuales están basadas en hechos reales de como la parroquia se ha formado y sus comunidades juntamente con las autoridades competentes, ya que para que todo lo que es ahora este como esta, han sido de grandes sacrificios y esfuerzo de mucha gente como propietarios de grandes haciendas y también de gente humilde y de bajos recursos.

4. ¿Qué tan importante considera el conocimiento de la cultura local en los estudiantes de la escuela EGB, FAE – ZONA 01”?

Creo que la cultura ancestral es muy importante que los niños y jóvenes que tengan un conocimiento amplio y mantengan la esencia de ser un Carolinense nativo. Y que nuestra cultura sea tomando en cuenta el ambiente educativo, sería realmente una gran ventaja tanto para los estudiantes, las comunidades y el realce de dar a conocer la cultura de una manera más profesional.

5. ¿Considera usted necesario aplicar conocimientos culturales de la parroquia en el aprendizaje del idioma inglés? ¿Si o no, y por qué?

Es muy buena la pregunta, yo considero que como dije anteriormente esto permitirá estimular la motivación en el aprendizaje de los estudiantes e interés por conocer o recalcar sus pequeños conocimientos de la cultura de la parroquia La Carolina. Por otro lado, muchas veces los estudiantes de las nuevas generaciones tienen la facilidad y la suerte de ingresar a universidades del país o internacionales y por lo tanto es muy importante que conozcan de dónde vienen y compartir lo hermoso de su tierra natal

6. ¿Podría usted darme a conocer temas de los acontecimientos, históricos, tradicionales, culturales, y costumbres que aún mantiene la parroquia?

Claro, podría darle a conocer una breve reseña histórica de la cultura de la parroquia para cualquier uso de su trabajo de investigación. Primeramente, sería la formación del pueblo; esto se dio con la llegada de los afroecuatorianos quienes se ubicaron en el río Cuenca del río Mira. Las personas fueron dispersadas en las diferentes zonas rurales tomando el beneficio de baldío, dedicándose a la producción agrícola como; yuca, plátano, frejol, arroz, y una variedad de sembríos, las diferentes familias reservaban cierta cantidad de alimentos para los personeros religiosos y de esta manera proveer los alimentos. Se dice que hubo familias que se unieron y se ubicaron en el centro parroquial, este lugar fue escogido debido a que se dio inicio el lavado de oro en el río de Guallupe muchas familias se dedicaron a este trabajo, mientras que otros se dedicaron a la agricultura. Inicio como fundador de la parroquia el Sr Camilo Arce

7. ¿Cree usted que la implementación de un material didáctico basado en la cultura de la parroquia sirva de ayuda para aumentar el interés y motivación de los estudiantes a aprender el idioma inglés como lengua extranjera?

Creo que esta es una manera apta para el desarrollo de una lengua general como es el idioma Inglés. Tomando en cuenta el aspecto académico y cultural creo que es una muy buena idea para motivar en cierto modo su aprendizaje y el interés de poder dominar el idioma Inglés por medio de la cultura local.

Annex 9

6th and 7th Class to apply the didactic material



Annex 10. Impacts Student's Survey



Universidad Técnica del Norte
Facultad de Educación, Ciencia y Tecnología
English Major



DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH GRADES AT “FUERZA AÉREA ECUATORIANA, ZONA 01” SCHOOL.

Date:

Objective: To assess the use of didactic material based on culture to foster reading skills.

Students

1. ¿Were the readings based on culture from La Carolina town useful to improve reading skills in class?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

2. Were the reading topics useful to avoid miscomprehension awareness when you read English readings

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

3. Was the classroom atmosphere comfortable to improve your reading skills?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

4. Do you consider the activities helped to improve you English reading understanding?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

4. Were the strategies applied helpful to create a confident environment to improve your reading skills?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

5. Were the strategies, readings and activities helpful to motivate your English reading performance?

- Strongly agree
- Agree

- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

6. Did you feel engaged in the activities to improve the Reading skills?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

7. Did the strategies, readings and activities promote class participation?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

8. Were the strategies, readings and activities helpful to understand the reading topics?



- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

9. Do you consider the regularly use of the didactic material will help you to improve you reading skills?

Yes Not Maybe Why?

Annex 11.

Check List the Guide

 <div style="text-align: center;"> <p>Universidad Técnica del Norte Facultad de Educación, Ciencia y Tecnología English Major</p> </div> 							
<p>DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH GRADES AT “FUERZA AÉREA ECUATORIANA, ZONA 01” SCHOOL.</p>							
Date:							
Objective: To assess the use of guide with online technological tools to improve reading skills							
Teachers							
	Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
The reading topics improve students reading skills in class.							
The activities improve reading comprehension in students.							
The didactic material creates an environment of confidence to participate.							
The reading topics and activities can							

motivate the students English learning.							
The activities design is appropriate for the students' level of English reading comprehension.							
The activities and reading topics in the teaching material engage students reading learning.							
The activities and reading topics wake up the interest of English learning.							

Suggestions:

The signature is proof that the guide was socialized.

Signature:

Name:

ID:



**DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN
TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH
GRADES AT "FUERZA AÉREA ECUATORIANA, ZONA 01" SCHOOL.**

Date:

Objective: To assess the use of guide with online technological tools to improve reading skills

Teachers

	Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
The reading topics improve students reading skills in class.	✓						
The activities improve reading comprehension in students.	✓						
The didactic material creates an environment of confidence to participate.	✓						
The reading topics and activities can motivate the students English learning.	✓						

The activities design is appropriate for the students' level of English reading comprehension.	✓						
The activities and reading topics in the teaching material engage students reading learning.	✓						
The activities and reading topics wake up the interest of English learning.	✓						

Suggestions:

The signature is proof that the guide was socialized.

Signature:

Fausto J. Paoz P.

Name:

Fausto J. Paoz P.

ID:

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Annex 12. Copy of the Guide to the School





UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
ENGLISH MAJOR



Constancia de la entrega de la guía
 Posición: Director
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Fecha	Descripción	Firma Entregado	Forma Recibido
30-12-2021	CLASE DIDACTICUM (ENLACES)	<i>[Handwritten Signature]</i>	<i>[Handwritten Signature]</i>



Este documento es constancia de que el material didáctico "DIDACTIC MATERIAL TO FOSTER ENGLISH READING SKILLS" fue entregado a la Escuela de Educación General Básica, "FAE, ZONA 01" como parte del Trabajo de Grado DIDACTIC MATERIAL BASED ON CULTURE FROM LA CAROLINA TOWN TO FOSTER ENGLISH READING SKILLS IN STUDENTS OF 6TH - 7TH GRADES AT "FUERZA AEREA ECUATORIANA, ZONA 01" SCHOOL.



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