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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

**CARRERA: PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**INFORME FINAL DE TITULACIÓN, EN LA MODALIDAD:
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Kichwa Otavalo Culture as a Strategy to Facilitate Reading
Comprehension in Senior Students at República del Ecuador High
School, Academic Period 2022 – 2023

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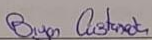
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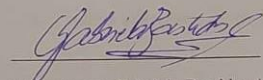
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DEDICATORY

“You can always do what you want when you really want to do so” - Andrés

I dedicate this research work especially to all students in Ecuador to spread my own Kichwa Otavalo culture who want to learn the English language with a beautiful culture.

Besides, I dedicate this investigation to all teachers who have always been a guide for us and now I collaborate with them by sharing my knowledge to develop the learning of the English language in a different way.

Finally, to the education of the world with the expectation to be an example for other international cultures and they can be based on my proposal and guide for education.

ACKNOWLEDGMENT

I want to thank my parents for allowing me to study and become a professional, they have always been with me with their advice, their love, and their time. I just want them to be proud of me and I know that for me they are the two best people in my life.

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Finally, I thank the director of my research work who has helped me all time in my education process and now in my last study phase, and I mention this great university that has allowed me to study and develop a future graduate.

ABSTRACT

The present research is about the Kichwa Otavalo culture as a strategy to facilitate reading comprehension skill in senior students at “República del Ecuador” High School, in the academic period, 2022-2023. The study was designed to establish an innovative technique linked to the culture for teaching English in which it is focused on the reading comprehension skill. Regarding the methodology, the information collected in the qualitative, quantitative and ethnographic research methods, in addition to the use of research instruments such as interviews with high school authorities, and surveys for students. After the analysis of collected data, the conclusion was that there is a low level in English and consequently in reading comprehension skill due to factors such as few hours in English subject, few didactic resources, among others. Considering these aspects, it was essential to design a teaching guide to help in these analyzed problems, this teaching guide allows for the ease and better development of reading comprehension skill with readings based on the Kichwa Otavalo culture.

KEYWORDS: Kichwa Otavalo culture, Reading comprehension skill, English, Didactic guide, Strategy.

RESUMEN

La presente investigación es acerca de la cultura Kichwa Otavalo como estrategia para facilitar la habilidad de la comprensión lectora en los estudiantes de tercer año de bachillerato de la Unidad Educativa “República del Ecuador” del periodo académico 2022-2023. El estudio fue diseñado para establecer una innovadora técnica ligada con la cultura para la enseñanza del inglés en la cual está enfocada en la habilidad de la comprensión lectora. En cuanto a la metodología, la información recopilada en los métodos de investigación, cualitativo, cuantitativo y etnográfico, además el uso de instrumentos de investigación como la entrevista para las autoridades de la unidad educativa, las encuestas para los estudiantes. Luego del análisis de los datos recolectados, la conclusión fue que hay un bajo nivel del inglés y por consecuencia en la comprensión lectora debido a factores como pocas horas en la materia de inglés, pocos recursos didácticos, entre otros. Considerando estos factores, fue indispensable diseñar una guía didáctica con el objetivo de ayudar en estos problemas analizados, esta guía didáctica permite la facilidad y mejor desarrollo de la habilidad de la comprensión lectora con lecturas basadas en la cultura Kichwa Otavalo.

PALABRAS CLAVE: Cultura Kichwa Otavalo, Habilidad de la comprensión lectora, Inglés, Guía didáctica, Estrategia.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

FL: Foreign Language

CEFR: Common European Framework of References for Languages

ETL: English Language Teaching

MINIDUC: Ministerio de Educación

INTRODUCTION

The English language in recent years has had a great impact on the world, the phenomenon known as globalization has made people depend on this resource for a better future to obtain jobs or prosper positively in society Chávez et al, (2017). English is now the main language for doing international business, in science, technology, culture and education, speaking this language will be a great help with people that is increasingly interconnected.

Firstly, although developed countries are opting for the acquisition of a second language such as English, underdeveloped countries such as Ecuador do not have great progress in this field. Ecuador is ranked 82 out of 111 in the world for its English language proficiency, which it corresponds to A1 level as mentioned EF EPI (English Proficiency Index) in the latest evaluation in 2022 (Castillo, 2022).

Secondly, there are many resources for the improvement of the English language in Ecuador, this research work emphasizes the use of culture as a strategy to facilitate the acquisition of a second language since it is also important to know at the same time as learning a foreign language it allows to understand other cultures in a deeper way and inversely (Laura, 2015).

Finally, the senior students of Unidad Educativa República del Ecuador in Otavalo city have had many difficulties in learning the English language, especially in reading comprehension since this problem could be observed in pre-professional practices. The researcher could see that the level of students of reading comprehension was deficient due to lack of context in topics that were presented in class. Therefore, to solve this problem, an innovative teaching guide based on the Otavalo-Kichwa culture has been designed to help facilitate the reading comprehension skill of students.

BACKGROUND

According to Baiva & Segura (2010), the use of English language was used to be a privilege, today it has become a necessity in the different productive sectors. This language has had a great boom due to its benefits that can be considered the universal tongue in the world.

Although the ability to know to use the English Language is important, in the country of Ecuador this initiative cannot be evidenced due to its low level in the English language. However, strategies such as culture can be an excellent help to facilitate the teaching of this language since during this contemporary time the process of teaching and learning of local culture is essential because it creates a self-identification that it provides the basis for the interest of others foreign cultures like English with its language (Portilla, 2020).

Finally, a proposal for the use of teaching guide to facilitate the teaching of the English language is the focus since, these guides are digital or printed instruments used for teaching and learning in a planned way based on didactics for cognitive development and learning styles (Hernandez, 2014). Therefore, a plan with the objective of designing a didactic guide based on culture to facilitate skills such as reading comprehension in students, it has many benefits for teacher-students with a new strategy combining culture and pedagogy to teach foreign language.

RESEARCH PROBLEM

This research project is focused on facilitating and improving reading comprehension in senior students of Unidad Educativa “República del Ecuador” in Otavalo city, through local cultures as a strategy for teaching and developing reading skill comprehension in English Language.

In the process of carrying out pre-professional practices, the researcher observed problems in the deficit of a low level of reading comprehension. One of the main reasons is the topics of readings used in the English class are irrelevant, students were not interested in trying to read or have interest in boring topics or without prior knowledge about the topics used, in addition to that there is a combination between not master the English and not knowing the topics of readings worked in class.

However, the use of local culture to make teaching material in this case attractive and very interesting reading about the Otavalo Kichwa traditions, students may have an interest and try to read these readings in English with cultural topics and facilitate their reading comprehension since there are context and prior knowledge of the reading.

JUSTIFICATION

This research project is necessary to carry out because its main focus is the combination of promoting and rescuing the Kichwa local culture in Otavalo, in the students of Unidad Educativa “República del Ecuador” and with the teaching of English language. This proposal can also be an inspiration for other teachers and students from other high schools since Ecuador is a diverse country with cultures and traditions in each city and region, this factor can be used as a strategy for teaching a foreign language.

This research is very innovative due to that it focuses on the use of local culture, and it proposes a didactic guide with readings and exclusively facilitating reading comprehension in students.

This initiative has the advantage of its application in the classroom because it does not require financial resources, it is only necessary to look at the great quantity of cultures that Ecuador has. Those components can be used as inspiration in promoting the English class combining culture and pedagogies.

IMPACTS

This research project was conducted based on three aspects:

- **Linguistic Impacts**

This research work is focused on helping students facilitate the skill of reading comprehension of English language through the use of a teaching guide that mainly contains readings and exercises based on the local culture: Kichwa-Otavalo, written in English.

- **Academic Impacts**

Through the use of a teaching guide based on the local culture, students have the help and ease in the skill of reading comprehension, as a result is to encourages reading and a deeper approach to culture.

- **Cultural Impacts**

Influencing the student to know the local culture through the teaching of a foreign language promotes broad knowledge of important aspects of the culture such as its traditional festivals, celebrations, customs, among others. Nowadays, Ecuador has tried to promote culture with campaigns or other strategies, the focus of this research is students learn about culture through the English language.

OBJECTIVES

- **General Objective**

- Design a didactic guide based on Kichwa-Otavalo culture to facilitate reading comprehension in senior students at “República del Ecuador” High-school, 2022-2023.

- **Specific Objectives**

- Identify the most relevant information about Kichwa-Otavalo culture.
- Determine the benefit of the use of culture and teaching a foreign language in students.
- Propose a didactic guide based on Kichwa-Otavalo culture to facilitate reading comprehension.

CHAPTER 1: THEORETICAL FRAMEWORK

This chapter presents the theoretical foundations for this research project: Kichwa Otavalo Culture as a Strategy to Facilitate Reading Comprehension in Senior Students at República del Ecuador High-School, 2022-2023.

1.1. English as a Foreign Language (EFL)

Around the world, to get a second language has increasingly taken a fundamental role in education. Nowadays, society has become more competitive and some instances, bilingual people are highlighting for their easy interaction in aspects such as education, tourism, work and culture. Despite that, in all countries there are many languages, according to Berliz (2023), the most spoken language in the world is the English language with more than 1.452 million speakers, Mandarin with more than 1.118 million speakers and Hindi with more than 602 million speakers. English being the most spoken language the teaching of this speech is becoming more frequent mainly in educational institutions to prepare students to a more competitive world.

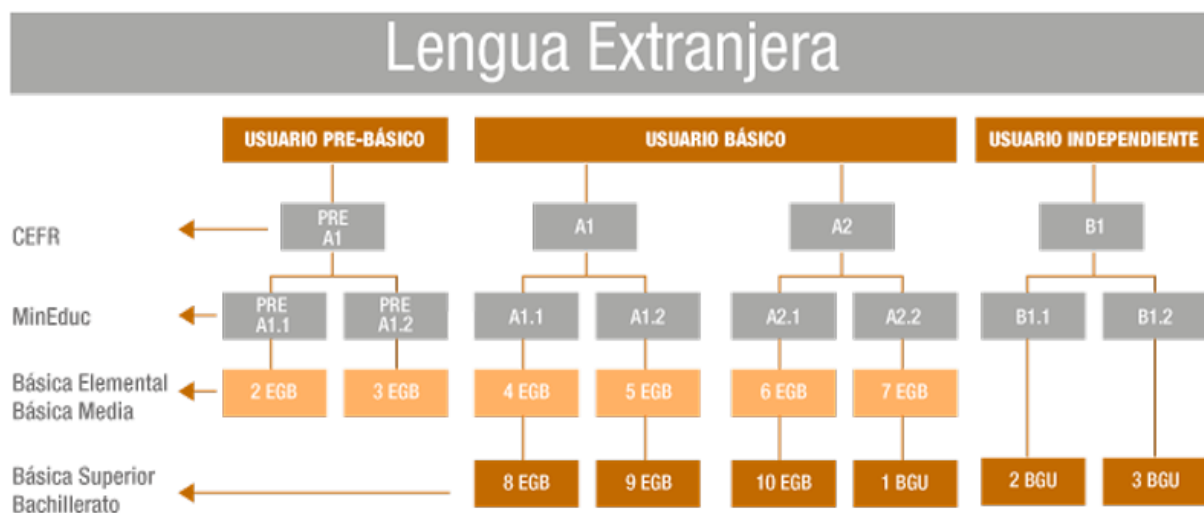
In conclusion, in the contemporary world, it is essential to acquire a second language, especially English for the advantages it offers since it opens better and a considerable variety of job opportunities of any kind.

1.2. English as a Foreign Language in Ecuador

In Ecuador, although the teaching of the English language has also been a priority for students, their levels of foreign language proficiency are flawed. However, the framework proposed by the Ministry of Education in 2016 emphasis on motivating students to continue learning a foreign language through learning experiences from an early age with the objective of start a love for the acquisition of a language.

The levels scales proposed by the Ministry of Education (MINEDUC) in the academic process are:

Figure 1
Levels of Knowledge



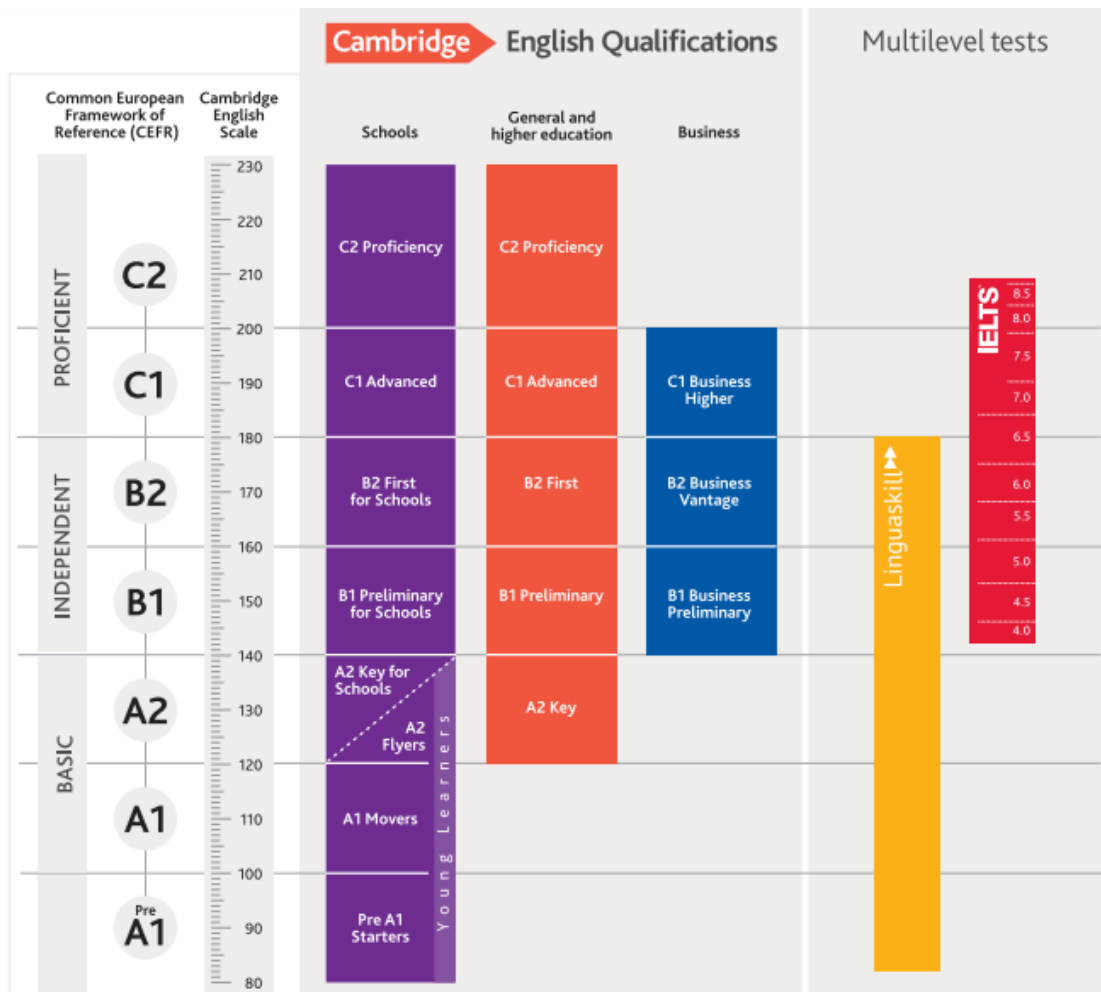
Source: (Ministerio de Educación, 2016)

According to (Ministerio de Educación, 2016), the English study plan such as foreign language has been adapted to improve the learning and needs of students in Ecuador. This curriculum is designed for basic general and unified general baccalaureate, who do not have English as their mother tongue.

1.3. Common European Framework of Reference for Languages (CEFR)

According to Cambridge University Press, the common European Framework of reference for Languages (CEFR) is the standard that defines the language proficiency, being A1 a basic level, up to a very high C2 level that it is defined as mastering the language.

Figure 2
Common European Framework of Reference for Languages



Source: (Cambridge, 2011).

The research work centered on senior students and based on the common European framework and the Ministry of Education of Ecuador; they estimate the English proficiency is the standard of A2 since it is a level to be an independent person in the use of language.

1.4. English skills

In the correct use of English language teaching, it is essential to cover linguistic skills for the purpose of a complete educational process, “The effective learning of language is measured by the development of at least four basic skills or abilities: listening, speaking, reading and writing” (Borreiro, 2007, p. 114), besides that, there are classified in productive and receptive skills.

1.4.1. Productive skills

Speaking and writing are considered productive skills, students through of these can express and produce their language learning with an orally and in writing way (Maldonado S. , 2012), furthermore, to do any type of activity or task that involves speaking or writing either from a daily life or academically.

- **Speaking Skill**

Speaking in one of the four skills in the English language, this skill allows people to communicate and transmit knowledge and feelings. In accordance with (Rao, 2012), speaking is an introduction to language teaching moreover, speaking is important because it provides the opportunity to use the foreign language through this skill. Speaking is the simplest and easiest way to learn a foreign language using correct grammar and knowing a varied vocabulary, additionally to improve fluency in language proficiency to expand international knowledge.

- **Writing Skill**

This skill consists of communication through writing, it covers many factors since it is a systematic process that is composed of perfect rules and grammatical structures, writing being a technique widely used in the contemporary world with the internet and social networks. Conforming to (Olson, 2023), the procedure in the acquisition of writing skill has helped to preserve language and information across space and time.

1.4.2. Receptive skills

Listening and reading are considered receptive skills, the student captures information in oral and written form and understands it without producing anything (Maldonado S. , 2012), in addition to that, these skills greatly help to establish a better relationship and communication bond between teacher and student.

- **Listening skill**

The ability to listen is necessary at the moment for intervening or having a conversation with the objective of obtain communication because listening is not only hearing, it is also the ability to understand the language. According to (Tyagi, 2013), at the time of using the listening skill, it requires a desire to recognize the other human being and the willingness to open the mind to see the world behind that person listened.

- **Reading skill**

The skill of reading is extremely important because it is the ability to understand any type of text, covering factors such as knowing the meaning of words, sentences and paragraphs, in addition, reading allows to obtain the main and secondary ideas of a narrative with its details. According to Hellyer et al., (2001), reading is a process of self-discovery, readers interact with the cognitive and metacognitive effort to discover new knowledge. Furthermore, it is designed to infer the statements read and to have conclusions, questions or new doubts depending on the case.

1.5. Reading Stages

1.5.1. Pre-reading

This Stage is focused on students have a connection with prior knowledge acquisition of past learning and experiences. According to Tsai & Shang (2010), the stage consisted of stimulating the interests of the students through the attraction and identification of their previous knowledge and its incorporation into new understanding and information.

Before students begin to read teachers must help them connect their learned knowledge with the new knowledge that they will acquire (Rodriguez, 2022). Activities such as researching the biography of the author, and his work, these factors allow greater interest to begin reading.

One of the techniques used in this process is:

- **Previewing**

Previewing is the first impression of something, this is obtained by reading the title, the images or origin of the text. According to Che & Graves (1998), it is a preview of introductory material designed to capture the interest of readers and relate them to information they are about to read with familiar knowledge.

This pre-reading process has the objective of encouraging students in the reading activity, the importance of attracting interest in narratives. Establishing a bond with learned learning and to learn.

1.5.2. During-reading

The stage is focused on the process that the reader has while reading a text. According to Tsai & Shang (2010), the objective is to help students to understand the text, this stage consisted of using different clues to analyze sentences, reread and summarize key information.

Techniques used in the during-reading process are:

- **Scanning**

Scanning is looking for specific information such as examples, statistics, facts, and opinions. According to Magnusson et al., (2018), Scanning is recommended when the objective of reading is to find relevant information quickly in large text.

- **Skimming**

Skimming is looking for the main ideas. According to Sing et al., (2020), Skimming is recommended to discover what the text is about, the reader can achieve this in approximately two minutes by reading the first sentences or the first lines of each paragraph to have general information about the text.

The objective of the during-reading process is helping to reading comprehension through techniques such as scanning and skimming that theses allow the ease of understanding specific ideas or important of long text in a quick way.

1.5.3. Post-reading

The stage is focused on the new process after finishing the reading process. According to Tsai & Shang (2010), post-reading is based on the new knowledge acquired and the activities to be carried out in the moment that the reader finishes reading a text. In addition to that, in accordance with (Wahjudi, 2010), when the reading stage is completed, there is an expectation for students to have new information from the text, this would cause some type of change such as knowing more or feeling differently than before.

Technique used in the post-reading is:

- **Inferring**

Inferring is how students can understand the text with an implicit process or the actions or feelings that the reader has after finishing reading a text. According to (Taimal , 2022), students can have a fundamental role in reading comprehension because they challenge them to read texts and have a critical stance.

The objective of post-reading is that at the end of the reading, students are able to have a critique and develop original criteria according to their previous and acquired learning.

1.6. Methos and Approaches of English as a Foreign Language

Methods and approaches have always helped in the teaching process in the acquisition of a new language, important factors such as the role of the student-teacher, the objectives and characteristics have been decisive in establishing learning.

The following table mentions the most common and important methods and approaches for good development in the proficiency of English as a foreign language.

Table 1
Methods and approaches of English as a foreign language

Method Approach	Characteristics	Objective	Teacher role	Student role	Relation with reading skill
Communicative Language Learning	It explains how oral communication is a natural and effective teaching-learning method in daily life is.	Allow students to express themselves and use communication spontaneously.	Be a facilitator, teachers must create a safe environment with students making mistakes and learning.	Independent learner with a positive and collaborative attitude.	Through the encouragement and transmission of information in oral communication, create greater interest in reading.
Cooperative Language Learning	It focuses on working and promoting interaction between students for a greater contribution of knowledge and information.	Make use of language increase and improve communicative skills and at the same time to develop cooperative learning.	Encourage the participation of all members of each work group and be a guide in the class.	Students must collaborate in group activities, creating an environment where all members participate in the planning.	Boost reading comprehension activities with the objective of solving the answers with more information through collaborative work.

Content-Based Instruction	It focuses on which the teaching is based on the content that the learners will acquire. The teaching learning process is developed in a scaffolded format.	A progressive learning process or also of overlapping topics.	Define the content and objective of the lessons that are adapted to the needs and give students participation for class interaction.	Promoting the English language with participation of ideas, arguments, or doubts in class.	Focus on learning the stages of reading comprehension (pre-reading, during-reading, post reading) and stimulate them with activities about that.
Community Language learning	It is based on the student and the strengthening of creating and environment for the transmission of knowledge what they want to learn.	Help students be more participatory in class and acquire the language through communication.	Be a guide and provide help it is needed, motivate students to be independent.	Participate in class and get other classmates to solve problems, share experiences and knowledge as another learning recourse.	Through the interaction between student and teacher, share skills and information to use them and acquire advantages when reading texts.

Competence-Based Language Teaching	It is focused on the skills and techniques that students can learn to use in real life	Demonstrate that students have mastered with specific tasks and apply them in a real context.	Correct error and give constructive criticism to students according to their needs.	Participate actively in class, exposing the acquired learning and to know the errors made in class.	Focus reading on text topics that are interesting and very useful for daily life with the aim of capturing the attention of readers and a significant learning to put into practice in real situations.
Suggestopedia	Provide an environment where students are relaxed, create interest, motivation to learn and a positive attitude.	Break negative psychological states to accelerate the learning process and improve confidence.	Provide tools to facilitate students learning and develop confidence in their performance of the activities carried out.	Students play a passive role in class through a relaxed and positive environment.	Through suggestopedia, encourage reading practice and create an environment where reading is a pleasant way to learn, generating confidence and acquiring knowledge

Note: This figure shows methods and approaches in details. Source: (Richards & Rodgers, 2014). Taken from (Perugachi, 2022). Adapted by Bryan Castañeda.

1.7. Didactic Material

The use of teaching materials has always helped and has been present in pedagogy to support and facilitate the learning process in students. According with (Morales, 2023), there are tools that allow learning in a more effective, meaningful and accessible way. Didactic materials are very relevant in class because it can be a determining factor when teaching begins to be boring or complex.

Firstly, based on (Urbano & Rodriguez, 2018), the didactic material can serve as a guide to create resources and address different skills, and topics in a more practical way, dynamic and especially meaningful according to the needs of the students.

Secondly, according with (Flores de Frutos, 2014), there is a wide variety of materials to design or adapt based to the topics or objectives of the class between teacher-student. Regarding the materials or tools, they are reading books, work activity sheets-worksheets, flashcards, magazines, dynamic stories, among others. Based on (Urbano & Rodriguez, 2018), these are characterized by presenting information in a textual form in which can also be combined with infographics, this allows the development of varied work, in this case, activities related to reading and reading comprehension.

Nowadays, in the contemporary world, it is essential to use didactic material for the process of teaching based on areas such as technology, education and culture due to the evolution of society and the great competition of knowledge in the workplace.

1.8. Reading as a didactic material

The use of readings in the classroom has been very important in the teaching process for students, because it is a recourse to design didactic material and create more efficient learning since the use of teaching material facilitates the understanding of a class and creates an environment and better interaction between the students and teachers.

According to (Nerba, 2010), the reading task is seen as an opportunity for students to understand reading, besides, it is considered the most effective resource available to the teachers to identify the needs of the students and at the same time a process to help resolve doubts and problems.

The readings open many options for the design of didactic guides such as the use of stories, readings, essays, magazines, among others, which can be adapted to any need, time, or problem for better inclusion in students and the teaching.

1.9. Folk tales a resource to improve reading skill

One of the resources most used by teacher are tales due to their two advantages: firstly, they are an instrument for the transmission of values and knowledge, and secondly, learning in a didactic way (Rosario & Pedro, 2014).

Furthermore, literature in students is an effective resource for the transmission of culture due to the inclusion of knowledge in art, music, history, among others. Based on (Escalante & Caldera, 2008), the importance of literature can be reflected in the affective value that students have towards readings as well as the delight and joy that students have in the literature with popular and cultural reading. By creating an entertaining literary environment, the students are open to creativity and discovery.

In addition to that, the use of folk tales encourages and creates a link between education and popular knowledge through the readings with teaching and learning in schools.

1.10. Kichwa Otavalo Culture

The Kichwa Otavalo culture is located in a valley surrounded by volcanoes and lakes, it is made up of eleven communities two urban: El Jordán, San Luis and nine rural: Eugenio Espejo, Gonzáles Suárez, Miguel Egas Cabezas, San José de Quichinche, San Juan de Ilumán, San Pablo del Lago, San Pedro de Pataquí, San Rafael de la Laguna, Selva Alegre, they are around the city of Otavalo in the province of Imbabura, Ecuador. The indigenous people of Otavalo are known as mindalaes due to according with (Municipio de Otavalo, 2001), in this city there were merchant Indians who were called mindalaes during the 16th century, they did not live in their communities because they were in strategic places for a commercial exchange approach. This determining factor has meant that nowadays there is an evolution in the indigenous people and they stand out in national and international trade.

The culture of the Otavalo indigenous people is mainly characterized by two things, their economy, and their traditions.

On one hand, this culture is the economy that focuses on aspects such as agricultural production, livestock, and most importantly, entrepreneurship and textile production. According to (Maldonado G. , 2004), the Kichwa communities are characterized by having in houses the textile production facility currently with the use of modern machinery and the combination of ancient techniques and instruments.

In addition to that, cultural heritage is focused on aspects such as languages, music, traditional clothing, ancestral and tourist places, food, festivals, laws, stories, among others. According to (Cañamar, 2015), these are short traditional narratives that are transmitted orally, they reflect the different psychological and symbolic representations of popular belief and collective experiences in indigenous culture and that serve to strengthen the tradition.

Finally, the Kichwa Otavalo culture has always been present in past generations, the importance of its conversation and promoting its heritage is essential due to factor like cultural identity allows this type of cultures to be present over the years.

CHAPTER II: METHODOLOGY

This chapter provides a synthesis of the type of research, techniques and instruments, questions about research work and finally the study of participants of the population with their procedure and data analysis of Kichwa Otavalo Culture as a Strategy to Facilitate Reading Comprehension in Senior Students at República del Ecuador High School.

2.1. Type of research

This project employs mixed research. According to (Chaves, 2018), mixed research is the combination of qualitative and quantitative fulfilling five purposes such as triangulation of information, complementarity, initiation, development, and expansion. This method was the most competent due to the variety of advantages that it offers like the analysis numbers and narratives, complementation of weaknesses between both types of research and a great extension of conclusions.

2.1.2. Qualitative Research

In this research, the qualitative method was used. According to (Guerrero, 2016), qualitative research is that which understands and deepens narrative data from the point of view of the participants and the interaction in their social environment, factors such as their spoken or written behavior, experiences, opinions, among others. This method was essential since in the research work technique for instance interviews were used with students, authorities and high-school teachers to obtain information to determine the problem and solution.

2.1.3. Quantitative Research

The quantitative method was used in this research. Based on (Ugalde & Balbastre, 2013), quantitative research allows the collection and analysis of numerical data or tables for the evaluation of a specific population and obtaining conclusions or statements statically. This method was applied due to in the research work, instruments such as surveys for the students were used with the objective of obtaining information, analyzing, and reaching conclusions graphically or statistically.

2.2. Method

The research work was carried out with the use of inductive and deductive methods.

2.2.1. Inductive Method

Based on Andrade et al., (2018), the inductive method is characterized by reaching conclusions from the particular, it is according to the information obtained up to that moment. The research work used this method because it is associated with the application of qualitative research.

2.2.2. Deductive Method

According to (Prieto, 2017), the deductive method focuses on passing on general information or premises to particular facts or conclusions. The research work used this method because it is associated with the application of quantitative research since there was the collection of desired information to generate an analysis and conclusions such as the problem and solution.

2.2.3. Ethnographic method

Based on (Martínez, 2005), the ethnographic method studies cultures, it creates a realistic and faithful image of the group studied to understand current realities, social entities and human perceptions. The research work was supported by this method since one of the most important characteristics of the project is the Kichwa-Otavalo culture as a strategy to facilitate reading comprehension.

2.3. Techniques and instruments

In the research work, the interview was used as a technique for the authorities and the teacher in addition to that, the survey was used as an instrument for students at Unidad Educativa “República del Ecuador”.

2.3.1. Interview

The interview technique was essential in the project to begin the qualitative research. According to (López & Deslauriers, 2011), the interview allows for interrelation, communication, reporting, expressed reflection and inquiry with the purpose of collecting information from the person interviewed. The interview was applied to the high-school vice

principal, coordinator and teacher of the English area about the identification of needs of students to help to develop the learning of reading comprehension skills in the English language as well as their teaching methods and teaching materials.

2.3.2. Survey

The survey as an instrument was fundamental to begin quantitative research. Based on (Hernández & Avila, 2020), the instruments allow the collection of data and create an environment in which the information acquired serves for the analysis and measurement of data to solve questions. The surveys were applied to the students at Unidad Educativa “República del Ecuador” with the purpose of investigate if the students obtain good results if they learn reading comprehension skills of the English language with resources based on the Kichwa Otavalo culture.

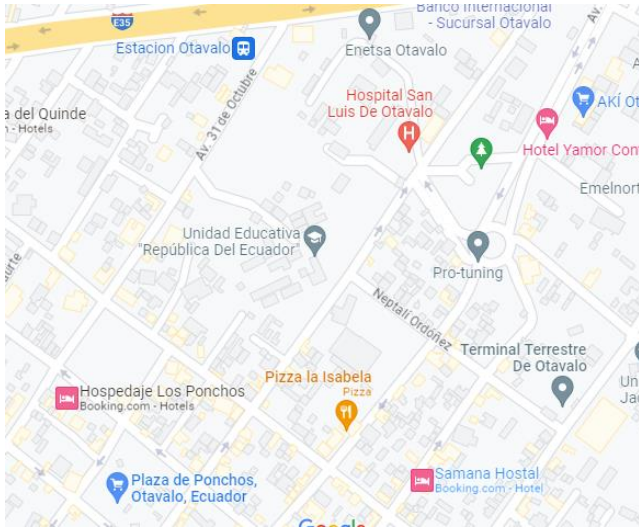
2.4. Research Questions

- What are the difficulties in students in developing the reading comprehension skill?
- How can didactic resources based on the Kichwa Otavalo culture facilitate reading comprehension?

2.5. Study Site

For this investigation, Unidad Educativa “República del Ecuador” was chosen with code AMIE: 10H00398, it is located in Ecuador, in the province of Imbabura, Otavalo on Sucre and Neptalí Ordoñez streets. It is a public institution with the school system of the Sierra region, the face-to-face modality it has different sessions: morning and vespertine.

Figure 3
 "República del Ecuador" High-School, Google Maps



Note: “República del Ecuador” High-School, Google Maps. Retrieved October 18-10-2023.

2.6. Population and Sampling

This research has a population that includes the technical senior students at “República del Ecuador” High School, academic period, 2022-2023. This group was divided into two parallels “A” accounting and “B” Computer Science, with 39 and 37 students respectively, in addition to that, the principal, coordinator of English area and teacher of both parallels of the High-school. The sample was not applied due to the population is less than 100 people.

Table 2
 República del Ecuador" High-School Population

Sector	Educational Institution	Parallel “A” and “B”	English Coordinator	English Teacher	Principal of the High-school	Total
Urban	“República del Ecuador”	76	1	1	1	79

Note: Researcher elaboration.

2.7. Procedure

For the development of this project, a theoretical foundation was carried out covering the bases of all the topics. The first step was to create the research instruments, the interview for the principal, teacher of English area and teacher of selected parallels and the survey was for the students from the chosen population of the high-school. The questions of the instruments were asked with the purpose of solving the problem, which in this case was, how didactic resources based on the Kichwa Otavalo culture can help to facilitate the reading comprehension skill. The instruments were approved by an expert English Teacher (See annex 1). In addition to that, Técnica del Norte University requested a letter of commitment to contact the rector of the high-school to carry out the research project (See annex 2), after that, there was an acceptance to carry out the project and apply the instruments for the vice principal, teacher of English area and teacher of selected parallels (See annex 3).

Consequently, the researcher went to the “República del Ecuador” High-school to apply the instruments, first, the interview was applied to the vice principal which lasted 10 minutes, second it was applied to the teacher of English area in 20 minutes and finally to the teacher in 20 minutes (See annex 4) besides that, the researcher applied the survey to the technical senior students face to face, before doing so, the consent letter was shared with them and there was a translation and guide from the researcher to solve the survey.

In addition to that, two methods were used to collect data, qualitative for the interview and quantitative for the survey. All this data was used to carry out an analysis and to create the proposal for this research project.

Finally, the researcher requested to the high-school to socialize the proposal to the teacher of the selected parallels, after that, the socialization was delivered and executed (See annex 5).

CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter shows the results acquired in the application of instruments in the chosen population. This project has 2 instruments.

The first was an interview with the Institution's vice-principal in which topics such as the level of English in the students according to the Ministry of Education and about of didactic resources to facilitate the English language, and then, another interview was applied to the teacher of English are with topics related to culture, reading comprehension and the possibility of obtaining a didactic guide for students, finally, a third interview was applied to the teacher of the parallels of the established population in which questions were asked about their teaching methods on reading skills, on culture and in the same way on the possibility of having a didactic guide for students.

The second type of instrument used was the survey for the students of the 2 parallels selected as a population in which questions were asked about the importance of the English language, reading ability, their own culture and the teaching of a foreign language and about the proposal to obtain a didactic guide.

3.1. Qualitative interpretation of interviews

3.1.1. Vice-principal interview

1. According to the Ministry of Education in English, students must finish school with a B1 level. What do you think are the difficulties for students to reach the desired level?

We can see that in Ecuador does not have places and institutions in good conditions to practice the language and also the ministry of education only has plan 2 or 3 hours per week, for me it is a big problem, also we have parents at home are not able to support the language, they do not have any interest in their children learning.

2. Does the high school have the necessary resources for teaching the English language?

Public schools are provided with a digital book in which that is not enough in order to acquire a foreign language in this case teachers do not have materials in order to apply with the students, in some cases students have to take copies of the activities so that teacher and student can develop it.

3. Do you think that acquiring a second language is indispensable nowadays?

Acquiring a second language is very important around the world but in our country, I think that people do not give importance to learning of a second language maybe because they do not need to use the language in the society but in some cases some people travel to other countries and it is important to acquire English to communicate.

4. Do you believe that the students in this institution know about the Kichwa Otavalo culture?

People in our country are not informed about specific aspects of the Kichwa Otavalo culture but I think that people have an idea of the background of this culture, because we have with an interchange of real things of culture for example, we can see how they practice their parties, also traditional food but we do not have specific information because people do not research about it.

5. Would you be willing to let resources based on Kichwa Otavalo be applied in English classes to help with the development of reading comprehension in the English language?

Yes because, I consider that having resources based on Kichwa Otavalo focused in support the reading comprehension skill in the English language is very important and good because students need to know more information on details like their own culture because Ecuador is pluricultural, also, students who know the Kichwa language can become familiar with another language, another phonology or pronunciation and other general aspects.

3.1.2. Vice-principal interview interpretation and analysis

According to the Vice principal of “República del Ecuador” High-school, there is a deficit in the level of English in students according to the standards of the Ministry of Education due to factors such as the 2 or 3 hours education plan in the English subject, in addition to that, the fact the resources for teaching are not enough and the students have adopted for alternatives like making copies to develop the class, the vice principal also emphasized that the students do not care about acquisition of English as a second language but that it is very important in factors for instance travel stage and its essential communication, furthermore, the students have knowledge of general and basic knowledge of their own culture due to there has not been an investigation on their part to know details of culture and finally, she expressed her positivity on the resources of the Otavalo-Kichwa culture to facilitate reading comprehension in students and also a technique to promote culture.

3.1.3. English area coordinator teacher interview

1. According to the Ministry of Education, students must reach the B1 level at the end of the high school. Do you think that the students achieve the expected level?

I think that the high schools do not reach the level but in our case in “República del Ecuador” we use books however, that were in 2008 and it was a problem because these books are old and we need to innovate, even though, the different circumstances they are not adapted to the B1 level because students do not have enough hours due to, they only have 3 hours per week and I think that it is important to achieve the skills.

2. Do you consider that the high school have necessary resources for teaching the English language?

In this case for teaching English, we only have the teachers and some books, we do not have labs, or any kind of materials it depends of the teacher if they bring resources, videos or they can use visual materials, but I also think that teachers could make materials which are better for the students. I think that would be perfect.

3. Do you believe that is important for students to know about the Kichwa Otavalo culture?

Absolutely because in our city in Otavalo it is important because we have a lot of stories so when people come here, they would like to know about the culture, the food and how the city is going to be open to foreign people, I also think that is important to know about it to transmit culture to foreign people.

4. Do you think that is possible to teach the English language through the use of resources based on the own Kichwa Otavalo culture?

I think it is a really good way to approach to the culture in Ecuador in Otavalo and also to share that experience with other people from other countries and also it would be a good idea for students to have a good knowledge of our culture and when they are on the streets of the city, they can help recommend visiting any part of the city.

5. Would you agree on using resources based on the Kichwa Otavalo culture in English classes to develop reading comprehension?

I think that could be a really good idea because during the school year we have some projects and we can use that kind of resources of readings to make knowledge of culture in English classes and I also think that students can practice reading and learn new vocabulary and that they create new things like blogs on the internet and write things about the culture learned.

3.1.4. English area coordinator teacher interview interpretation and analysis

Based on English area coordinator of English of “República del Ecuador” high-school, students do not reach the level desired by the Ministry of Education because teachers continue working with old curricular, specifically with a curricular from 2008 and its study plan of 3 hours per week of English, also, she considers that the sources in the school are nor enough and they have had to adapt it, the teachers can bring and create material for the students. In addition, the area coordinator mentions that knowing cultural aspects is very important and it is a good idea to implement these factors in English classroom because the Otavalo city is characterized by its heritage and a good way to promote the own culture.

3.1.5. Class teacher interview

1. According to the Ministry of Education, the required level for students who finish high school is B1. Do you think students can reach that level?

It is an interesting questions because, these days the Ministry of Education has reduced English hours and just we have 3 hours before, we had 5 hours class during the week it means that the students are not in contact with English language and so and mi opinion I think that is complicated that students get the B1 level also, there are different factor that can affect the English language development in class like the number students in class, we have a lot of students here, roughly 43 or 45 students per class besides, students do not have the same level, there is a very poor level so this is a barrier that effects the English language learning and to me it is possible to get B1 level but is very hard in these days

2. Do you think that high school has the resources to develop and improve reading comprehension skills in English language?

I think that teachers have resources like internet where we can find material from United Kingdom, the United States but at school there are not enough resources so we bring them for the students for example, copies, worksheets.

3. What strategies do you use for students to develop reading comprehension?

One of the skills used for reading is the resources that we bring to the students such as reading books or short stories sometimes these readings are from the book of the Ministry of Education and these readings are help with their vocabulary and the reading comprehension, also I practice with students the reading aloud so that students are not ashamed to read.

4. Do you think that students are aware of the importance of their own Kichwa Otavalo culture?

I think so, most of the students here are indigenous so they know the culture, traditions, customs and I think that for the most part of indigenous people it is important but for some it is not important because there is no promotion of culture, culture is lost even though I think that and there is an exchange of cultures all the time between indigenous and mestizos.

5. Do you think that combining resources based on the Kichwa Otavalo culture for teaching English obtain good results?

I think so, when we read something that is familiar to us is good for students and for everybody because readings related traditional histories, vocabulary, really things it helps to memorize and improve English language because they learn something that is familiar to the students, when we learn something different parts of the world, we learn but it is not a reality however, when we have something close to us is much better to learn.

6. Would you like to have a didactic guide based on the Kichwa culture with activities to help to develop the reading comprehension in the English language?

It is a good idea because we need material, we need a guide, we need everything to improve reading comprehension in students so, if it is possible to get maybe some readings familiar to us, in my opinion I think it is a good idea learn English with these materials.

3.1.6. Class teacher interview interpretation and analysis

Based on the class teacher mentions that the students do not reach the desired level based on the Ministry of Education because the study plan has been reduced to 3 hours and for that reason the students cannot be in contact with the English language also, he mentions that the resources are not enough at high-school and there is a need for teachers to make their material. He considers that students know about Kichwa-Otavalo culture because the majority of students

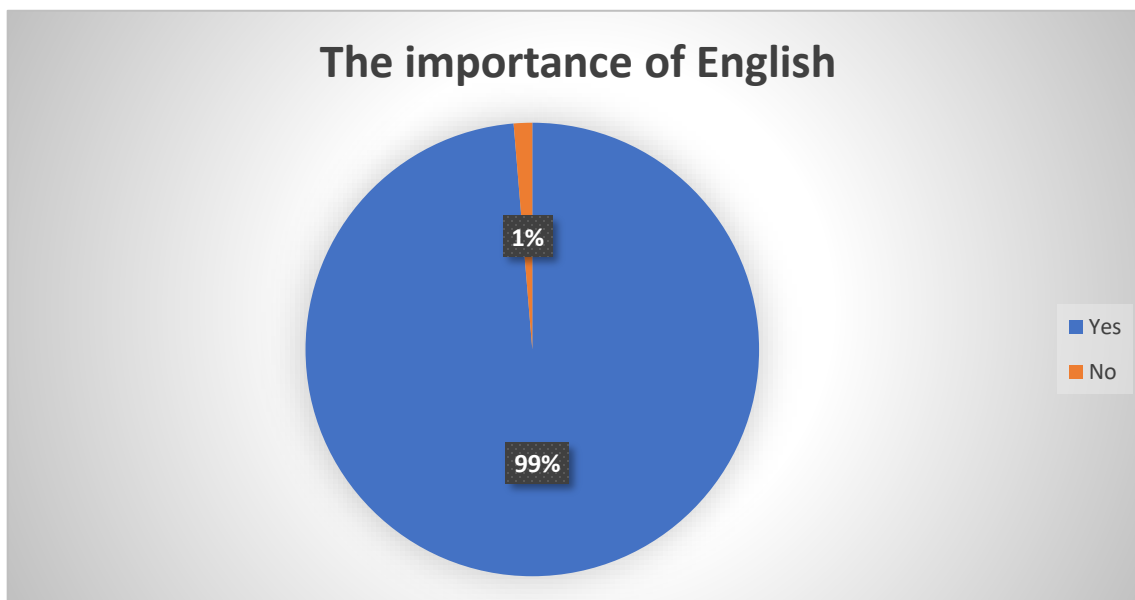
are indigenous furthermore, the expression of positivism in obtaining a didactic guide in which combining resources based on the Kichwa culture to facilitate reading comprehension is an excellent idea because it is easier to learn with topics or material that students know or these are familiar than with topics from other places in the world that they have never seen or that they will never see.

3.2. Quantitative interpretations of surveys from students

3.2.1. Results of surveys

Question 1. Do you consider that English is important to you?

Figure 4
The importance of English

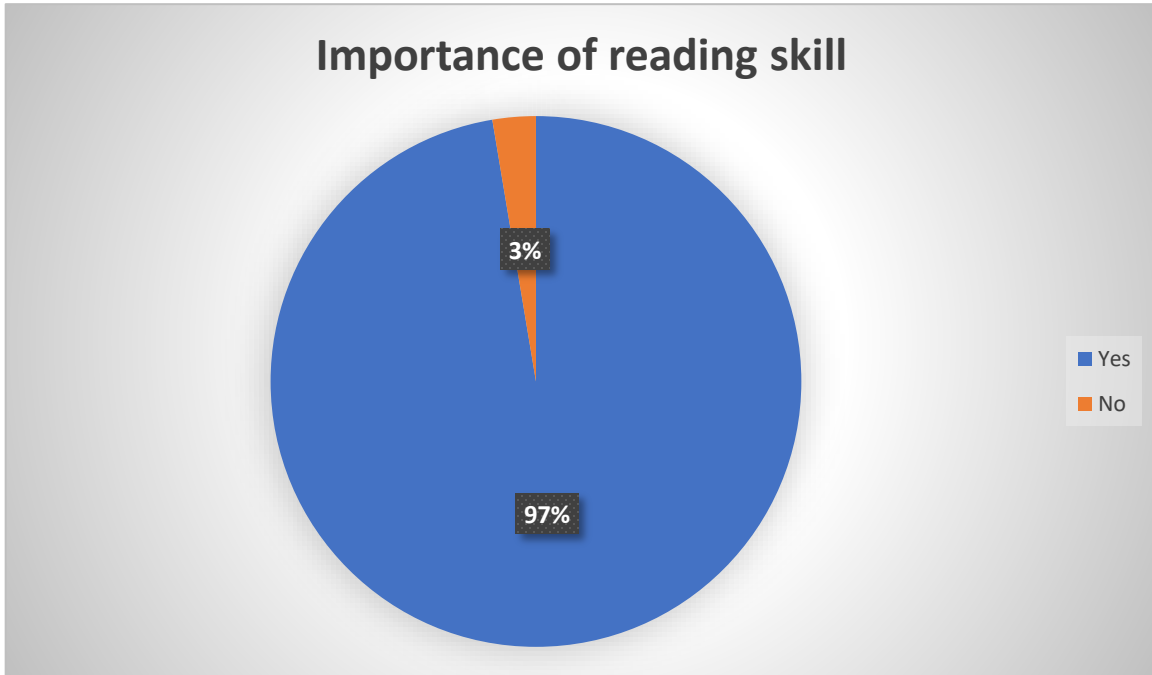


Note: Researcher elaboration. Source: students survey 2023.

This figure shows the percentage of students who consider English to be important. It can be seen that 99% of students think that English is important and only 1% think the opposite. In conclusion, there is an almost perfect percentage for the importance of English.

Question 2. Do you think reading skill is useful in English language?

Figure 5
Importance of reading



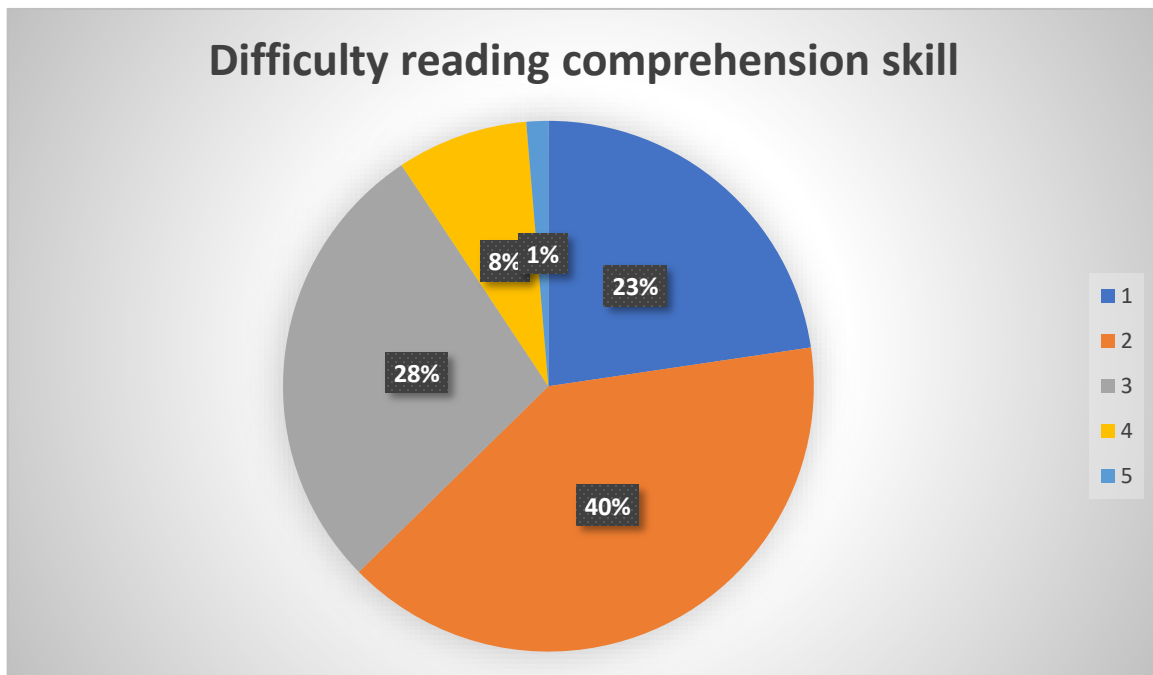
Note: Researcher elaboration. Source: students survey 2023.

This figure shows the percentage of students who consider reading to be important. It can be seen that 97% of students think that reading skill is important, while 3% think that this skill is not important. In conclusion, only a small part of those surveyed consider skill not important.

Question 3. On a scale from 1 to 5. Where 5 is a lot. Scale 5 represents a perfect domain, and the 1 scale represents a very low domain.

When you are reading any book, story, magazine in English language, can you understand them?

Figure 6
Difficulty reading comprehension skill



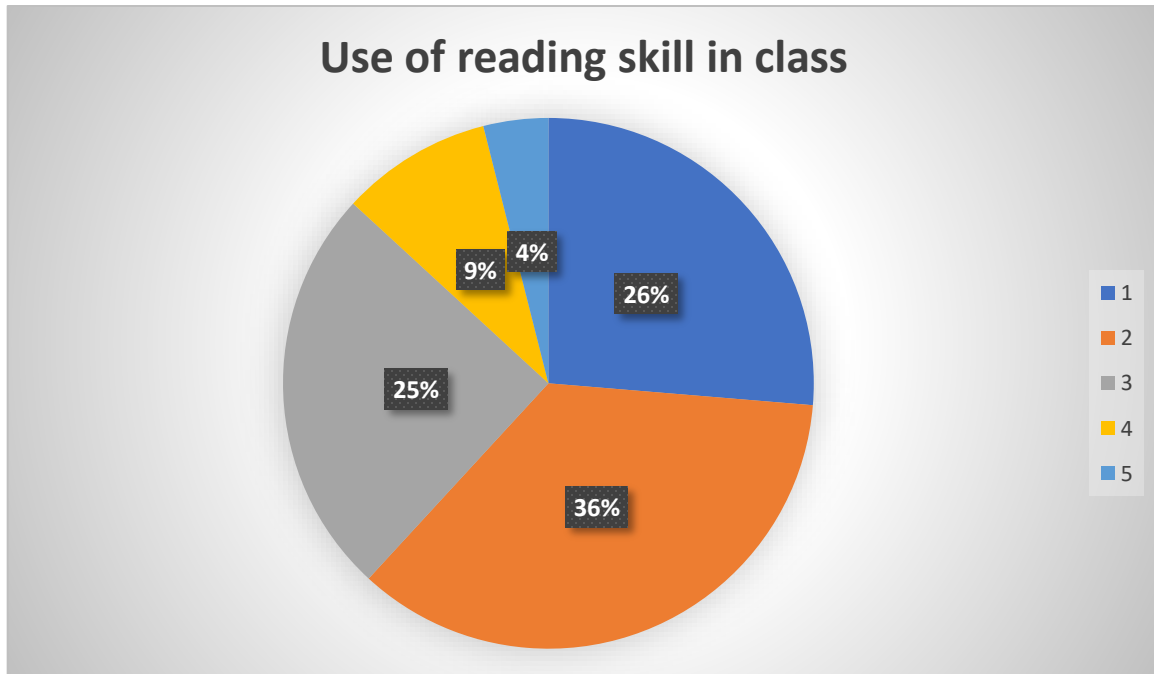
Note: Researcher elaboration. Source: students survey 2023.

This figure shows on a scale from 1 to 5, where 5 is a lot, the difficulty for understanding of readings in English. It can be seen that 40% and 23% of the students chose scales 2 and 1 respectively which means that they understand the reading very little, 28% chose a scale of 3 which represents an intermediate level, while 1% and 8% are the highest scales which means that very few students can easily understand the readings. In conclusion, the most of students cannot easily understand reading, with only 1% of students having good reading comprehension skill.

Question 4. On a scale from 1 to 5. Where 5 is a lot. Scale 5 represents the always use of the reading skill, scale 1 represents the rarely use of this skill.

How often do you use the reading skill in English language?

Figure 7
Use of reading skills in class



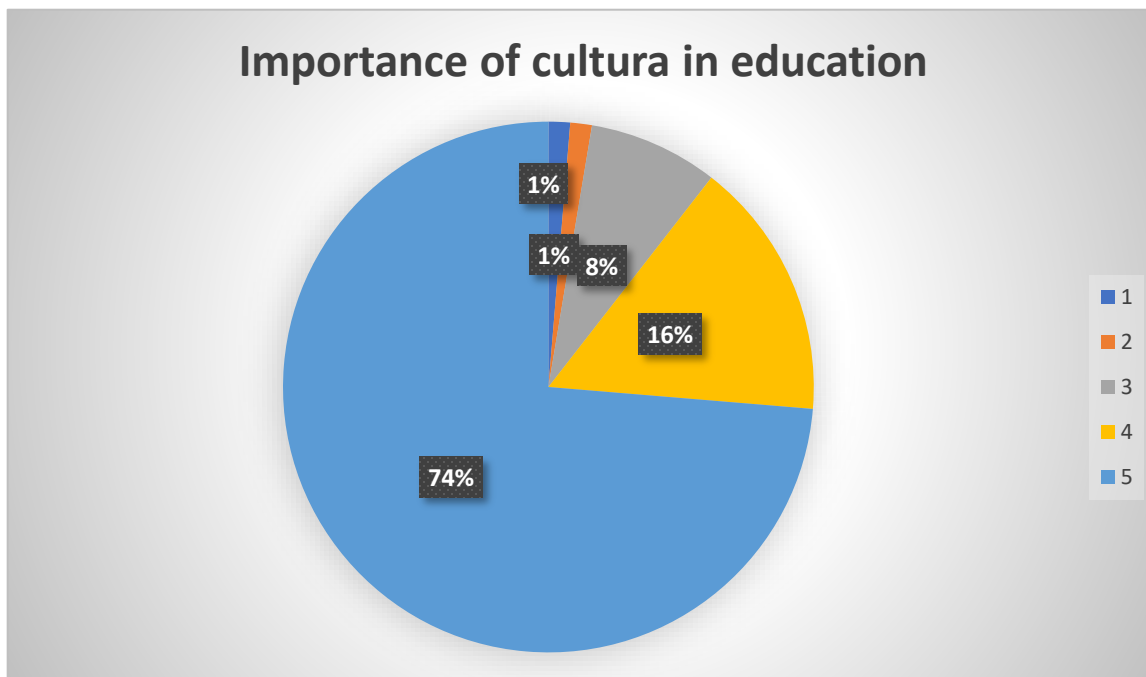
Note: Researcher elaboration. Source: students survey 2023.

This figure shows, on a scale from 1 to 5, where 5 is a lot, the use of the reading skill in class. It can be seen that 36% and 26% of students consider that the reading skill is rarely used in the classroom, 25% consider that this skill is used sometimes, while 9% and 4% think that the reading skill is used frequently. In conclusion, according to the surveyed, it can be mentioned that the reading skill is not often.

Question 5. On a scale from 1 to 5. Where 5 is a lot. Scale 5 represents the total importance of the culture and scale 1 represents the indifference of the importance of culture.

Do you consider that your own culture is important in the education?

Figure 8
Importance of Culture in education

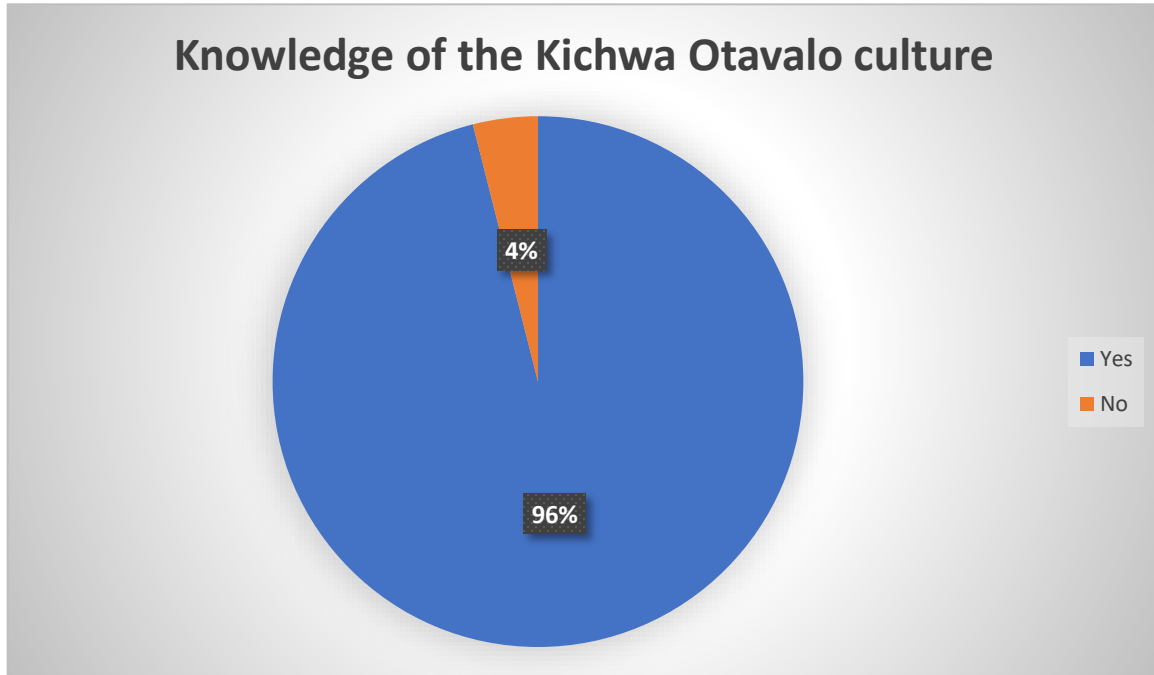


Note: Researcher elaboration. Source: students survey 2023.

This figure shows on a scale of 1 to 5, where 5 is a lot, the importance of culture in education. On the one hand, it can be seen that 74% and 16% of the students chose scales 5 and 4 respectively, which means that for them culture in education is very important, on the other hand, the percentages of 1% and 8% belong to the very low scales that consider the opposite. In conclusion, most students mention that culture important in education.

Question 6. Do you know in general terms about Kichwa Otavalo culture?

Figure 9
Knowledge of the Kichwa Otavalo culture

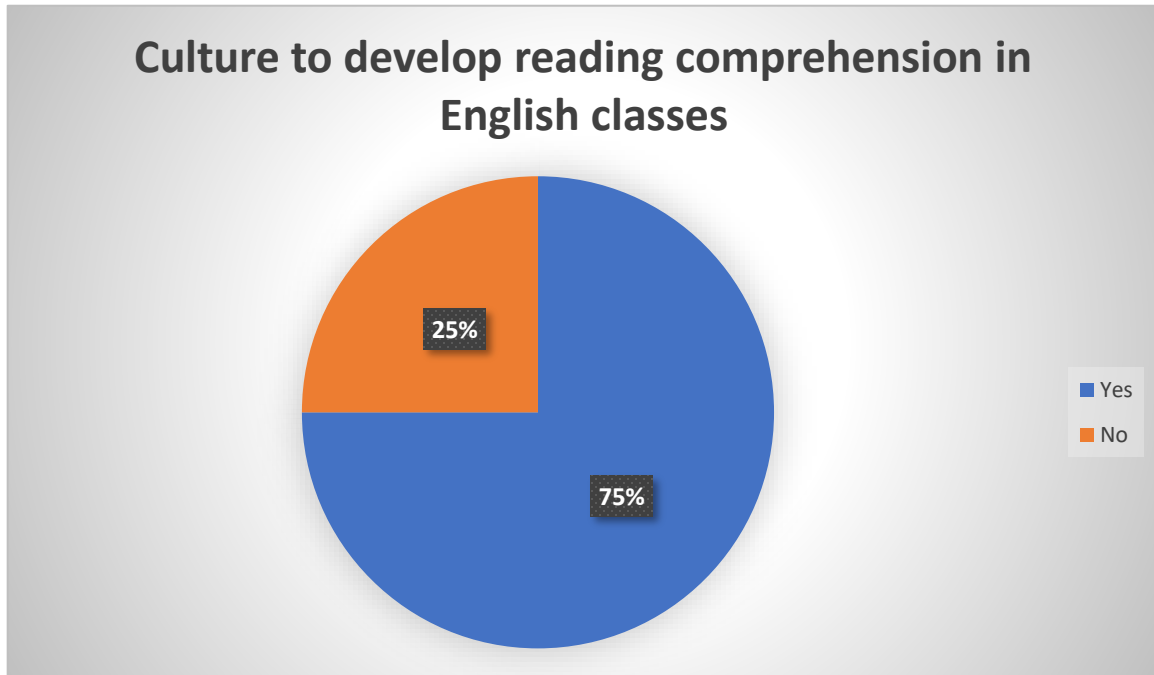


Note: Researcher elaboration. Source: students survey 2023.

This figure shows the percentage of students who know the Kichwa Otavalo culture in general terms. It can be seen that 96% of students know the mentioned culture however, 4% think the opposite. In conclusion, the majority of surveyed know this culture is a very important factor in the research project because while the students know more about the Kichwa-Otavalo culture, it is easier and more efficient to reach the objective of the project proposal since it is to facilitate reading comprehension with topics that the students are familiar, in this case, the Kichwa culture.

Question 7. Do you think that combining your own culture with English as a foreign language is a good option to develop the reading comprehension skills?

Figure 10
Culture to develop reading comprehension in English classes

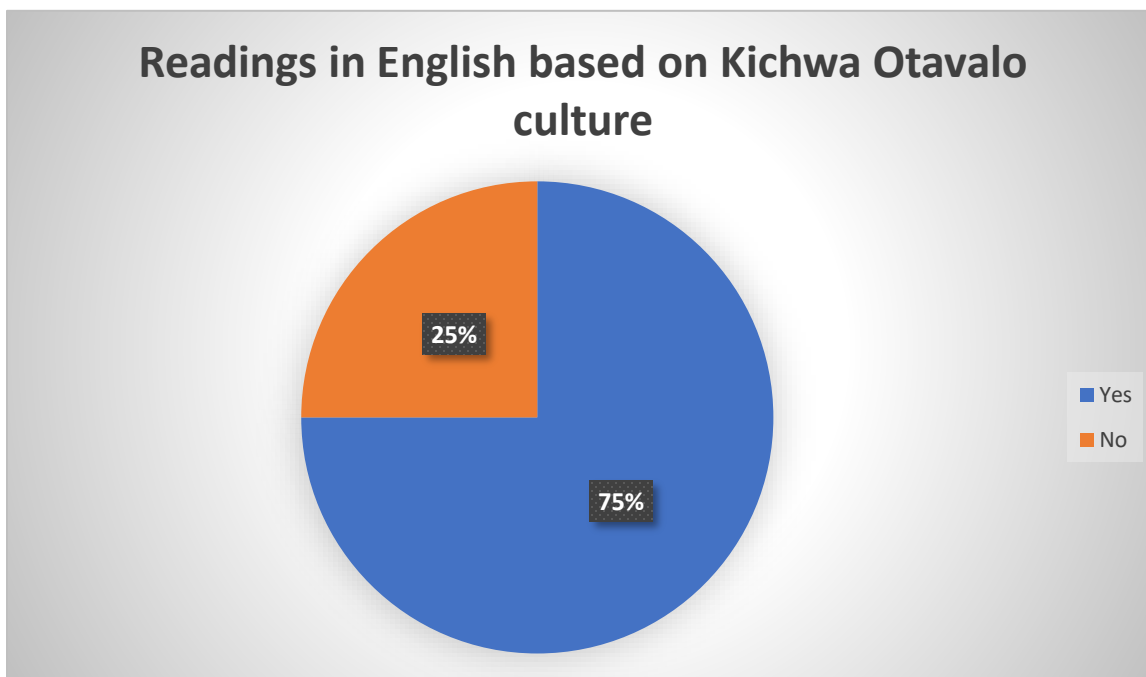


Note: Researcher elaboration. Source: students survey 2023.

This figure shows the percentage of students who think that combining their own culture to develop the reading comprehension skill is a good idea. On the one hand, it can be seen that 75% of students are in favor of this idea, on the other hand, 25% express the negative of this. In conclusion, there are 3 times more students who think it is a good idea to combine culture in English class to develop reading comprehension.

Question 8. Do you think that it would be easier for you understand reading in English language based on the Kichwa Otavalo culture?

Figure 11
Readings in English based on Kichwa Otavalo culture

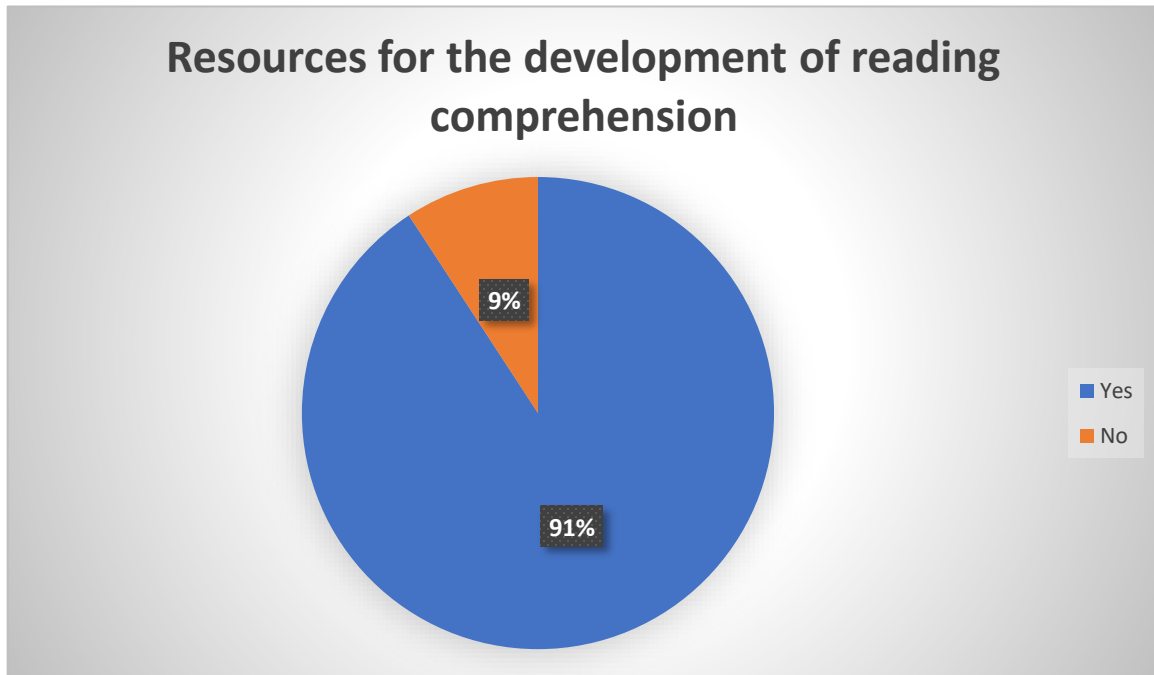


Note: Researcher elaboration. Source: students survey 2023.

This figure shows the percentage of students who consider that readings based on the Kichwa Otavalo culture can facilitate reading comprehension in the English language. It can be seen that 75% of the students believe that reading based on the Kichwa culture can help facilitate reading comprehension in English classes, whereas 25% think that these readings would not help facilitate reading comprehension skill. In conclusion, there are 3 times more students who express an effective response than students who do not, these data facilitate the proposal of the research project.

Question 9. Would you like to have readings in English language based on the Kichwa Otavalo culture for the development of your reading comprehension?

Figure 12
Resources for the development of reading comprehension



Note: Researcher elaboration. Source: students survey 2023.

This figure shows the percentage of students who would like to have reading based on the Kichwa Otavalo culture to facilitate reading comprehension. It can be seen that 91% express a positive response to this idea, however, there are 9% that express negativity. In conclusion, most students would like to have readings based on the Kichwa Otavalo culture to facilitate reading comprehension in the English language.

3.2.2. Student's survey summary

The result of the survey applied to senior students of "República del Ecuador" High-school shows relevant information about reading comprehension skill. The first question was about the importance of English, the result was that 99% of students consider English to be important. The second question was about the importance of the reading skill, 97% think that this skill is important in English. The third question was about the difficulty in understanding reading in English in students, 91% consider that their level of reading comprehension is very low. The fourth question was about the use of the reading skill in the classroom, the result was that 87% of the students believe that the reading skill is very little or only sometimes. The fifth

question was about the importance of culture in education, 74% considered a completely positive response to the importance of culture. The sixth question was about knowledge of the Kichwa Otavalo culture, the result was that 96% of the students responded effectively. The seventh question was to find out if students think it is a good idea to combine culture to develop reading comprehension, it was observed that 75% of the responses were positive. The eighth question was about if the students would consider easier to understand the readings in English based on the Kichwa Otavalo culture, as a result, 75% of responses were yes. Finally, the ninth question was about if students would like to have readings based on the Kichwa Otavalo culture to develop reading comprehension, 91% of the surveyed had a positive answer.

3.2.3. Discussion

Based on the interview with the vice principal, coordinator of English area, teacher and the survey of the senior students at “República del Ecuador” High school, they provided important data for the research project, positive factors were observed such as that the students know the importance of English and culture, however, there are also negative factor such as the little use of reading skills and consequently the low level of reading comprehension in the English language.

According to (Peñaranda, 2016), the reading comprehension skill is inherent in the training of the student, the development of this skill depends on the correct use of didactic, methodology, pedagogy and the curriculum. These components have been observed based on the instruments applied, the premises were that there are not enough resources for teaching the English language, there is little use of the reading skill by teachers and in the plan of the Ministry of Education there was a decrease in hour in the English subject.

In addition to that, (Arana, 2013) mentions, the importance of including culture in English classes favors the acquisition of new information, as well as reflection, diversity and cultural interaction. These qualities open the process of imagination and creativity in students, the inclusion between culture and the teaching of English plays a role in the importance of obtaining new knowledge and expanding sociology.

Despite that, focusing on all the data analyzed in the survey, interview and encompassing all these factors, it is essential to design a teaching guide based on the Kichwa Otavalo culture with the purpose of helping to develop and facilitate reading comprehension in senior students.

CHAPTER IV: PROPOSAL

4.1. Introduction

The present proposal consists of designing a didactic guide to facilitate of reading comprehension skill through the reading based on the Kichwa Otavalo culture in senior students at “República del Ecuador” high school, according to the conclusions of the application of instruments, the proposal consists of helping to develop a better way reading comprehension with familiar topics in readings which are easier to understand and learn for the students. In addition to that, this didactic guide will be a help in the English teaching process and mainly focused on reading comprehension.

4.2. Topic of the proposal

Readings based on the Kichwa Otavalo culture to facilitate reading comprehension skill.

4.3. Presentation of guide

General Objective

- Design a didactic guide based on Kichwa Otavalo culture to facilitate reading comprehension in senior students at “República del Ecuador” high school, Academic Period 2022-2023.

Specific Objectives

- Promote students to know more about their own culture, the Kichwa-Otavalo culture.
- Facilitate reading comprehension through a didactic guide based on cultural knowledge.

4.4. Contribution

This proposal contributes to developing and facilitate the reading comprehension skill in senior students at “República del Ecuador” high school with readings based on the Kichwa Otavalo culture.

DIDACTIC GUIDE

Reading based on the Kichwa Otavalo culture to facilitate reading comprehension skill

INDEX:

READINGS:

1. Traditional Food in Otavalo City

Lesson: Pre- reading, During- reading, Post- reading

2. Traditional Clothing of indigenous Kichwa people in Otavalo

Lesson: Pre- reading, During- reading, Post- reading

3. Otavalo, a place with music

Lesson: Pre- reading, During- reading, Post- reading

4. Tourist Communities in a magic city, Otavalo

Lesson: Pre- reading, During- reading, Post- reading

5. Pawkar Raymi

Lesson: Pre- reading, During- reading, Post- reading

6. Infi Raymi

Lesson: Pre- reading, During- reading, Post- reading

Authors:

Bryan Andrés Castañeda Yamberla

ROLE OF THE TEACHER, STUDENT AND DIDACTIC GUIDE.

ROLE OF TEACHER:

The teacher is a guide and facilitator to apply different methods and approaches and promote culture and the teaching of the English language in a didactic way.



ROLE OF STUDENT:

The student is an active person in the process to acquire new knowledge.



ROLE OF THE DIDACTIC GUIDE:

The didactic guide is an instrument of help and complementation for the teacher and student and a fun and playful way of teaching.



¡HERE WE GOOOOOOOO!

TRADITIONAL FOOD IN OTAVALO CITY

In Ecuador, the city of Otavalo is well known for all the cultural aspects and customs that can be found. The Otavalo market is one of the most impressive because it focuses on the process of buying and selling products harvested by the indigenous people and a place to eat traditional food. There is a great gastronomy that this city provides however, there are 2 very popular dishes in the city:

Yamor is a very traditional dish from Otavalo consumed in the month of September, it is accompanied with some products such as potatoes made tortillas, roasted, pork (fritada), mote, the main and important drink is chicha composed of 7 varieties of corn, which are products originating and produced in the city.



Colada morada with guagua de pan, this food is very symbolic since it is also a tradition on the Day of the Dead celebrated on November 2. On the one hand, the colada morada represents a reflection of nature, bringing back life on earth, and, the life of loved ones, it is prepared with dried spices, cinnamon, izhpingo, sweet pepper, cloves, cornstarch, purple flour, mortiño and other fruits, On the other hand, the guagua de pan represents a shrouded dead person.

In conclusion, Otavalo has a great variety of primary products and an enormous gastronomic tradition in which several dishes are consumed and prepared in different months of the year, each product, each food has a meaning in the Kichwa Otavalo culture due to a mix and cultural heritage of mestizos and indigenous people.

Pre-Reading

Warm-Up Activity

Teachers give prior knowledge to the students about typical food after that, ask questions about typical dishes in Otavalo and if students like them.

Prediction

1. List typical dishes that you know from Otavalo city.

-
-
-

Using the Simple present tense, answer the following question.

Grammar: Simple Present-Structure

Subject	Verb in present	Complement
I	Any verb in present	Ideas used to complete the sentences
You		
He		
She		
It (things, animals)		
We		
They		

Example:

I use the cellphone in the English class.

Note: When you combine 2 verbs you need to put **(to)** in the middle of the verbs with the purpose to separate them. The word (to) does not mean anything, it only used to separate verbs, in other words, it is rule of English.

I want to become a professional.

2. Of the typical dishes that you listed in the questions 1, pick one and write if you like to eat it, yes or no and why?

I like to eat (typical dish)because I.....

I do not like to eat (typical dish)because I.....

During-Reading

3. Circle the correct answers.

a. How many typical dishes does the traditional food in Otavalo city reading mention?

- 1
- 2
- 3

b. What is one of the most impressive things mentioned in the reading?

- Market
- Touristic places
- Indigenous people

c. What typical dish is eaten in the month of November?

- Colada morada with guagas of bread
- Yamor
- Hornado

d. The typical Yamor dish has ingredients such as:

- Potatoes, chicha, sweet paper, purple flour
- Potatoes, chicha, corn, pork meat
- Potatoes, chicha, corn pork meat, dried spices.

4. Draw your favorite typical dish with the ingredients mentioned in the reading.

My favorite typical dish is:

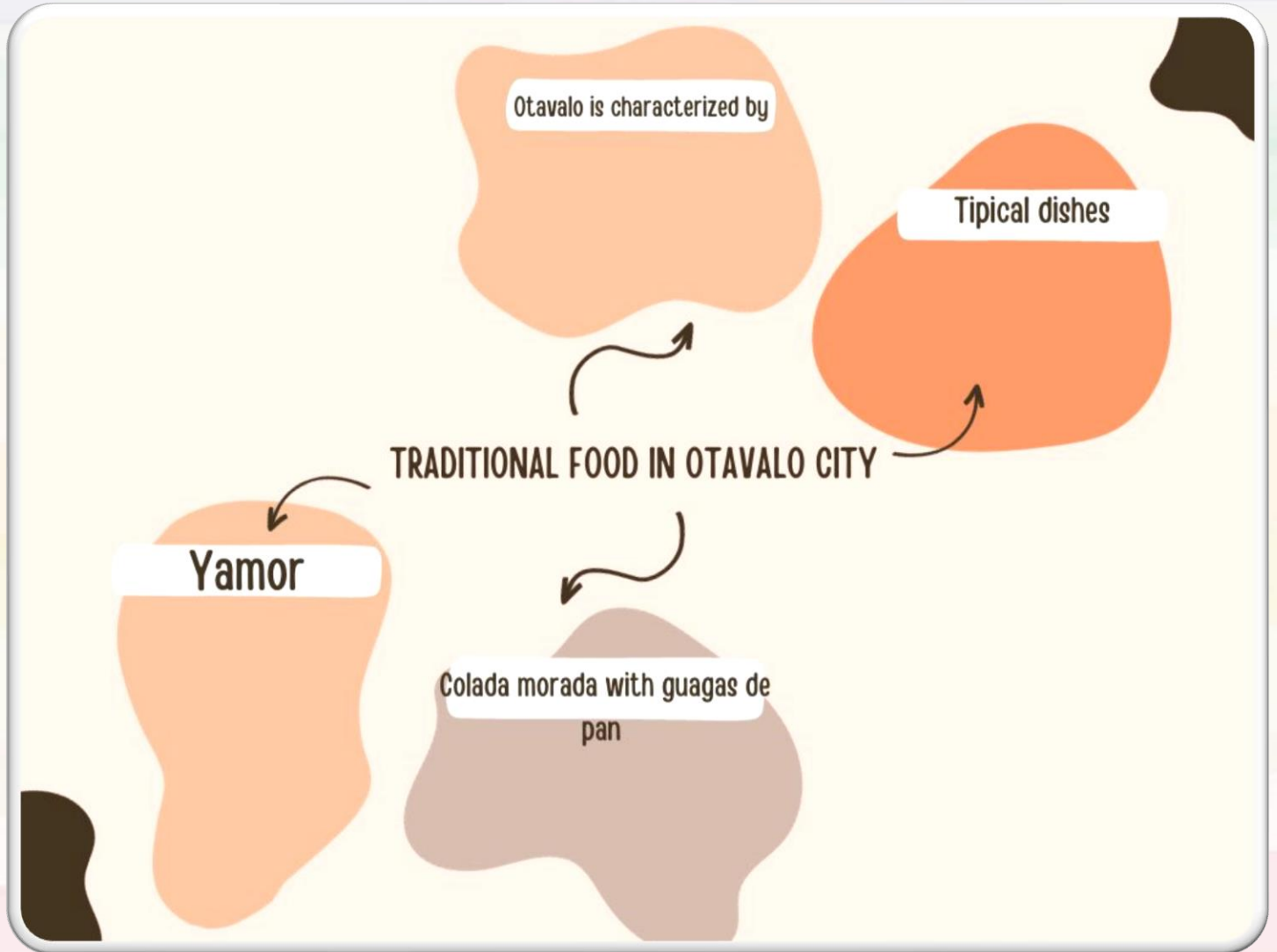
Post-Reading

Discussion

5. Work with a partner and answer the following questions and present in class.
 - a. Did you like the reading, yes or no and why?

 - b. Would you like to eat any of these typical dishes, yes or no and why?

6. Complete with useful information the following table.



Traditional clothing of indigenous Kichwa people in Otavalo

A city in the Andes region has been always characterized by its traditions and customs, Otavalo is full of qualities from the oldest places to sacred rituals, in addition to that, the indigenous people also reflect the culture through of the unique and striking clothing that is easily recognized in any part of Ecuador because the Kichwa Otavalo are known as mindalae people and for that reason they have also been present in any part of the world carrying the Otavalo tradition of women and men with their clothing

Firstly, the clothing of men is very distinctive because they wear blue ponchos or in some cases the older men wear lead ponchos that years ago this was often used, also white cashmere pants, white shirt, sandals with a rope called alpargates, felt hats and one of the most important attributes of Kichwa Otavalo men is their braid, in the Kichwa language it is known as “shimba” this can be as long as reaching the waist.

Secondly, the clothing of women is very special due to the enormous amount of accessories that they can use however, the most important are the jewelry on the neck that can be made of gold and is known as walkas, red coral like bracelets, white blouses usually embroidered with flowers, black ankle lengths skirts called anacos, to support these skirts they use fajas which are woven bands that are used at the waist and in the same case of men, women wear sandals with rope.

In brief, Otavalo can have a tradition from anywhere that is observed as typical celebrations to the people of the city they proudly represent their culture with their traditional clothing which is very important symbol in the Kichwa Otavalo culture transmitted from generation to generation through of actions that can be touched or seen and by the transmission of knowledge orally.



Pre-Reading

Warm-Up Activity

The teacher begins to talk to the students about the clothing of indigenous men and women of Otavalo and with the help of the indigenous students in the classroom who wear this traditional clothing.

Prediction.

1. Find 7 pieces of clothing from the Kichwa Otavalo

- Blouses, braid, sandals with rope, wove bands, bracelets, hat, skirt.

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

2. With the items of clothing found in activity 1, classify which ones are to men and women.

Women	Men
•	•
•	•
•	•
•	•
•	•

During-Reading

3. While reading the text, circle a **T** if the statement is true and an **F** if it is false.

Statements	Answer	
The Kichwa Otavalo are not known as mindalae people and have also been present carrying their traditions with clothes.	T	F
Clothing for men is very distinctive and striking because they have many decorations and accessories.	T	F
Clothing for women is special because they have many accessories.	T	F
Traditional clothing is an important symbol in the Kichwa Otavalo culture transmitted from generation to generation.	T	F
The clothing of the indigenous people in Otavalo is not easily recognized by people from other places because it is boring clothing.	T	F

4. Traditional clothing of indigenous in Otavalo

a. According to the reading, write what clothing men wear in the Kichwa Otavalo culture.

b. Write what clothing women wear in the Kichwa Otavalo Culture

Post-Reading

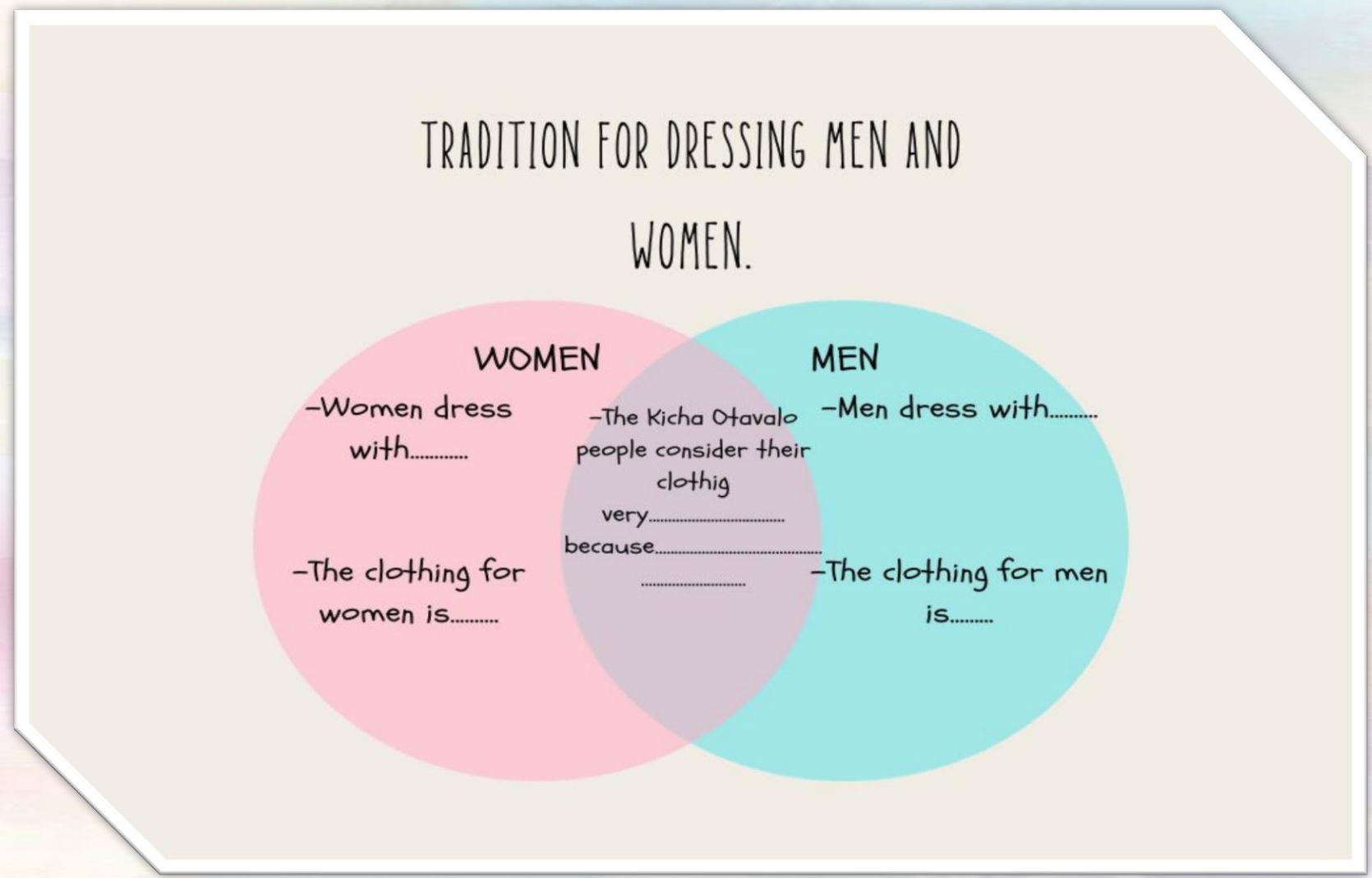
Discussion

5. The teacher will give a review about the importance of culture for the Kichwa Otavalo and ask the students questions such as:

a. **Why do you think it is important to keep the culture?**

b. **What would happen if traditions and culture disappear?**

6. In the following Venn diagram, write and complete the similarities and differences between general aspect of the tradition for dressing men and women.



Otavalo, a place with music

Otavalo has been a point in Ecuador that has kept customs and traditions throughout its history, in this small city a cultural heritage has been maintained, especially the music, Otavalo music was used as a way to express its culture and at the same time emotions, feelings, inspiration, among others.

In the beginning, the indigenous people started with simple melodies and ancestral rhythms to represent nature and rituals, the song was played principally with wind instruments, the most famous to highlight are the quena and zampoña, besides the use of drums made in a traditional way, in some cases with animal skin.

Music was an important factor in boring moments and on special dates for traditional festivals and in sacred rituals.

However, now absolutely everything has changed or has been in constant change due to technology and trends, cultures and traditions have also had these changes since today, aspects such as the music of the Kichwa Otavalo have been evolving and adapting to the contemporary world. Now in Otavalo, you can find a lot musical groups that have been internationally recognized for their special combination of the Kichwa Otavalo culture and current society with qualities such as composing lyrics music combining Kichwa and Spanish language, the use of traditional instruments with current ones for instances the rondín, melodica, making lyrics of music with present problems like heartbreak, falling in love, sadness, among others and the use of technology and knowledge to make music videos with professional equipment to keep Otavalo music trending through YouTube.



Nuka Lakta
Expresiones del Inti Raymi

Pachay
Jonathan Torres

Fragment of lyrics from Otavalo song translated to English.

Mana Maymanda – Primer amor- First love

I just come to tell you that tomorrow I am leaving

Tomorrow I am leaving

Now that everything is over

You will be free.

My life it will not be easy

That you forget about me

Even if you try to forget me

I was your first love.

In conclusion, the high excellence that Otavalo has in tradition is pride, characteristics such as traditional music have been very valuable since ancient times and will be for the future due to being a way of expressing culture and now to create fashions in society and an expansion of this art to foreign places and people.



Nuka Lakta
Expresiones del Inti Raymi

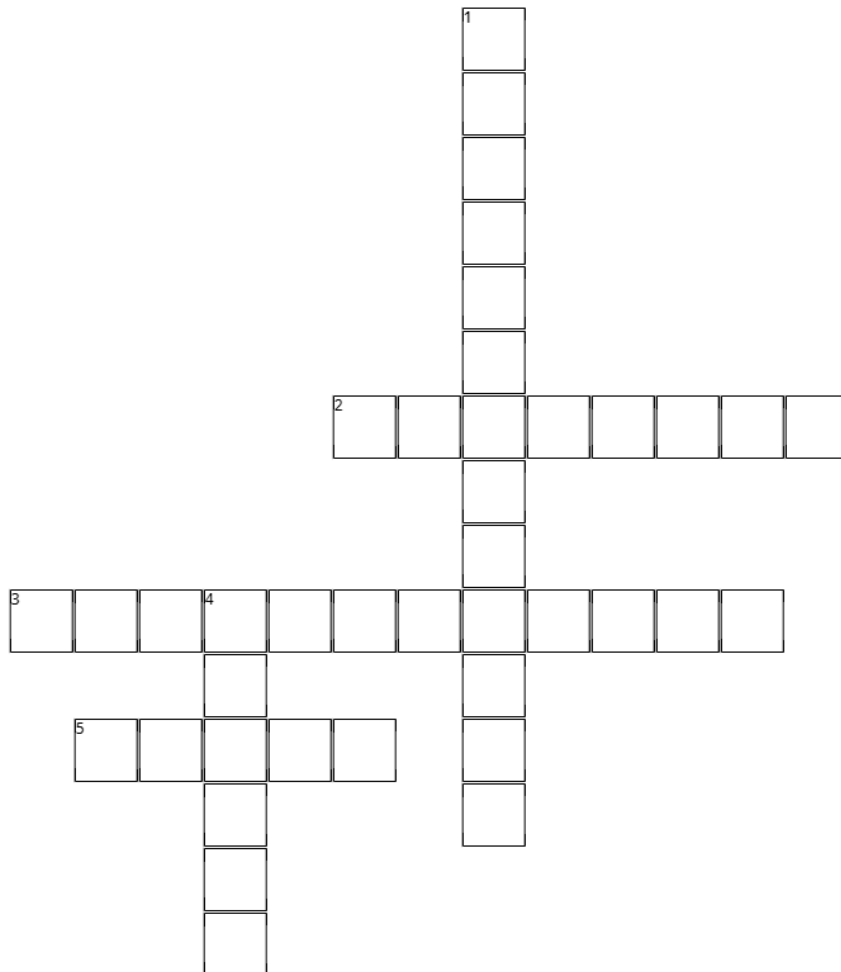
Pachay
Jonathan Torres

Pre-Reading

Warm-Up Activity

1. The teacher begins with a crossword puzzle to introduce prior knowledge and vocabulary for the reading stage.

- Complete the following crossword puzzle.



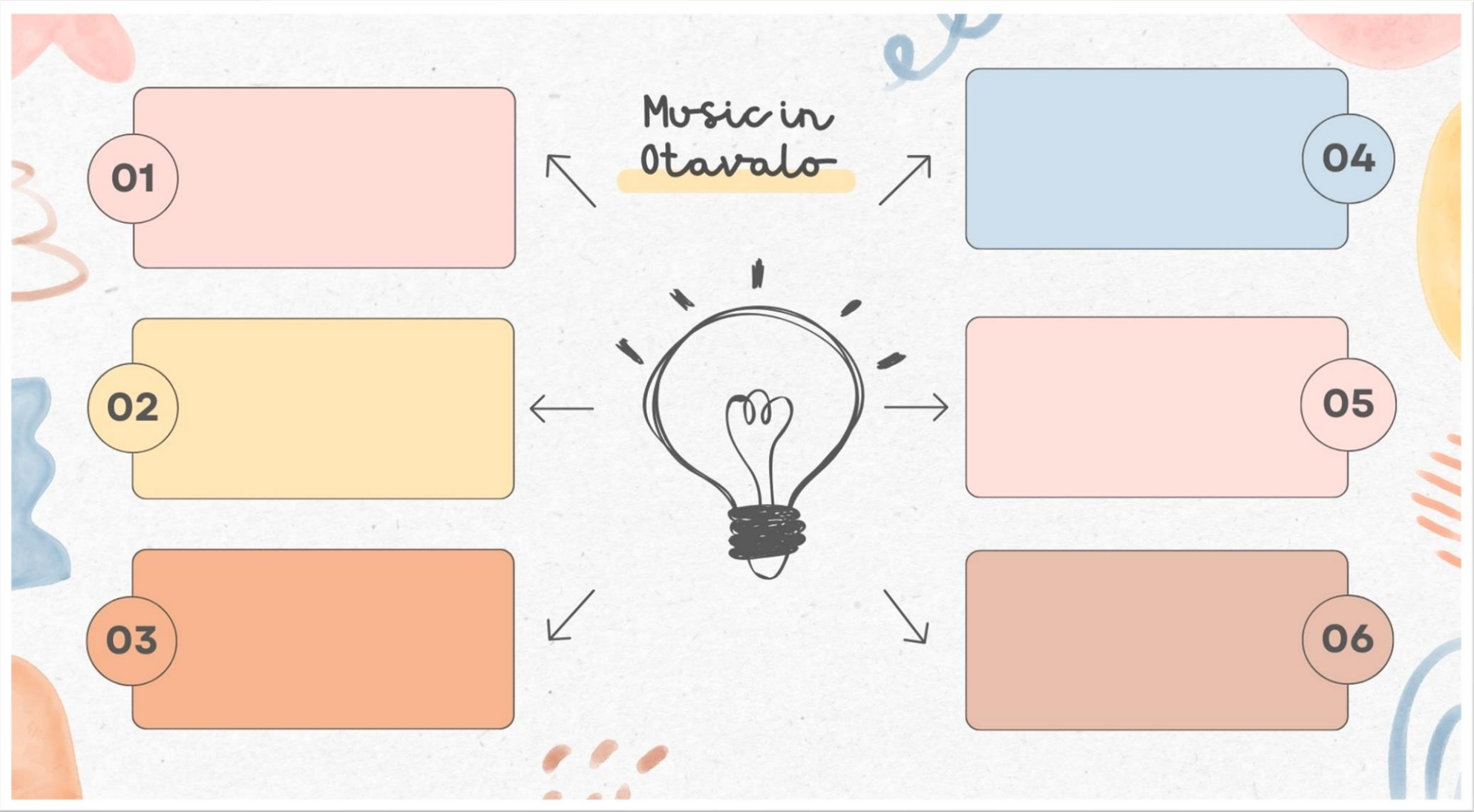
Horizontal

2. Basic sounds created with musical instruments.
3. Something current.
5. Wind music instrument from the Kichwa Otavalo culture.

Vertical

1. People who are dedicated to creating melodies and rhythms.
4. Fashions that are known in the present.

2. The teacher and students will do a brainstorm about the topic, Music in Otavalo



During-Reading

3. Give an alternative title to each paragraph of the reading.

.....
.....

Otavaló has been a point in Ecuador that has kept customs and traditions throughout its history, in this small city a cultural heritage has been maintained, especially the music, Otavaló music was used as a way to express its culture and at the same time emotions, feelings, inspiration, among others.

.....
.....

In the beginning, the indigenous people started with simple melodies and ancestral rhythms to represent nature and rituals, the song was played principally with wind instruments, the most famous to highlight are the quena and zampona, besides the use of drums made in a traditional way, in some cases with animal skin. Music was an important factor in boring moments and on special dates for traditional festivals and in sacred rituals.

.....
.....

However, now absolutely everything has changed or has been in constant change due to technology and trends, cultures and traditions have also had these changes since today, aspects such as the music of the Kichwa Otavaló have been evolving and adapting to the contemporary world. Now in Otavaló, you can find a lot musical groups that have been internationally recognized for their special combination of the Kichwa Otavaló culture and current society with qualities such as composing lyrics music combining Kichwa and Spanish language, the use of traditional instruments with current ones for instances the rondín, melodica, making lyrics of music with present problems like heartbreak, falling in love, sadness, among others and the use of technology and knowledge to make music videos with professional equipment to keep Otavaló music trending through YouTube.



Nuka Lakta
Expresiones del Inti Raymi

Pachay
Jonathan Ferrero

.....
.....
In conclusion, the high excellence that Otavalo has in tradition is pride, characteristics such as traditional music have been very valuable since ancient times and will be for the future due to being a way of expressing culture and now to create fashions in society and an expansion of this art to foreign places and people.

4. In the reading of Music in Otavalo there is a fragment of a lyric from musical group known in Otavalo, Mana Maymanda, read it and write what feeling it tries to express in that small part of the song.

Mana Maymanda – Primer amor-First love

I just come to tell you that tomorrow I am leaving
Tomorrow I am leaving
Now that everything is over
You will be free

My life it will not be easy
That you forget about me
Even if you try to forget me
I was your first love.

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



Nuka Lakta
Expresiones del Inti Raymi

Pachay
Jonathan Torres

Post-Reading

Discussion Activity

- 5. The teacher will form groups of students to ask questions such as:**
 - a. Do you like to listen to the Otavalo music, yes or no and why?
 - b. What do you think about the adaptation of culture to technology and trends?
- 6. *Write an experience if you have heard or seen this type of Otavalo music adapted to actual society.***

Tourist communities in a magic city, Otavalo

In Ecuador, one of the most important cities is Otavalo due to it is a place of origin of the Kichwa people, there is a maintenance of a great variety of traditions because there is social and historical wealth for the appreciation of his heritage. Otavalo is characterized by the tourism its tourist places and communities such as San Juan de Illumán and Peguche are very valuable for the city.



On the one hand, San Juan de Illumán is a community located north of the city, Illumán is also known as the land of traditional healers or called Yachaks, in the Kichwa language it means wise man, besides this place has been very touristy because people from different parts of Ecuador visit Illumán in search of the Yachaks and cure diseases like “mal viento” “mal de ojo” among others, in addition to that, the economy is based on the production of hats and wool processing to create clothing like the ponchos.

On the other hand, Peguche is located very close to Otavalo, this place is extremely known for its waterfall, the Peguche waterfall is an area made up of forest and its main economic focus is tourism since the waterfall is used as pools to do purification rituals during traditional festivals such as the celebration of Inty Raymi and religious aspects, as well as the use of forest as a recreation area and for camping activities.

In conclusion, the Kichwa people of Otavalo are rich in all the cultural heritage, the history and all the attributes that can be observed in their city, the tourist places and communities are the example of the tradition, in Otavalo they have maintained all these factors since ancient times and today the new generations of the Kichwa people have been strengthened with knowledge and their traditions with the purpose to keep the heritage of Otavalo intact.

Pre-Reading

Warm-Up Activity

1. The teacher must create a moment of dialogue with questions to begin with prior knowledge about the following reading, questions such as:
 - a. Do you know the tourist places in Otavalo? What places?
 - b. What places do you find beautiful and why?
2. The teacher has to separate the class into 2 groups, the first one if possible, includes students who live in Ilumán community with other classmates and the second group, students who live in Peguche with the rest of classmates and design a brainstorm of the characteristics of each one.

San Juan de Ilumán	Peguche
•	•
•	•
•	•
•	•
•	•
•	•
•	•

During-Reading

3. Circle the correct answer.

- a. Peguche is famous for its healing people.
- b. Ilumán has a beautiful waterfall that is very touristy.
- c. Sacred rituals are performed in the Peguche waterfall.

Ilumán is known as:

- a. Land of traditional healers.
- b. Land of crafts and folk music.
- c. Economy based on its crops.

What characteristics does the waterfall have?

- a. It is a perfect place to camp.
- b. It is a place to take a shower every day.
- c. It is a very dangerous waterfall.

The economy of Ilumán:

- a. Focused on livestock.
- b. The creation of hats and wool processing.
- c. The traditional food.

4. Fill in the gaps with the correct words.

- a. Otavalo is characterized by the....., places and communities such as San Juan de Ilumán and.....
- b. Ilumán is known as the..... or called Yachaks, it means....., the economy is based on.....
- c. Theof Peguche is an area made up of....., this place is used for..... besides its forest is to activities such as.....
- d. The purpose of Kichwa Otavalo people is

Post-Reading

- 5. Make an infographic of each community.



PEGUCHE

WATERFALL



Pawkar Raymi

In Ecuador, the city of Otavalo has been celebrated with many traditional festivals of the Kichwa people since ancient times, one of the most important festivals for the indigenous is the celebration of the Pawkar Raymi, in the Kichwa language which means “the flowering of the Pacha mama” and for that reason, the festivals are very colorful and happy.

The Pawkar Raymi is celebrated every year in the month of February and March, this is also known as the Andean carnival, these parties refer to the fertility of the land because it celebrates the maturity of the plants and the exact point for the first consumption of tender grains that have been planted.

These commemorations are celebrated by the Kichwa people from the communities of the Otavalo city, they appear in different ancestral and historical places for the indigenous such as Peguche waterfall, springs, cultural plazas, among others, they make traditional music and dance troupes in which the Yachak is the main guest in these ceremonies since he performs the ritual.

In the celebration of the Pawkar Raymi is the process of delivering experience and heritage to the new generations since through these festivals the knowledge and traditions are given so that, these customs never end with the purpose that these practices are maintained each year, however, these parties have been evolving and with the adaptation to the modern world due to the Pawkar Raymi festivities have lost originality by the new ideas and concepts implemented by the new generations of the Kichwa people, but the most important thing is that the traditions and their essence are always present.



Pre-Reading

Warm-Up Activity

1. The teacher will explain the basic concepts of the 4 techniques for a reading process.

Techniques for reading	
Previewing	The first impression of something and it gets with activities such as looking at pictures, reading the title or the providence.
Scanning	It is the process of looking the specific information like examples, statistics, facts, opinions, characteristics.
Skimming	It is the action of looking the main ideas.
Inferring	It is the process of reaching a conclusion, besides that, it is used to obtain an assumption, imagine, guess something, among others.

Prediction

2. In your own words, what is previewing?

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

3. Use the previewing technique to know what the reading is about.

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

During-Reading

4. Scanning searches information such as:

- a. Examples, details, opinions.
- b. Facts, statistics, examples, main ideas.
- c. Opinions, facts, statistics, examples, characteristics.

5. Use the scanning technique of looking characteristics of the Pawkar Raymi.

.....

.....

.....

.....

6. While reading the text, write a **T** if the statement is true and an **F** if it is false.

Statements	True	False
The Pawkar Raymi means the flowering of the Pacha mama.		
These festivals are celebrated in the month of June.		
In the Pawkar Raymi the fertility of the earth is celebrated.		
The celebration consists of washing the body in sacred rivers.		
Yachaks are not important in traditional festivals.		
The Pawkar Raymi is a way to give an experience to the new generations.		
These parties have been modified and adapted by new generations and by the contemporary world.		
At the end of the celebrations, the most important thing is that the essence of Pawkar Raymi disappears.		
These traditions appeared a few years ago.		
Pawkar Raymi has always been the same way of celebrating every year.		

Post-Reading

Discussion

7. Choose a friend from another class and you are going to explain to him, what does Inti Raymi consist of? Record the explanation and show it in class, you can make or bring objects to facilitate your explanation to your friend.
8. Make a list of the most important aspects of the Pawkar Raymi.

Pawkar Raymi

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

Inti Raymi

One of the best-known celebrations at the national level in Ecuador in the city of Otavalo is the Inti Raymi festival, in the Kichwa language is the festival of the sun in which Kichwa people honor the Sun God and thanking the Pacha mama for the kindness of allowing good harvest. The Inti Raymi is celebrated in the month of June with many traditional activities and the different indigenous communities. The things to highlight in those days are the dances, clothing and traditional food maintained over the years.

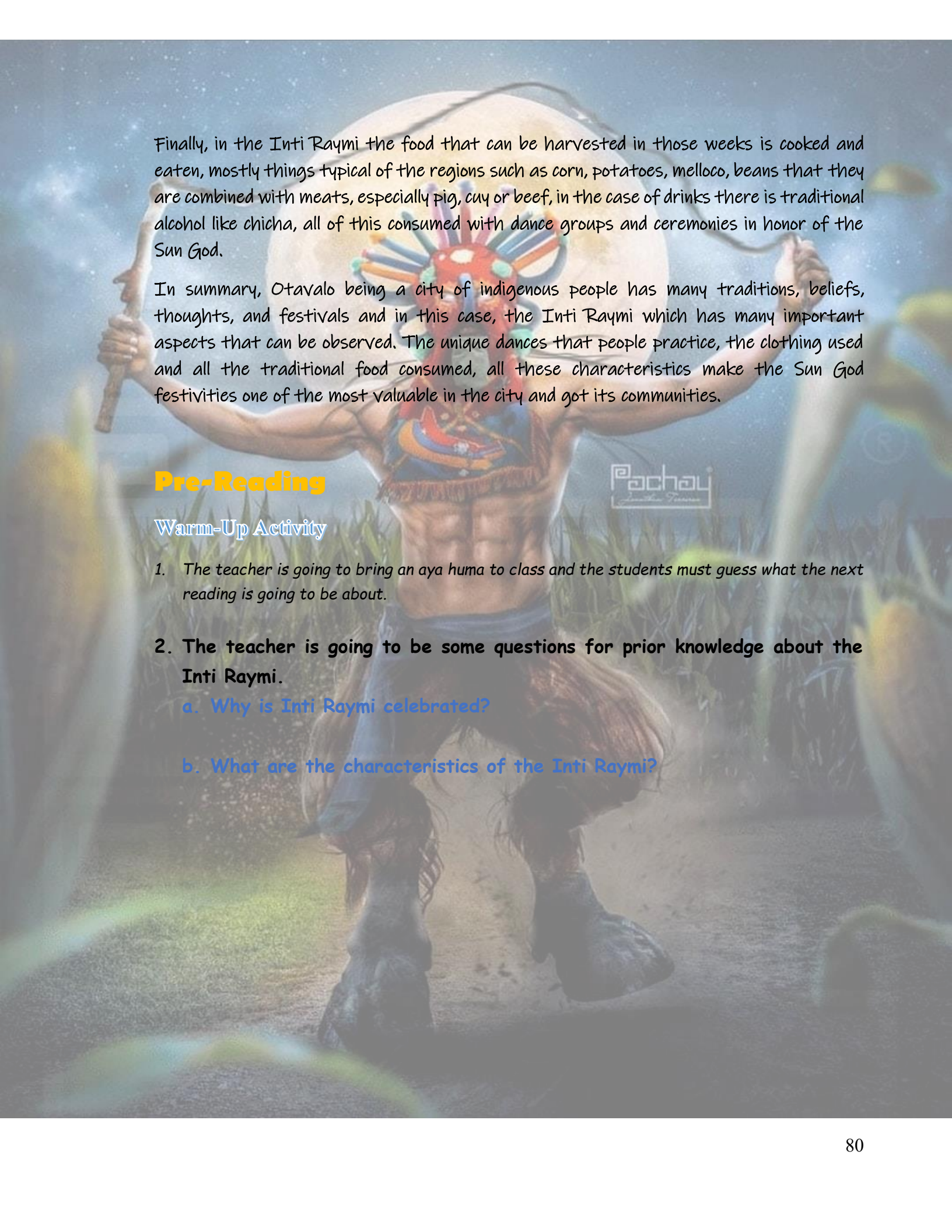
First, the dances are really interesting because the tradition consists of dancing in groups all those nights to ho house to house in the communities, each house gives food that has been harvested in those weeks.

The dance focuses on making a circle with men and women and they dance to the rhythm of traditional music, in the middle of that circle there are people with musical instruments such as the guitar, drum, melodica, rondin, with songs and shouts.



Secondly, the clothing used in the dances is extremely unique for these festivals, on the one hand, men wear a mask called "aya huma" in the Kichwa language which means the head of the devil, this can be very colorful and with many decorations such as horns, teeth, they also wear pants called "zamarros" which are made of cow skin and it is very

decorated, on the other hand, women use masks or simply their traditional indigenous clothing as a sign of respect their ancestral traditions and a way of showing elegance in the Kichwa people.



Finally, in the Inti Raymi the food that can be harvested in those weeks is cooked and eaten, mostly things typical of the regions such as corn, potatoes, melloco, beans that they are combined with meats, especially pig, cuy or beef, in the case of drinks there is traditional alcohol like chicha, all of this consumed with dance groups and ceremonies in honor of the Sun God.

In summary, Otavalo being a city of indigenous people has many traditions, beliefs, thoughts, and festivals and in this case, the Inti Raymi which has many important aspects that can be observed. The unique dances that people practice, the clothing used and all the traditional food consumed, all these characteristics make the Sun God festivities one of the most valuable in the city and got its communities.

Pre-Reading

Warm-Up Activity

1. The teacher is going to bring an aya huma to class and the students must guess what the next reading is going to be about.
2. The teacher is going to be some questions for prior knowledge about the Inti Raymi.
 - a. Why is Inti Raymi celebrated?
 - b. What are the characteristics of the Inti Raymi?

3. Attribute wheel.



**INTI
RAYMI**

INSTRUCTIONS:

In this attribute wheel, you will write the characteristics and ideas discussed in the classroom.

¡HERE, you draw something very representative of the Inti Raymi!

The attribute wheel is a circular diagram divided into five segments of different colors: pink, red, blue, green, and orange. A blue arrow points to the green segment, indicating where to draw a representative image of the Inti Raymi festival.

During-Reading

4. To complete the table, use scanning and skimming techniques.

	Skimming	Scanning
Inti Raymi	One of the best-known celebrations at the national level in Ecuador in Otavalo city, the sun festivals.	-.....
Dances	-The dance consists of making a circle with men and women. -.....
..... .	The clothing used in the dances is extremely unique because it is a sign of respect and a way of showing elegance in the Kichwa people.
Food	-Traditional food such as: corn, potatoes,melloco, beans..... -.....

5. Answer the following questions.

a. What is appreciated in the Inti Raymi?

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

b. What are the most representative activities in the Inti Raymi?

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

c. In what month is Inti Raymi celebrated?

.....
.....

Post-During

Discussion

6. The teacher will form 3 groups of students in the class, each group will use the inferring technique to do a performance and create a show of how an indigenous community can celebrate Inti Raymi. The first group will represent the dances, the second the clothing and the last one the traditional food.

ANSWER KEYS

Reading 1, Traditional food in Otavalo city:

Question 3:

- a. 2
- b. market
- c. Colada morada with guagas of bread.
- d. Potatoes, chicha, corn, pork meat.

Reading 2, Traditional clothing of indigenous Kichwa people in Otavalo:

Question 3:

- F
- F
- T
- T
- F

Reading 3, Otavalo, a place with music:

Question 1:

Vertical

1. Musical groups
4. Trends

Horizontal

2. Melodies
3. Contemporary
5. Quena

Reading 4, Tourist communities in a magic city, Otavalo:

Question 3:

1. C
2. A
3. A
4. B

Question 4:

- a) Tourism, Peguche.
- b) The land of traditional healers, wise man.
- c) Waterfall, forest, doing rituals in traditional festivals, camping.
- d) To keep the heritage of Otavalo intact.

Reading 5, Pawkar Raymi:

Questions 6:

1 T, 2 F, 3 T, 4 F, 5 F, 6 T, 7 T, 8 F, 9 F, 10 F.

RUBRIC FOR GRADING				Total
	Excellent	Regular	Insufficient	
Pre-Reading (3)	The ideas are according to the topic raised. ()	All fundamental information cannot be collected. ()	The information is insufficient. ()	
During-Reading (3)	All the answer are correct, and the topic is deepened. ()	There are some incorrect answers and with incomplete information. ()	Most of the multiple-choice answer and questions answer are wrong. ()	
Post-Reading (4)	The conclusions are expressed perfectly and with valid conclusions based on the new knowledge acquired. ()	There are some confusing ideas. ()	There is information that has nothing to do with the topic learned. ()	

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations obtained from this research project.

Conclusions

As a first conclusion, learning and using the English language is having great importance in the contemporary world due to its enormous advantages in the labor and competitive field. As some authors affirm, better learning of English as a foreign language is with the creation of an environment optimal for teaching with interaction between teacher and student, also in this cause use of teaching material based on the own culture has benefits such as learning English and at the same time promoting culture.

Regarding the methodology used, the use of 3 methods: qualitative, quantitative and ethnographic have been successful in the collection of data, the qualitative method has been a great help in obtaining and analyzing the data, concepts, opinions and experiences of the authorities interviews, the quantitative method served of the analysis of numerical data, frequencies, patterns, averages of the students surveyed, and the ethnographic method in the study and analysis of culture, the use of these methods and the acquisition of information was essential for the study of causes-effects and subsequently reaching a conclusion and with the objective of designing a proposal.

According to the research results of this project, students are aware of the advantages and importance of learning the English language, in addition to that, the results affirm that the level of reading comprehension skill is very low from what they express positively the use of teaching material based on the Kichwa Otavalo culture to facilitate and develop reading comprehension in a more efficient way since they affirm that the use of reading with topics that they are familiar, it is a kind of help for them in the process of reading comprehension.

Furthermore, the proposal was to design a teaching guide to facilitate reading comprehension in students. It is a strategy to develop reading skill effectively and playfully since the teaching guide has material based on the Kichwa Otavalo culture, which at the same time it helps to foster and promote local culture. By using this teaching guide, teachers and students have a wide variety of reading and dynamic activities to create an environment in perfect conditions for the teaching-learning of teachers and students.

Recommendations

To encourage students to learn the English language, a recommendation is a pace with talks about the benefits of English for easily obtaining jobs, as well as the use of readings with more interesting and fun topics for students or topics that they are familiar and from the first moment there is total interest in reading.

The use of implementing more search methods is recommended, since the implementation of the ethnographic method is an innovative way to change the way of teaching and also has the objective of reaching the learning of the majority of students since the greatest challenge for the teacher it is the adaptation to students and society.

According to the data obtained, for better learning the English language it is the increase of hours of the subject, also always looking for new alternatives and teaching methods because the educational system has been repetitive, and it is time to seek innovation in education.

Finally, the recommendation of the use of the teaching guide designed in this research project due to it is an innovative design with multiple advantages for students and teachers, also it has interesting readings and activities with much interaction in the classroom.

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Annexes

Annex 1. Approbation of research instruments.





UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

ENTREVISTAS

PROYECTO: Strategies Based on Kichwa Otavalo Culture to Facilitate Reading Comprehension in Senior Students at República del Ecuador High – School, 2022 – 2023.

Objetivo: Apply strategies based on Kichwa Otavalo culture to facilitate reading comprehension in senior students at República del Ecuador High – School.

Cuestionarios para las autoridades de la Unidad Educativa "República del Ecuador"

Fecha de envío para la evaluación del experto:	06/06/2023
Fecha de revisión del experto:	07/06/2023

Position of the person interviewed: Viceprincipal

Objective: Identify the needs of students to help to develop the learning of reading comprehension skills in the English language.

Questions:

1. According to the Ministry of Education in English, students must finish school with a B1 level.
What do you think are the difficulties for students to reach the desired level?
2. Does the high school have the necessary resources for teaching the English language?
3. Do you think that acquiring a second language is indispensable nowadays?
4. Do you believe that the students know about the Kichwa Otavalo culture?
5. Would you be willing to let resources based on Kichwa Otavalo be applied in English classes to help with the development of reading comprehension in the English language?

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

Position of person interviewed: English Area Coordinator

Objective: Determine the needs of students to help to develop the reading comprehension skill in the English language.

Questions:

1. According to the Ministry of Education, students must reach the B1 level at the end of the high school. Do you think that the students achieve the expected level?
2. Do you consider that the high school have the necessary resources for teaching the English language?

3. Do you believe that is important for students to know about the Kichwa Otavalo culture?
4. Do you think that is possible to teach the English language through the use of resources based on the own Kichwa Otavalo culture?
5. Would you agree on using resources based on the Kichwa Otavalo culture in English classes to develop reading comprehension?

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

Position of the person interviewed: Class teacher

Objective: Identify the requirement of students to help to develop the reading comprehension skill in the English language.

Questions:

1. According to the Ministry of Education, the required level for students who finish high school is B1. Do you think students can reach that level?
2. Do you think that high school has the resources to develop and improve reading comprehension skill in English Language?
3. What strategies do you use for students to develop reading comprehension?
4. Do you think that students are aware of the importance of their own Kichwa Otavalo culture?
5. Do you think that combining resources based on the Kichwa Otavalo culture for teaching English obtain good results?
6. Would you like to have a didactic guide based on the Kichwa culture with activities to help to develop the reading comprehension in the English language?

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

Encuesta para los estudiantes de la Unidad Educativa "República del Ecuador"

Objective: Investigate if the students who learn the reading comprehension skills of the English language with resources based on the Kichwa Otavalo culture, get good results.

Questions:

1. Do you consider that English is important to you?

- Yes
- No

2. Do you think that the reading skill is useful in English Language?

- Yes
- No

3. On a scale from 1 to 5. Where 5 is a lot.

When you are reading any book, story, magazine in English language, can you understand them?

- 1
- 2
- 3
- 4
- 5

4. On a scale from 1 to 5. Where 5 is a lot.

How often do you use the reading skill in English classes?

- 1
- 2
- 3
- 4
- 5

5. On a scale from 1 to 5. Where 5 is a lot.

Do you consider that your own culture is important in the education?

- 1
- 2
- 3
- 4
- 5

6. Do you know in general terms about Kichwa Otavalo culture?
- Yes
 - No
7. Do you think that combining your own culture with English as a foreign language is a good option to develop the reading comprehension skill?
- Yes
 - No
8. Do you think that it would be easier for you to understand readings in English language based on the Kichwa Otavalo culture?
- Yes
 - No
9. Would you like to have readings in English language based on the Kichwa Otavalo culture for the development of your reading comprehension?
- Yes
 - No

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			



.....
MSc. Fernando Narvaez

C.C.: 1001758026

Apellidos y nombres completos	Franklin Fernando Narvaez Vega
Título académico	MAGISTER EN EDUCACION Y DESARROLLO SOCIAL
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	ffnarvaez@utn.edu.ec
Teléfono	0992530502

Annex 2. Request to the principal for permission to apply the research instruments at Unidad Educativa "República del Ecuador".

REPUBLICA DEL ECUADOR

 UNIVERSIDAD TÉCNICA DEL NORTE 

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2023-0078-O
Ibarra, 19 de mayo de 2023

ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SR. BRYAN ANDRÉS CASTAÑEDA YAMBERLA

Magister
Gladys Anrango
RECTORA
UNIDAD EDUCATIVA REPÚBLICA DEL ECUADOR
Otavalo

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que el señor BRYAN ANDRÉS CASTAÑEDA YAMBERLA, portador de la cédula de ciudadanía 1005026206, estudiante de la carrera de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "KICHWA OTAVALO CULTURE AS A STRATEGY TO FACILITATE READING COMPREHENSION IN SENIOR STUDENTS AT REPÚBLICA DEL ECUADOR HIGH SCHOOL, 2022-2023"

Por la favorable atención le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

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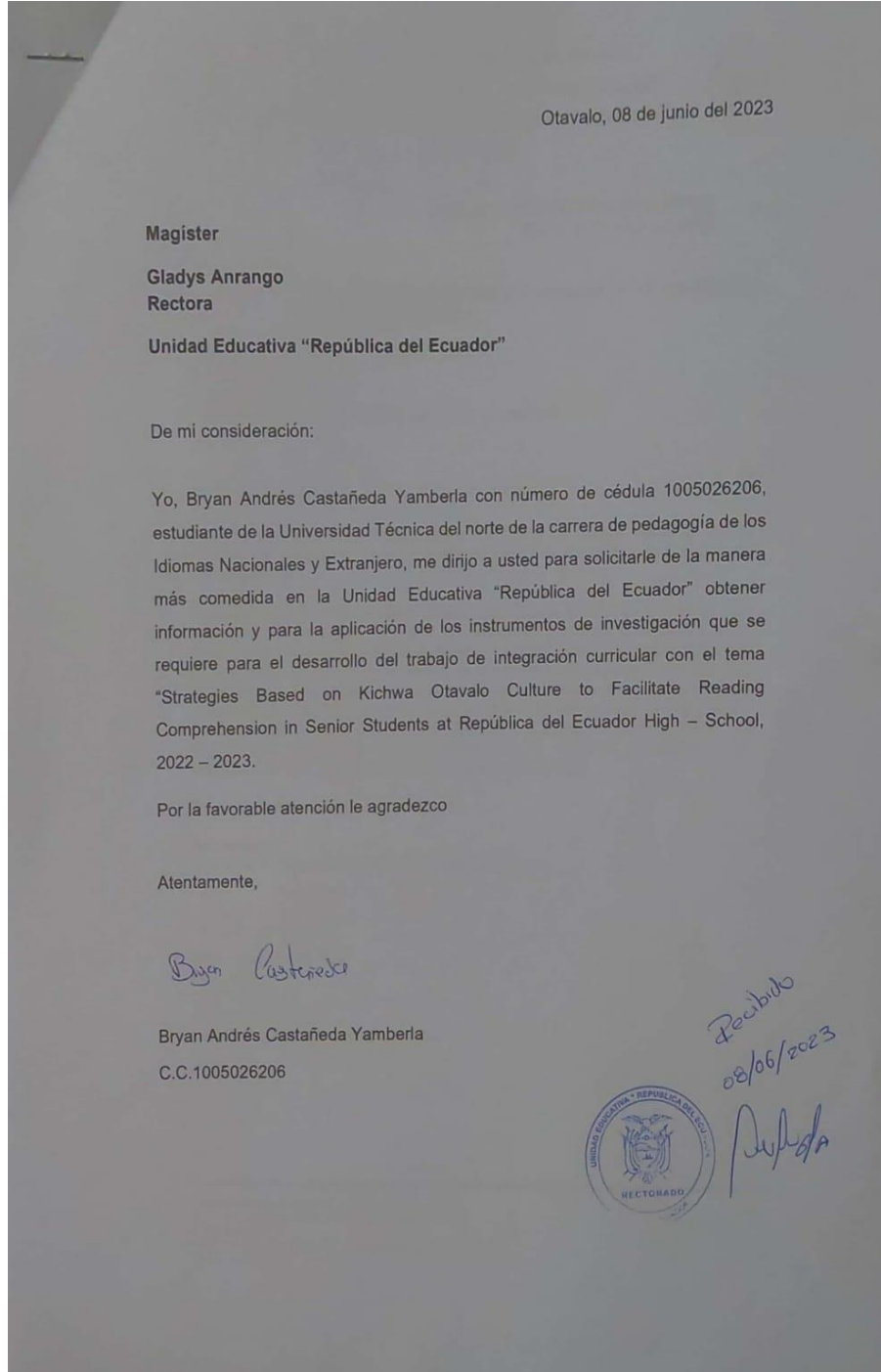
MSc. José Revelo Ruiz
DECANO
CC: 1002072179
Celular: 0993944457
Correo Electrónico: jirevelo@utn.edu.ec

JRR/M. Báez.

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec



Página 1 de 1

Annex 3. Approval letter to apply the instruments of the research project.



Annex 4. Consent letter.

Vice-principal

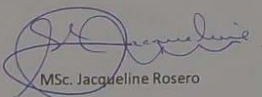
 **UNIVERSIDAD TÉCNICA DEL NORTE** 
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

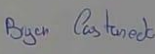
Acepto participar voluntariamente en esta investigación, conducida por Bryan Andrés Castañeda Yamberla estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informada de que la meta de este estudio es aplicar la cultura Kichwa Otavalo como una estrategia para facilitar la comprensión lectora en los estudiantes de la Unidad Educativa "República del Ecuador".

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 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.


MSc. Jacqueline Rosero
VICERRECTORA


Andrés Castañeda
Estudiante

Ciudadela Universitaria Barrio El Olivo
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Página 1 de 2


Annex 5. Interview to vice-principal



Annex 6. Consent letter.


English teacher coordinator

REPUBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020



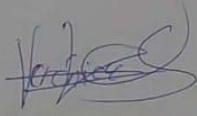
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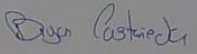
Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 minutos.

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.



MSc. Verónica Santander
COORDINADORA DEL AREA DE INGLES



Andrés Castañeda
ESTUDIANTE

Ciudadela Universitaria Barrio El Olivo
Av. 17 de Julio 5-21 y Gral. José María Córdova
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Annex 7. Interview to English teacher coordinator




Annex 8. Consent letter.

Class teacher

REPUBLICA DEL ECUADOR

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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

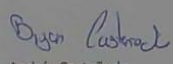
Acepto participar voluntariamente en esta investigación, conducida por Bryan Andrés Castañeda Yamberla estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informada de que la meta de este estudio es aplicar la cultura Kichwa Otavalo como una estrategia para facilitar la comprensión lectora en los estudiantes de la Unidad Educativa "República del Ecuador".

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 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.


MSc. Wilmer PUSDÁ
LICENCIADO DE CURSO


Bryan Andrés Castañeda
ESTUDIANTE

Ciudadela Universitaria Barrio El Olivo
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Annex 9. Interview to class teacher



Annex 10. Survey to students



Annex 11. Request letter for permission to socialize the didactic guide

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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA 

Oficio nro. UTN-FECYT-D-2023-0162-O
Ibarra, 17 de noviembre de 2023

ASUNTO: Trabajo de Integración Curricular Sr. Bryan Andrés Castañeda Yamberla

Magister
Gladys Anrango
RECTORA DE LA UNIDAD EDUCATIVA REPÚBLICA DEL ECUADOR

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias al Señor BRYAN ANDRÉS CASTAÑEDA YAMBERLA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "KICHWA OTAVALO CULTURE AS A STRATEGY TO FACILITATE READING COMPREHENSION IN SENIOR STUDENTS AT REPÚBLICA DEL ECUADOR HIGH – SCHOOL, 2022 - 2023".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE REVELO
Firmado digitalmente por JOSE REVELO
Fecha: 2023.11.17 09:57:55 -05'00'

MSc. José Revelo
DECANO
CC: 100207217-9
Correo electrónico: jrevelo@utn.edu.ec
Celular: 099344457

JRR/M. Báez

*Recibido.
13/12/2023
Def de*

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Annex 12. Proof of socialization of the teaching guide



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Constancia de la entrega y socialización de guía didáctica

Posición: Rectorado

DATOS INSTITUCIONALES:

COORDINACIÓN ZONAL/ SUBSECRETARIA DE EDUCACIÓN:	1	PROVINCIA:	Imbabura	CÓDIGO Y NOMBRE DEL DISTRITO:	10D02
NOMBRE INSTITUCIÓN EDUCATIVA:	Unidad Educativa "República del Ecuador"	AMIE:	10H00398	RÉGIMEN/AÑO LECTIVO:	2023-2024

Fecha	Descripción	Bryan Castañeda Firma entregado	Msc. Willmer Pusdá Firma recibido
13-12-23	entrega de guía didáctica	Bryan Castañeda	

Este documento es constancia de que la guía "Kichwa Otavalo Culture as a Strategy to Facilitate Reading Comprehension in Senior Students at República del Ecuador High – School, 2022 – 2023" fue entregada y socializada en la Unidad Educativa "República del Ecuador" realizado por el señor Bryan Andrés Castañeda Yamberla como parte del Trabajo de Integración Curricular.