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Skills in Senior Students at Unidad Educativa Cuellaje, Academic Period 2022-  
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## **DEDICATION**

I would like to dedicate this thesis to my parents Jeny and Eduardo, who have been my fundamental pillar and my motivation to move forward in this very important stage of my life. They have guided me on the right way and have given me everything in their hands to be able to complete this academic stage. Also, to my brothers, Steeven, Miguel, and Alejandro who have always supported me in the best way and have shown me that everything is possible with effort and dedication. Finally, this is also dedicated to all the people who never left me alone and were part of every one of the steps I took in this academic process and always supported me in one way or another, without them nothing would be possible.

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## **ABSTRACT**

This research was developed at Unidad Educativa Cuellaje, Zona de Intag, Imbabura Province, during the academic period 2022-2023 with senior students. The objectives of the research are to elaborate an academic guide about the natural tourist places of Intag, incorporate effective strategies, identify the tourist places, and determine the material and strategies that teachers use to improve reading skills. This research used a mixed approach, that is, it worked with qualitative and quantitative data. Consequently, a survey for students and an interview for teachers were applied. As a result, it was found that the 26 students would like to have a didactic guide with tourist places of Intag, as this would help to improve their reading skills. On the other hand, the interviews with the teachers revealed that the reading materials used by English teachers are not proving to be very useful for the development of the English skills of the students and they suggest creating didactic materials related to tourism and tourist places in the area. For this reason, the creation of the didactic guide will be of great help to teachers, students, and the educational institution to improve their reading skills and increase their knowledge.

**Keywords:** Reading skills, Intag tourism, research, didactic material, education.

## RESUMEN

Esta investigación se llevó a cabo en la Unidad Educativa Cuellaje, Zona de Intag, Provincia de Imbabura, en el transcurso del periodo académico 2022-2023 con estudiantes de tercero de bachillerato. Los objetivos de la investigación son elaborar una guía académica sobre los lugares turísticos naturales de Intag, incorporar estrategias efectivas, identificar los lugares turísticos y determinar el material y estrategias que los docentes utilizan para mejorar la competencia lectora. En esta investigación se utilizó un enfoque mixto, es decir, se trabajó con datos cualitativos y cuantitativos, Consecuentemente se aplicó una encuesta para los estudiantes y una entrevista para los maestros. Como resultado se obtuvo que a los 26 estudiantes les gustaría tener una guía didáctica con sitios turísticos de Intag ya que esto ayudaría a mejorar la habilidad lectora. Por otra parte, en la entrevista a los maestros se reveló que los materiales de lectura utilizados por los profesores de inglés no están resultando muy útiles para el desarrollo de las competencias en inglés de los alumnos y sugieren crear materiales didácticos relacionados con el turismo y los sitios turísticos de la zona. Por esta razón la creación de la guía didáctica será de gran ayuda tanto para los maestros, estudiantes y la institución educativa para poder mejorar la habilidad lectora e incrementar su conocimiento.

**Palabras Clave:** Habilidad lectora, turismo en Intag, Investigación, material didáctico, educación.

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## **INTRODUCTION**

English has an immense popularity worldwide serving as the native language for approximately 360 million people across various countries. However, its global influence extends far beyond, with over 1.5 billion people worldwide using English, not only as a first language but also as a widely adopted international language ( Kang et al., 2020). It plays a vital role in facilitating global communication, enabling individuals from diverse backgrounds to understand one another and exchange socio-cultural elements. English is used as a primary or secondary language in a wide range of fields and industries worldwide. The prominent fields in which English is commonly used are science, technology, tourism, hospitality, and education among others The pervasive use of English in education, tourism, and scientific articles has earned it the reputation of being the "global language" (Rao, 2019).

The significance of possessing a strong command of the English language has never been greater in education than it is today. English is a key language of instruction in many countries, and it is often taught as a foreign language in non-English speaking countries. Many prestigious universities and institutions worldwide offer courses in English (Rao, 2019). Latin America, including Ecuador, has displayed a growing interest in English language acquisition, prompting the region to undertake substantial efforts in promoting English education through various policies and programs. These initiatives have increased accessibility to English language learning opportunities for a larger population, fostering personal and professional growth (Cronquist & Fiszbein, 2017).

### **Research Context**

In Ecuador, English is the designated foreign language taught in both private and public educational institutions nationwide. The Ministry of Education has implemented several measures to enhance English language teaching and learning, including the compulsory inclusion of English education in secondary schools since 1992. In collaboration with the British Council, the Ministry initiated a significant curriculum reform in 1992 by introducing a series of six textbooks titled "Our World Through English"(British Council, 2015). These textbooks aimed to provide knowledge about the country's reality through English and were utilized by approximately 1.2 million students and their teachers from 1993 to 1999 ( MinEduc, 2013).

However, despite these innovative efforts, students have faced challenges in achieving intermediate or advanced levels of English proficiency when entering university (Andrade-Molina et al., 2022). To address this issue, the Ministry of Education (MinEduc) launched the "Strengthening English Teaching" project to enhance English language competencies and teaching practices among English teachers (Ministerio de Educación del Ecuador – MinEduc, 2013b). The project also focuses on aligning the English curriculum with the Common European Framework of Reference for Languages, providing free English textbooks, establishing a new evaluation system for English teachers, and offering professional development opportunities such as the Go teacher Program (MinEduc, 2016).

Despite these efforts, Ecuador has consistently ranked low in the Latin American and Global scales of the English First English Proficiency Index (EF EPI) over the past decade. Despite the national curriculum mandating high school graduates to attain a B1 level according to the CEFR, research conducted by Ortega et al. (2019) and Bravo et al. (2017) has highlighted the shortfall in Ecuadorian students' language competence by the end of their compulsory high school education.

This study will utilize the natural tourist attractions of Intag as an educational tool for enhancing reading skills. Intag is located within the Tropical Andes Biodiversity Hotspot, and it is a region of exceptional ecological importance. It is dominated by the rare tropical montane cloud forest, covering less than 2.5% of global tropical forests, and is home to numerous endangered species (Ministerio de Turismo del Ecuador, 2020). These forests and freshwater sources are vital for the local community's well-being. Notable endangered fauna in Intag include spectacled bears, black-and-chestnut eagles, and critically endangered brown-headed spider monkeys. Its rich biodiversity, cultural significance, and location within the Cotacachi Cayapas Ecological Reserve make Intag a top destination for travelers. The region offers diverse attractions such as waterfalls, spas, forests, and cultural sites, catering to various forms of tourism. Natural attractions in Intag, influenced by unique natural forces, include a wide range of environments and species, contributing to its tourism appeal (Ministerio de Turismo del Ecuador, 2020).

### **Problem description**

The research problem at hand centers on using natural tourist places in the Intag region as a didactic resource to enhance reading skills among senior students at Unidad Educativa Cuellaje during the academic period 2022-2023. Specifically, the challenge lies in understanding how these unique environments can serve as effective educational tools to foster reading skills in Ecuadorian EFL students. The population of interest comprises senior students enrolled at Unidad Educativa Cuellaje, creating a focused demographic to dive into. This tailored approach ensures that the research addresses the specific needs and characteristics of the identified group, offering insights directly applicable to the context of the educational institution and the geographic setting of Intag. The specific focus on this particular demographic is designed to yield targeted recommendations and implementable strategies, aiming to optimize the didactic potential of natural tourist locations in Intag for the enhancement of reading skills among senior students.

### **Justification**

The juxtaposition of tourism and reading as integral variables in this study holds paramount significance. The natural tourist places of Intag with their distinctive ecological and cultural attributes, present a rich tapestry for integrating reading exercises into the academic milieu. Positioning reading exercises amidst the scenic backdrop of these tourist sites creates a distinctive educational landscape for senior students at Unidad Educativa Cuellaje. In this particular context, tourism not only functions as the theoretical framework but also operates as a dynamic catalyst for language development, involving students in purposeful literacy activities. Moreover, the allure of these natural locations can act as motivational stimuli, fostering an intrinsic interest in reading among students. This synergy between tourism and reading aligns with contemporary pedagogical paradigms, acknowledging the value of experiential learning and place-based education (Jaramillo & Malagon, 2019). Hence, the fusion of these variables is not merely methodologically strategic but holds intrinsic pedagogical merit, offering a holistic justification for the integration of natural tourist places in Intag as didactic resources to enhance reading skills among senior students at Unidad Educativa Cuellaje.

### **Academic Proposal impact**

This research proposal holds significant implications for linguistic development, educational enrichment, and social engagement. Firstly, from a linguistic perspective, the incorporation of natural tourist places in Intag as didactic resources serves as a catalyst for language development. It creates an immersive environment where students can hone their reading skills in authentic, contextual settings, fostering a more profound grasp of language nuances. Secondly, the proposal enriches the educational landscape by offering a novel approach that aligns with contemporary educational paradigms, emphasizing experiential learning and the integration of natural environments into the curriculum. This not only enhances academic outcomes but also cultivates a deeper appreciation for the interconnectedness of learning and the surrounding world. Thirdly, on a social level, the proposal fosters community engagement, as it involves students in meaningful activities within the local context. This integration of tourism and education is poised to create a ripple effect, contributing to a more vibrant and connected community, where the synergy between academic pursuits and the natural beauty of Intag becomes a shared source of pride and identity. In essence, the proposed initiative transcends traditional educational boundaries, offering a transformative approach with far-reaching impacts on linguistic skills, educational methodologies, and community cohesion.

## **OBJECTIVES**

### **General Objective**

- Develop an academic guide about natural tourist places of Intag, incorporating effective strategies to improve reading skills in senior students at Unidad Educativa Cuellaje.

### **Specific Objectives**

- Identify the natural tourist places of Intag to improve the English reading skills in senior students.
- Determine the material and strategies that teachers use to improve reading skills in senior students.
- Design an academic guide containing activities and readings with information and strategies about tourist places of Intag to improve reading skills in senior students.

## **CHAPTER I: Theoretical Framework**

### **1.1. The Significance of Reading Skills Development in English Language Education**

In the realm of English language education, mastering the four essential language skills listening, speaking, reading, and writing—remains a paramount objective. Among these skills, reading holds a pivotal role as it serves as a gateway to comprehending the language in its written form. The ability to decipher written text, extract meaning, and engage with the content is not only fundamental in language acquisition but also transcends language learning to enhance overall cognitive and analytical abilities (Do & Le Thu Phan, 2021). Reading proficiency is particularly critical for senior students, as it empowers them to access a vast array of knowledge and information independently.

Reading is an important skill in learning English as a Foreign Language. It involves not only understanding individual words but also comprehending the overall context of a text, making connections with prior knowledge, and constructing meaning. When students construct their understanding from reading, they can demonstrate true comprehension, express their thoughts clearly, and answer questions about the passage (Guevara-Betancourt, 2015). In the specific context of Ecuador, where English is taught as a Foreign Language (EFL), the significance of reading skills development takes on added importance. Proficiency in reading not only enables Ecuadorian students to navigate the complexities of the English language but also equips them with a vital tool for accessing global information, literature, and academic resources.

Reading skills in English as a Foreign Language (EFL) are vital for language acquisition and overall proficiency. However, in Ecuador, English language learners face low levels of reading skills due to limited exposure to English reading materials, an emphasis on grammar-focused instruction over reading comprehension, and the absence of a reading culture outside the classroom (Sevy-Biloon, 2022). To address these challenges, it is essential to prioritize reading instruction, provide access to diverse reading resources, and foster a reading culture in and out of the classroom (Mora et al., 2021). These efforts can empower English language learners in Ecuador to enhance their reading skills and proficiency.

Despite its geographical size, Ecuador offers a wide range of tourist attractions across its 24 provinces. Imbabura province, known as a World Geopark, boasts diverse flora and fauna. The province comprises six cantons: Antonio Ante, Pimampiro, San Miguel de Urcuquí, Ibarra, Otavalo, and Cotacachi, all of which are teeming with life and numerous tourist destinations. Notably, the Canton Cotacachi, situated within the Intag Zone, houses six parishes: Apuela, Peñaherrera, Cuellaje, García Moreno, Vacas Galindo, and Plaza Gutiérrez, each with significant tourist potential (Ministerio de Turismo del Ecuador, 2020b).

Tourism, as defined by the Organization for Economic Co-operation and Development (OECD, 2020), involves individuals traveling and staying in environments different from their usual surroundings for no more than one consecutive year, primarily for leisure, business, or other non-remunerative purposes. In Cuellaje, one of the parishes mentioned above, the Unidad Educativa Cuellaje serves as a school specializing in tourism with approximately 126 students and 3 English teachers.

Tourism education in Cuellaje focuses on sales, tourist information, and field trips to local sites. However, instruction is exclusively in Spanish, and the English classes provided are limited to general pedagogical content. This poses a disadvantage as students must gain exposure to tourism-related English terminology, hindering their academic preparation and professional practice in the tourist industry. The lack of English instruction in tourism subjects and the instructors' limited knowledge of the field contribute to this challenge.

## **1.2. Foundations of Reading as a Language Skill**

Reading is a foundational language skill that plays a crucial role in the educational development of students. Pang et al. (2017) define reading as the process of interpreting written texts, which requires the integration of perception and cognitive abilities. Word recognition and comprehension are intertwined aspects of reading. Similarly, Mora et al. (2021) assert that reading involves visually perceiving written symbols, such as letters, punctuation, and spaces, and subsequently transforming them into meaningful words, sentences, and paragraphs through cognitive processes. Thus, reading engages vital sensory organs and cognitive functions to extract meaning from written materials.



In the context of English as a Foreign Language (EFL) education, the utilization of reading strategies holds considerable significance. A critical concern in this context pertains to the interplay between reading speed and comprehension, wherein the employment of specific strategies can result in varying reading paces and levels of comprehension (Mora et al. (2021). According to the scholars Mora et al., the salience of reading strategies manifests in their direct correlation with enhanced text comprehension; an increase in the frequency of their application generally corresponds to a heightened grasp of textual content. In terms of reading speed, two predominant strategies, namely "skimming" and "scanning," emerge as essential, as they facilitate the acceleration of the reading process.

The ability to read proficiently is crucial for effective communication and gaining knowledge not only in one's native language but also in foreign languages (Fernández, 2017). This holds particular significance for senior high school students studying English as a Foreign Language (EFL). Developing strong reading skills is not just a classroom requirement but serves as a fundamental building block for future academic success.

In the context of EFL studies, mastering reading skills opens the door to improved language comprehension, vocabulary expansion, and enhanced communication abilities. As students progress through their academic journey, the importance of reading becomes even more evident. It is not merely a skill for exams; it is an indispensable tool for navigating a world where English is a key medium of communication and a gateway to a wealth of global knowledge.

However, mastering the skill of reading is not a natural process, as the human brain is naturally inclined towards spoken language rather than written language (Pang et al., 2017). Consequently, explicit and formal instruction is necessary to teach reading effectively. Nonetheless, many individuals, including young learners, encounter challenges coordinating cognitive processes to achieve fluency and accuracy in reading. Word recognition, sentence interpretation, and memory retention can pose difficulties (Sevy-Biloon, 2022). Therefore, it is crucial to prevent the development of negative attitudes towards reading and to foster a positive learning environment. This can be achieved by

implementing appropriate pedagogical approaches that enhance students' reading skills while engaging and motivating them enjoyably.

### **1.3. Fundamental Components of Reading**

#### ***1.3.1. Phonological and phonemic awareness***

Proficiency in reading requires the development of both phonological awareness and phonemic awareness. These skills are focused on the auditory aspects of language and are not directly related to written language. Phonological awareness is a broad category that includes various skills, including phonemic awareness. Phonemic awareness involves understanding that speech is composed of individual phonemes, the smallest sound units (Parker, 2019).

In the context of English as a Foreign Language (EFL) learners with low levels of English proficiency, phonological awareness plays a crucial role. Phonological awareness involves recognizing sound units, ranging from larger units like words to smaller ones like phonemes. This encompasses tasks such as identifying rhyming words, counting syllables, distinguishing initial and final sounds of words, and recognizing individual phonemes within words. In contrast, phonemic awareness specifically focuses on the smallest sound units, phonemes, such as isolating the /d/ sound in the word "door" (Akca & Atmaca, 2022).

For EFL learners at lower proficiency levels, phonological awareness is integral to their language development. It helps them understand the connection between letters and sounds, facilitating their ability to decode and pronounce words accurately. Moreover, as these learners progress in reading and language acquisition, their phonological and phonemic awareness skills naturally improve. This enhanced awareness allows them to manipulate sounds and letters effectively, aiding in their overall language learning process (Akca & Atmaca, 2022).

#### ***1.3.2. Fluency***

Fluency in reading is characterized by the ability to read texts with speed, accuracy, and appropriate expression. According to Espinar (2021), fluency plays a crucial role for early readers, struggling learners, and students who are learning English as a Foreign Language. These learners often experience a decline in comprehension due to the excessive

cognitive effort required for word decoding, letter by letter. Consequently, their understanding of the text suffers even after reading it. To assist EFL learners at lower proficiency levels in attaining fluency and becoming proficient readers, it is imperative to provide them with regular practice opportunities.

A key component of fluent reading is word recognition, which entails determining the most likely pronunciation of a printed word and establishing familiarity with its meaning. Espinar (2021) asserted that fluent readers can quickly recognize words and discern appropriate pauses and emphasis while reading. This indicates that these readers do not struggle to identify words, enabling them to derive meaning from the text effortlessly.

In the context of English as a Foreign Language (EFL), cultivating reading fluency among students is of paramount importance. Consistent engagement in reading activities serves as a foundational element in the quest for improved fluency. However, the strategies employed to attain this objective may vary. One approach entails guided oral reading with ongoing feedback, facilitating students' oral proficiency (Iwata, 2022). Conversely, another widely adopted strategy, though less directive, encourages independent reading with minimal intervention (Kang, 2020). Additionally, the significance of exposing students to a variety of simple texts is as a pivotal exercise for enhancing fluency. Consequently, educators seeking to nurture reading fluency in EFL learners should offer explicit guidance for engaging in extensive reading, progressively advancing from simpler to more complex texts (Iwata, 2022).

### ***1.3.3. Vocabulary***

Vocabulary serves as a fundamental element of language, and its significance extends prominently into the realm of English as a Foreign Language (EFL). Proficiency in vocabulary is not merely an auxiliary component but a critical foundation for effective communication and overall language proficiency within EFL contexts. The significance of vocabulary cannot be overstated, as it forms the bedrock upon which language comprehension and expression are built (Sutrisna, 2021)

Extensive research underscores the paramount importance of vocabulary acquisition in EFL learning. Various pedagogical approaches have been explored to facilitate vocabulary

development among EFL learners (Nordlund & Norberg, 2020). Teaching methods such as employing short stories and incorporating songs into language instruction have emerged as effective strategies to enhance vocabulary mastery in these learners. These techniques leverage engagement and context to deepen learners' word knowledge, making the language learning experience more immersive and enjoyable (Sutrisna, 2021).

Furthermore, the interplay between vocabulary and language skills in the EFL context is a noteworthy dimension. Vocabulary proficiency significantly influences various language skills, encompassing listening, speaking, reading, and writing. Among these, the impact of vocabulary is most pronounced in the domains of reading and writing. An expansive lexicon equips learners with the tools to navigate written EFL texts effectively, comprehend intricate passages, and express themselves eloquently in writing (Darjito, 2019).

EFL Reading comprehension, in particular, hinges on a robust vocabulary base. The connection between vocabulary and reading comprehension is inextricable, with the former serving as a linchpin for the latter. Research conducted in EFL settings reveals varying degrees of correlation between vocabulary proficiency and reading comprehension (Manihuruk, 2020). While the relationship is universally acknowledged, the extent to which vocabulary influences reading comprehension varies among learners, contexts, and instructional methods (Alghonaim, 2020).

In sum, vocabulary assumes a central role in the tapestry of EFL language acquisition. Its acquisition, facilitated by diverse pedagogical approaches, underpins language proficiency and fluency (Ghalebi et al., 2020). As learners engage with the multifaceted dimensions of language, the significance of vocabulary resonates powerfully, with its impact reverberating most notably in the domains of reading and writing (Castellano-Risco et al., 2020). EFL educators and learners alike must recognize the pivotal role of vocabulary in the journey towards linguistic mastery.

#### ***1.3.4. Comprehension***

According to Pardede (2019b), comprehension involves the process of extracting meaning from written text, wherein readers endeavor to reconstruct the intended message

conveyed by the author. This intricate interplay involves the encoding of the message in written language by the writer, followed by the reader's subsequent decoding and reconstruction. Successful comprehension results in effective communication taking place. In essence, comprehension entails the ability to discern and grasp the primary ideas or intended meaning embedded within a written text (Pardede, 2019).

Reading comprehension is of paramount importance skill in EFL settings. It serves as a cornerstone for understanding vocabulary, analyzing text, and evaluating content. Proficiency in reading comprehension significantly influences academic success and cognitive development, expanding EFL students' horizons and nurturing critical thinking (Pham, 2021). Effective methods are essential to address EFL learners' challenges in this regard. In essence, reading comprehension in EFL fosters language enhancement, critical thinking, and opinion expression. It is a complex process requiring practice, interpretation, analysis, and criticism, vital for effective language communication and grasping the message between writer and reader (Pham, 2021). Research on reading comprehension in EFL contexts yields varying results, showcasing the impact of different approaches on reading speed and comprehension (Pham, 2021).

#### **1.4. Reading Strategies in the EFL Context**

Reading strategies play a vital role in facilitating the comprehension of written texts. They encompass various approaches and techniques that aid readers in understanding the meaning of individual words and grasping the overall message and intent conveyed by the text. Recognizing the importance of reading skills in society, fostering and promoting effective reading practices becomes crucial (Novitasari, 2023). It is essential to implement reading strategies across different domains and subject areas to encourage the development of reading abilities, particularly among young individuals. For instance, integrating reading activities within the field of tourism can serve as an effective means to enhance reading comprehension skills. Below are several strategies that can be employed to enhance reading skills in the EFL context:

### ***1.4.1. Previewing***

Previewing is an important strategy, especially for EFL learners, as it enables readers to read a text selectively and with a specific purpose in mind. This method helps students locate and identify the primary ideas and key points within the text. Engaging in previewing equips EFL students with the ability to establish an initial understanding of the text's relevance and significance to their language learning goals. According to Do and Le Thu Phan (2021), the process of previewing typically involves the following steps.

- **Read the Title:** The title provides a glimpse into the topic or subject matter of the reading passage. It prompts readers to consider the content and activate their prior knowledge of the subject.
- **Read the First Paragraph:** The first paragraph often presents the reading selection's main idea or central theme. Reading this paragraph allows readers to gather and connect additional information with their existing knowledge.
- **Read the Last Paragraph:** The last paragraph summarizes the author's main points and emphasizes key aspects. Even in shorter selections, reading the last one or two sentences can provide a sense of closure and key takeaways.
- **Look Over the Passage:** Quickly scanning the entire passage helps identify keywords, phrases, and organizational patterns that contribute to understanding the text's main idea and overall structure.

### ***1.4.2. Skimming***

Skimming is an essential reading strategy for EFL learners. It is employed to gain a general understanding of a text and identify key ideas without delving into every detail. This approach entails quickly scanning the text, focusing on headings, subheadings, topic sentences, and other prominent text features. Through skimming, EFL readers can determine the article's overall content, purpose, and relevance, enabling them to decide whether it aligns with their specific language learning needs or interests (Chen et al., 2020). Some strategies for effective skimming include:

- Reading the first and last parts of each paragraph to capture the main points

- Paying attention to bold, italicized, or underlined words or phrases that signal important information
- Avoiding the reading of every single word and instead focusing on the main ideas and key details

### ***1.4.3. Scanning***

Scanning, a particularly useful technique for EFL learners, is a concentrated reading strategy employed to swiftly pinpoint particular information within a text. This approach entails rapidly moving one's eyes across the text to identify specific details like names, dates, numbers, or specific keywords. Scanning proves invaluable when readers have a specific inquiry or require rapid access to precise information (Agustin et al., 2023). Effective scanning strategies:

- Identifying repeated phrases or keywords that stand out in the text
- Searching for specific terms, names, or phrases related to the information being sought
- Paying attention to words or phrases that are bolded, italicized, or highlighted
- Checking numerical data, such as tables or graphs, to locate relevant information

### ***1.4.4. Inferering***

Inferencing, a crucial skill for EFL readers, is a strategic approach that involves making logical deductions and drawing conclusions based on implicit information and contextual clues within the text. This method demands active engagement with the text, the application of critical thinking skills, and connecting prior knowledge with new information. By proficiently making inferences, EFL readers can uncover concealed meanings, decode implied messages, and gain a more profound comprehension of the text's content. (Alahmadi & Foltz, 2020). Key steps in the process of making inferences include:

- Identifying the main ideas and key details presented in the text
- Making assumptions and drawing inferences based on the implicit information inferred from the text
- Using existing knowledge and context to fill in gaps and make logical connections
- Rereading and revisiting the text to validate and refine the inferences made

In conclusion, the employment of a range of reading strategies holds particular importance for EFL learners, as it plays a pivotal role in enhancing their reading comprehension abilities. These strategies serve as indispensable tools for EFL students, enabling them to extract deeper meaning from texts, establish connections, and derive insightful conclusions, thereby facilitating a more profound understanding of the English language and its nuances, specially, in EFL settings. By embracing these techniques, EFL learners can develop a heightened sensitivity to the subtleties of language, from vocabulary to cultural context. They can also become adept at recognizing key themes, character motivations, and the overall structure of texts. Consequently, EFL learners are not merely passive readers but active participants in the process, actively engaging with the material and enriching their language skills. In this way, the proposed reading strategies not only improve reading comprehension but also foster a genuine appreciation for the beauty and depth of the English language, enriching the overall language-learning experience for EFL students.

### **1.5. Location and general information of Intag**

Intag, situated in Cotacachi, within the province of Imbabura, is an exceptionally captivating destination renowned for its remarkable biodiversity. This region boasts a diverse array of flora and fauna, including endangered species such as jaguars and spectacled bears, alongside many exotic plants that attract the attention of biologists featured in prominent national and international publications. Recognized as one of the most frequently visited places in the province, Intag has garnered a reputation as a popular tourist destination (Ministerio de Turismo del Ecuador, 2020).

Located at an elevation between 1200 and 1300 meters above sea level, Intag is nestled in a climatically diverse area, encompassing various microclimates ranging from cold cloud forests to warmer lowlands. Its warm climate, coupled with its remarkable natural surroundings, makes Intag an alluring haven for both local and international tourists. With a population exceeding 15,000 people, Intag comprises seven rural parishes, namely Apuela, Peñaherrera, Cuellaje, Vacas Galindo, Plaza Gutierrez, Garcia Moreno, and Selva Alegre, all of which share a common emphasis on tourism within their respective areas (Ministerio de Turismo del Ecuador, 2020).



Intag, known for its cultural and spiritual significance, is located within the Cotacachi Cayapas Ecological Reserve, a globally recognized protected area. It is renowned for its high-quality coffee crops and artisanal cabuya-based exports, making it a hub for premium goods. Intag also offers diverse tourist attractions, including waterfalls, spas, the Cedros forest, and culturally significant sites like Waliman, making it a preferred destination for unique experiences (CODELCO, 2018). The ecological significance of Intag is underscored by its location within the buffer zone of the Cotacachi Cayapas National Park, which is renowned as one of the most crucial protected areas globally, particularly in Western Ecuador. In fact, according to CEFE, it surpasses even the Yasuní National Park in terms of irreplaceability.

### **1.6. Tourism Diversity in Intag, Ecuador**

Tourism, as a multifaceted industry, encompasses a wide range of experiences and activities that cater to travelers' diverse interests and preferences. From exploring cultural heritage and engaging in adventure pursuits to appreciating the natural environment and delving into historical narratives, tourism offers many opportunities for individuals to discover and engage with different facets of the world around them. With its capacity to connect people across borders, tourism is a gateway to new experiences, knowledge, and cultural exchange, contributing to personal enrichment and fostering a deeper understanding of global diversity (Phan & Ngan Nguyen, 2020).

The inclusion of information regarding the types of tourism in our proposal serves as a strategic foundation. It provides a basis for creating reading skill enhancement activities that resonate with the senior students in Intag. This knowledge informs the development of tailored reading skill enhancement activities that are not only relevant to their environment but also align with the interests and opportunities within Intag.

a) **Adventure Tourism:** Adventure tourism in Intag offers thrilling outdoor activities like canopy tours, canyoning, rappelling, tubing, and rafting, making use of the region's natural terrain for an exhilarating experience, especially during late winter seasons.

b) **Natural Tourism:** Natural tourism in Intag focuses on appreciating its breathtaking natural sites, including waterfalls like Balsapamaba and Pailón de los Rostros. Adventure activities

like canyoning, rappelling, and rafting allow visitors to intimately connect with Intag's landscapes. The pristine rivers offer a serene setting for leisurely swims, enhancing its appeal as a nature-based tourism destination.

c) Ecotourism: Ecotourism in Intag prioritizes environmental responsibility and conservation, involving local communities in development and management. It fosters an understanding of ecological values, biodiversity, and cultural heritage, while economically empowering local populations, contributing to sustainable development and preservation.

## CHAPTER II METHODOLOGY

### 2.1. Type of investigation

#### 2.1.1. *Research Approach*

This study employed a mixed methods approach, encompassing both quantitative and qualitative methodologies, to explore the potential of using natural tourist places in Intag as a didactic resource for enhancing the reading skills of senior students at Unidad Educativa Cuellaje during the academic period of 2022-2023. Mixed methods research involves collecting and analyzing data using qualitative and quantitative approaches within a single study (Pardede, 2019).

The topic involves both the natural tourist places in Intag and their potential use for enhancing the reading skills of senior students. The use of a mixed-method approach allowed the researcher to have a comprehensive understanding of the topic. It combines qualitative methods to gain insights into the perspectives and experiences of students and teachers, as well as quantitative methods to measure the impact of using these natural places on enhancing reading skills.

This comprehensive approach helped to capture a holistic view of the situation. Senior students and teachers at Unidad Educativa Cuellaje represented a specific population with unique characteristics and educational needs. A mixed-method approach enabled to tailor EFL learning strategies to the specific needs and experiences of this population. The research aimed to identify strategies and approaches that effectively motivated and engaged senior students in enhancing their reading skills within the unique context of Intag's natural tourist places. Hence, qualitative methods provided in-depth insights into the preferences and challenges faced by these students, while quantitative data offered evidence of the effectiveness of the approach.

#### 2.1.2. *Research Method*

This study takes an exploratory approach, delving into the untapped potential of the scenic natural tourist destinations in Intag as tools to enhance the reading skills of senior students at Unidad Educativa Cuellaje throughout the 2022-2023 academic year. While previous research has concentrated on diverse teaching methods and resources aimed at

improving reading proficiency, there exists a notable gap in exploring the integration of these captivating natural sites into the educational process. This study aims to bridge this gap by shedding light on this uncharted territory.

As Meihami (2022) suggested, when little is known about a problem or topic, it is essential to conduct exploratory research to map out the territory and fine-tune the specific research angle later. One of the aims of this study is to explore the potential impact of using natural tourist places to boost reading skills. This research is dedicated to uncovering effective approaches for integrating Intag's natural tourist destinations into teaching methodologies, with the specific aim of enhancing the reading skills of senior students at Unidad Educativa Cuellaje. In this unique EFL context, our study aims to contribute innovative strategies for maximizing the educational potential inherent in these remarkable natural settings.

## **2.2. Methods, Techniques and Instruments of Investigation**

### **2.2.1. Data Collection Instruments**

This research study utilized two distinct methodologies to gather data. Firstly, semi-structured interviews were conducted with three teachers. The semi-structured interviews were chosen with the teachers because it encouraged them to have flexible and interactive conversations. This approach allowed the teachers to express their thoughts, experiences, and beliefs freely, providing a deeper understanding of their perspectives (Magaldi & Berler, 2020). These interviews obtained rich qualitative data, which helped to understand how the teachers view using Natural Tourist Places of Intag to improve reading skills. Various topics were discussed, including but not limited to teaching methods, challenges they faced, successes they observed, and recommendations for implementation. The insights gathered from these interviews are valuable for this study and for improving EFL reading instruction in the future.

In addition to the interviews, a questionnaire with close-ended items was employed. Using predetermined response options ensures efficiency, standardization, ease of analysis, objectivity, and comparability. Students can quickly provide specific information, enabling straightforward data analysis and the identification of patterns and trends (Cheung, 2021).

The close-ended questions allowed to gather data on students' preferences, perceptions, and learning experiences related to improving reading in the study context. The gathered information encompassed participants' interest levels, beliefs, willingness, and recognition of the importance of incorporating natural tourist places in Intag as a didactic resource to enhance reading skills. The questionnaire also asked about the teaching methods currently used in the classroom to enhance reading skills and the frequency of their implementation.

In conclusion, the application of close-ended questions in the questionnaire, complemented by interviews conducted with teachers, provided valuable insights into students' preferences, perceptions, and learning experiences concerning improving reading skills. The integration of these methodologies facilitated a comprehensive understanding of the topic. They helped to explore the potential effectiveness and implications of using Natural Tourist Places of Intag as a didactic resource to improve reading skills in senior students at Unidad Educativa Cuellaje.

### **2.3. Research questions**

The following research questions aim to investigate the role and impact of incorporating natural tourist places in Intag as a didactic resource for improving reading skills among senior students at Unidad Educativa Cuellaje. They also search the potential advantages and difficulties of the implementation in this context and how it could benefit English as a foreign language learners.

1. What are the perceptions and attitudes of senior students towards the incorporation of natural tourist places of Intag as a didactic resource to improve reading skills?
2. What are the perceived effects of integrating natural tourist places in Intag as a didactic resource on the reading skills of senior students at Unidad Educativa Cuellaje, as reported by students and teachers?

## 2.4. Variable operationalization matrix

Table 1

*Operationalization Matrix of variables.*

Variable	Indicators	Data collection techniques	Information sources
<b>Incorporating</b>			
<b>Natural tourist places in Intag as a didactic resource</b>	Perceptions Challenges Attitudes Interest	Semi-structured interviews	Teachers
<b>Reading skills</b>	Teaching methods currently used Frequency of implementation Perceptions of implementing new methods	Questionnaire	Students

*Note: This table shows the variables' operationalization matrix according to the investigation topic. The author*

## 2.5. Population

### 2.5.1. Description of the study area

Intag is an enchanting place characterized by its rich biodiversity. The region is renowned for its diverse flora and fauna, with endangered species like jaguars and spectacled bears. Intag has gained popularity as a tourist destination, attracting visitors from both national and international backgrounds. The area's favorable climate and varying microclimates contribute to its appeal, ranging from cold cloud forests to warmer lowlands. With a population of over 15,000, Intag consists of seven rural parishes, including Cuellaje, which offer unique tourism experiences (CODELCO, 2018).

Intag holds significant cultural and natural importance. The indigenous traditions and awe-inspiring mountains in the area have given it the reputation of being a sacred valley. Additionally, Intag is part of the Cotacachi Cayapas Ecological Reserve, a vital protected area of immense ecological value. The region is also renowned for its coffee production and the crafting of natural and handmade cabuya products exported to other countries. These qualities make Intag a prime location for high-quality products and a promising destination for tourism.

In 1993, the Unidad Educativa Cuellaje was established to improve the quality of education. Over time, the school expanded and introduced various programs. Notably, in 2003, it embraced a hybrid learning environment combining distance education and face-to-face instruction, creating a flexible and dynamic educational setting. Through the integration of these approaches, students gain access to a versatile learning experience. In parallel, the school underwent significant development, transforming into a formal institution with a sturdy infrastructure made of concrete blocks. By 2006, the school extended its educational offerings to include students up to the 8th grade. Understanding the exceptional biodiversity and tourism potential in the region, the school adopted a specialized approach, emphasizing training in sales, commerce, and tourism. This strategy empowers students to leverage the natural beauty and diverse tourist attractions in the area, enriching their educational journey.

### ***2.5.2. Description of the participants***

In this research, convenience sampling served as the method for participant selection. This choice was made due to the practicality and feasibility of recruiting participants from the specific educational institution where the study took place. The aim was to gather insights from individuals who possessed an intimate understanding of the context and intricacies of teaching within that particular educational setting.

For the quantitative segment of the study, the sample consisted of all the senior students at Unidad Educativa Cuellaje for the school year 2022-2023, totaling twenty-six students, comprising 12 males and 14 females. They had been studying English since their 3rd grade of basic education, in accordance with the legal requirements of the education

system, and continued their English education from the 8th grade until the 3rd year of high school.

In the qualitative aspect of the study, semi-structured interviews were conducted with the English teachers of the institution. The participants included one male and females. Two of the participants were women, One of them had a master's degree in language teaching, the teacher has been teaching English for 4 years, she started teaching in the lower grades and then in the school, while the other one was finishing a master's degree in curricular innovation, this teacher at the moment only teaches the children in the lower grades, she has a vocation for teaching and is one of the best teachers that the Educational Unit has had in the last few years. The third participant, a male, was a social studies teacher but taught English for administrative reasons, he adapted to the English subject, he commented that it had been a bit difficult but that he was able to do it because he had knowledge of the English language.



## CHAPTER III: RESULTS AND DISCUSSION

### 3.1. Results

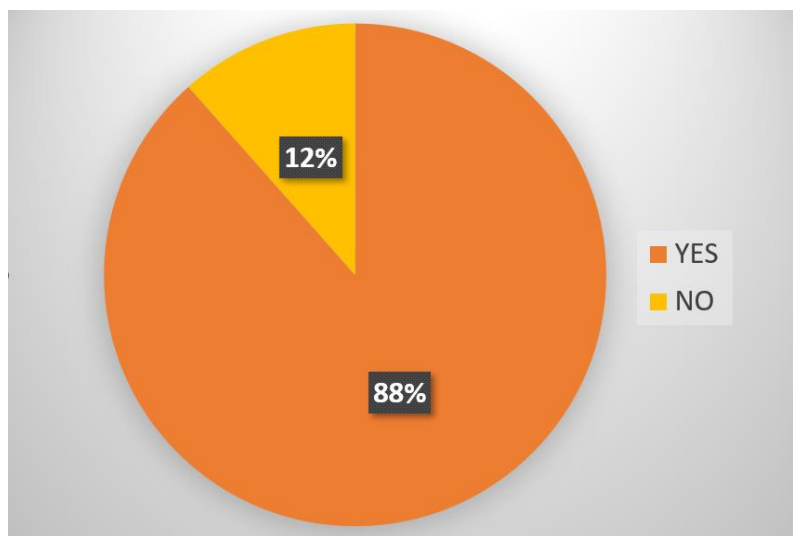
This chapter presents the results of the student survey conducted at Unidad Educativa Cuellaje. The survey was administered to third-year Baccalaureate students and aimed to assess their knowledge of tourist places in Intag and the materials they use to improve their reading skills in class. Additionally, an interview was conducted with teachers to understand their perspective on this methodology and how it promotes the reading skills of students.

### 3.2. Student's survey results

**Does your teacher use didactic material to improve Reading skills?**

**Figure 1**

*Didactic Material of English skill*



*Note: Own elaboration. Source: survey October 2023*

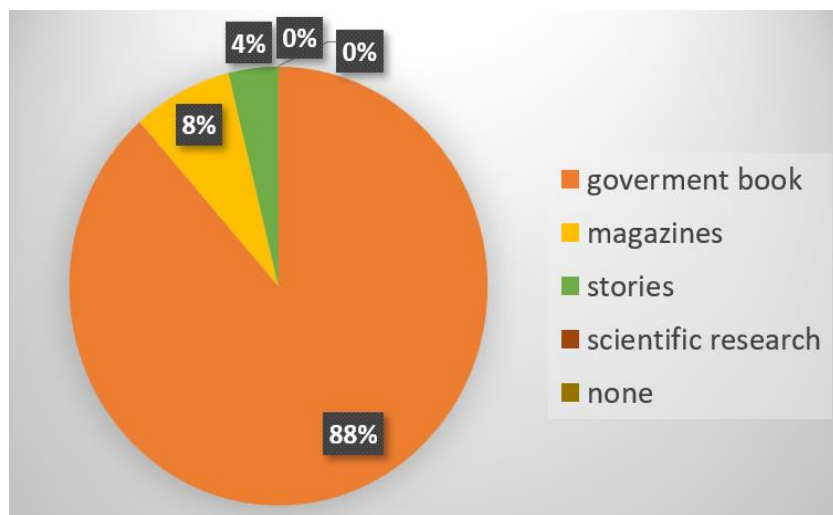
The graph indicates that most students benefit from the use of teaching materials by their educators, which helps to improve their reading skills significantly. Additionally, instructional materials are resources or tools used by teachers to facilitate learning and promote better comprehension among students. These materials come in different forms, including textbooks, worksheets, multimedia presentations, visual aids, digital resources, and others. When used effectively by teachers, instructional materials play a crucial role in improving students' reading skills. Nevertheless, one amount minor of the students

established that the teacher did not use the appropriate resources to promote the learning of reading skills.

**What kind of didactic resources does your teacher use to develop reading skills?**

**Figure 2**

*Kind of didactic material*



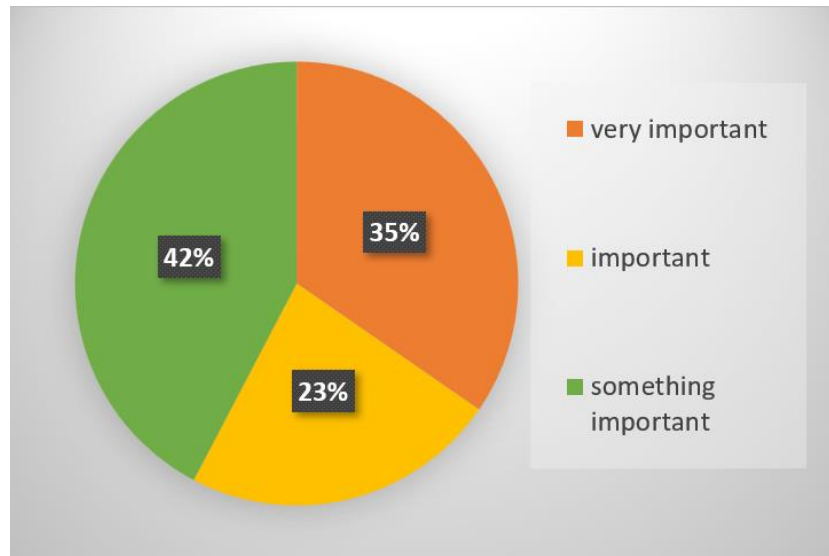
*Note: Own elaboration. Source: survey October 2023*

The graph above illustrates the various resources that teachers utilize to augment reading skills, which, in turn, facilitates the acquisition of knowledge of language through this mode of learning. According to the graph, a significant number of students consider government books to be the most effective didactic material that they use to enhance their reading skills. However, some students asserted that teachers infrequently incorporate magazines, stories, and scientific research in their teaching methods, which they believe does not contribute to the optimal development of reading skills.

**How important do you think it is to know about tourist places in Intag, considering that you study some subjects related to tourism?**

**Figure 3**

*Importance of tourist places in Intag*



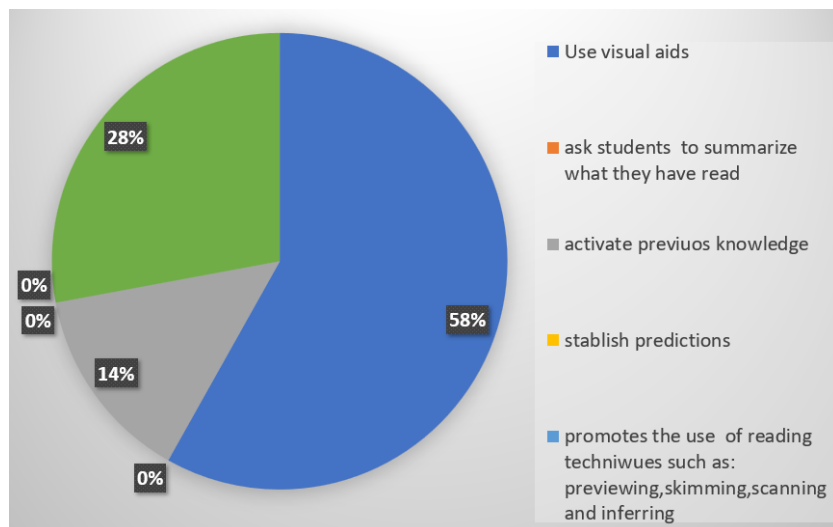
*Note: Own elaboration. Source: survey October 2023*

A relevant important aspect that is described in this graph is about the students that study this kind of career. This career allows them to have knowledge and information that can enrich students' educational experiences, broaden their horizons, and equip them with skills and insights that are valuable not only academically but also in their personal lives. Nevertheless, the data presented in the graph indicates that most students perceive it as "something important" to be familiar with the tourist places in Intag. However, a small but significant group of students consider it "Very Important" to have relevant information about these tourist places. On the other hand, some students only consider this information to be "important." Overall, this graph provides insights into the varying degrees of importance attached to knowledge of tourist places among students pursuing a particular career.

**Choose the strategies that the teacher uses in class to improve reading skills.**

**Figure 4**

*Strategies that Improve Reading Skills*



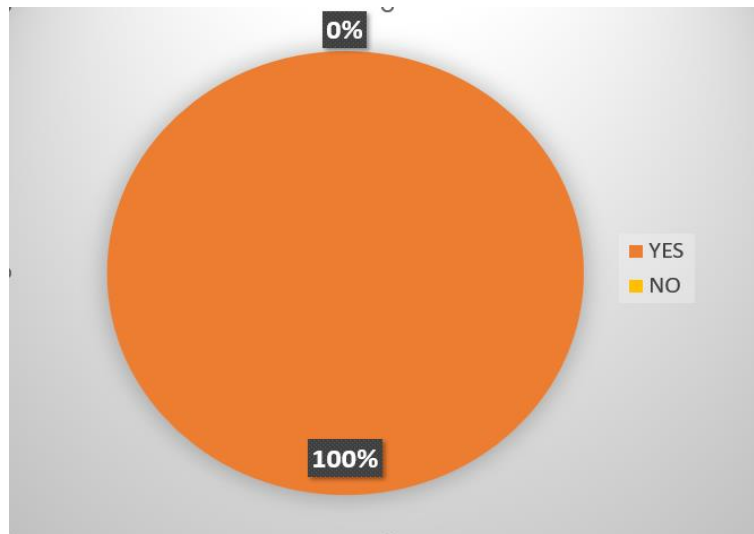
*Note: Own elaboration. Source: survey October 2023*

According to the data shown in the graph, there are different strategies to promote and improve reading skills, which involve a combination of approaches that focus on engagement, practice, and individualized support. Thus, the graph shows the principal strategies that it considers more relevant. On the one hand, the majority of the students consider that teachers use the use of visual aids principally. Nevertheless, another group of students established that the teachers only focus on performing or giving feedback on the topic of the class and refrain from inciting another kind of reading. On the other hand, a major number of students consider that the teacher with less frequently the teacher performing activities precious knowledge. Consequently, by implementing and promoting these strategies in a supportive and encouraging learning environment, students can effectively develop and improve their reading skills over time.

**Would you like to have a didactic guide with information about tourist places in Intag?**

**Figure 5**

*Didactic guide about tourist places*



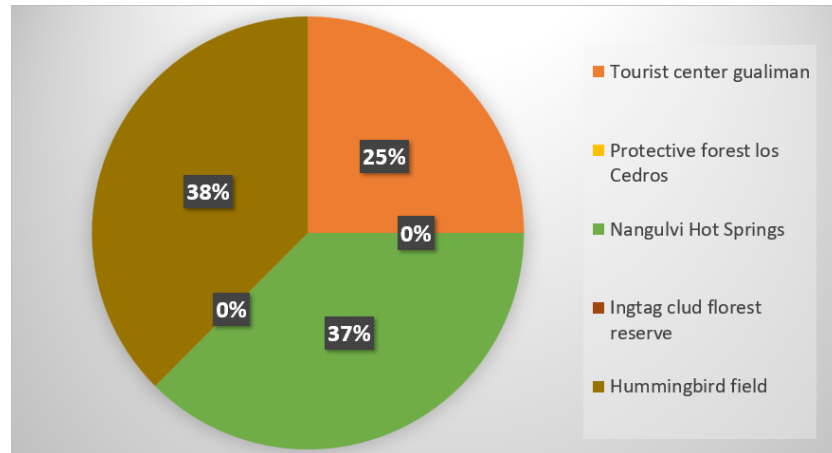
*Note: Own elaboration. Source: survey October 2023*

The figure helps to know the interest and the connection that exists between students with the didactic material since the goal is not to convey knowledge through the material but to give the child the opportunity to interact with it, encounter new sensations, and make discoveries. Additionally, Adults act as mediators between materials and children. Thanks to this practical experience and research, children's intelligence will be developed and grown. Therefore, materials are only the initial stage on the way to the construction of intelligence. Hence, in its entirety, the students established that the didactic material is an important piece in the development of education, so all of them wish to have different types of didactic material based on tourist places of Intag.

**From the following places, choose which ones you would like to include in the didactic guide.**

**Figure 6**

*Opinions about the didactic guide*



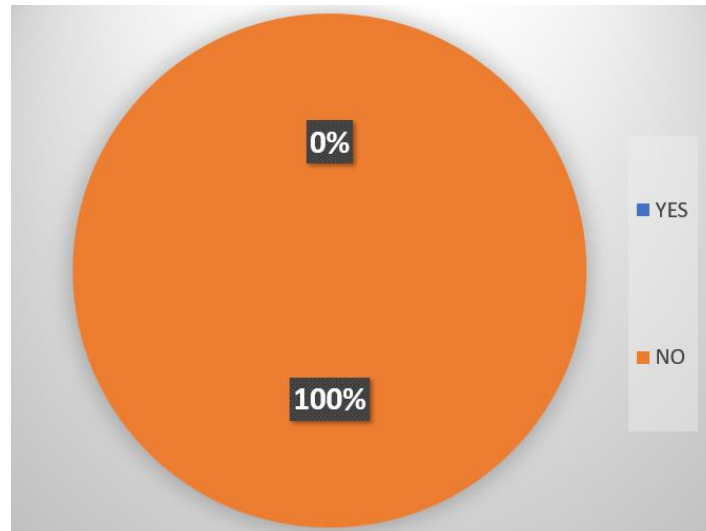
*Note: Own elaboration. Source: survey October 2023*

The pie chart presents the possible opinions that the students chose to create a didactic guide which established a better performance at developing the reading skills. Therefore, for most of the students, the better way is to implement information about the "hummingbird field." As well as Nangulvi Hot Springs since it's a topic of major interest for them. Nevertheless, the rest of the students said that the best way is to implement information about Tourist Center Gualimán; it should be noted that all the subjects are important for the tourists of Intag.

**Do you read about natural tourist places from Intag in your English class?**

**Figure 7**

*Tourist places in Intag*



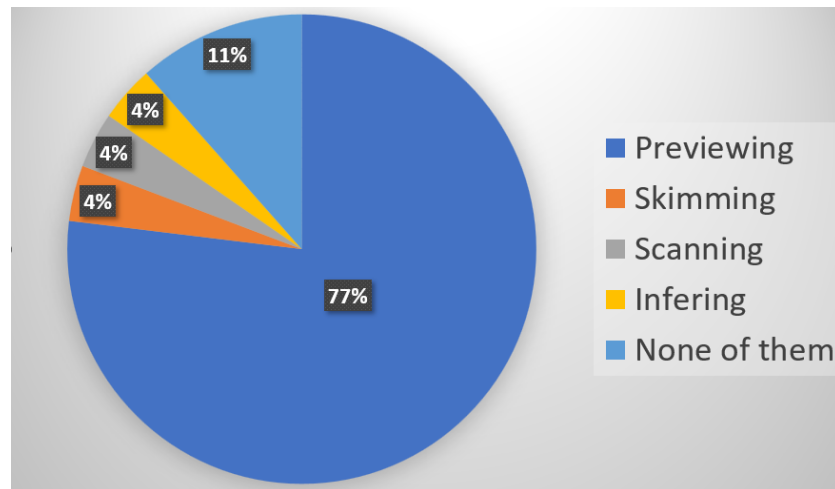
*Note: Own elaboration. Source: survey October 2023*

The pie chart shows the progress of reading of tourist places in Intag which promote learning English during the hour classes. Hence, the picture represents that in its entirety, the learners do read and acquire information about the places more emblematic of Intag. Furthermore, this type of reading helps the student to improve their English skills as well as to implement the most amount of vocabulary based in these places of Intag.

## Which of the following teaching strategies does the teacher use in the classroom?

**Figure 8**

*Reading Strategies*



*Note: Own elaboration. Source: survey October 2023*

According to the graph, reading strategies are that can be employed to enhance one's reading skills. These strategies can help you read faster, comprehend complex texts better, and retain information more effectively. The graph consideration provides a detailed analysis of the different reading strategies employed by teachers during their class hours. On the one hand, it shows that most of the students use previewing strategies to recall prior knowledge and set a purpose for reading. This involves skimming a text for features and information that will help when reading it in detail later. On the other hand, the number of selections for the other reading strategies is not used by the teachers during the English classes, which gives us the understanding that only one strategy does not promote the development and enhancement of the reading skills of the students.



### **3.3. Teacher's Interview Analysis**

**What strategies do you use to develop the reading skills in your students?**

**Teacher A:**

Well, as I told you before, my job is working with students from first grade to seventh grade. I don't use specific reading material because they are starting to read. So, for the great six and seven, I use materials related to the module that the Ministry of Education gives us to the teachers to teach students to read. So, I also use a sheet of paper with small readings where the students can learn about basic vocabulary.

**Teacher B:**

I try to use it in my class of four skills. But according to the book that gives us the minister of Education. I had to practice more in reading and Grammar, trying to record the lecture using different apps so that students practice their listening and listen to their audio about reading, as well as the right way of pronunciation according to what they understand in Spanish. For example, with the grammar they have in the book, they can practice their reading.

**Teacher C:**

The strategies that I use are readings. Comprehensive images also help me relate the text with the ideas that they can also tell me in comparison to images; perhaps from time to time, we use some small stories. In the same way, they write stories in relation to small stories according to the grammar that they are working on in that class topic and also short sentences that they can write in both English and Spanish for those who also understand what grammar is. They can translate grammar into the ideas they have in Spanish.

**Analyze:**

In the following comments of the teachers in accordance with the question, they use different strategies to improve their English skills, which generated a systematic approach to

language learning, helping learners navigate the complexities of acquiring English skills more effectively while also boosting motivation and confidence. Therefore, each strategy helps to improve the ability to learn English so that, in this case, the use of the internet, books, and recording the voice of the students helps to improve their reading skills and generate more vocabulary according to the topic class.

**What kind of didactic resources do you use to improve reading skills in your students?**

**Teacher A:**

I told you before the materials that are used for reading skills are unique modules that the ministry education gives us, and I also have a small reading for the internet.

**Teacher B:**

When I am involved in group work, I often utilize records and computer files to gather information and assist with the project. Additionally, I occasionally incorporate visual aids such as pictures to enhance our presentation and make it more engaging for our audience.

**Teacher C:**

Usually, what I use are short TikTok videos, where there are speeches about various topics rather than one message and everything in between. So, what you do is get the main ideas from that text. Search for verbs, search for keywords that allow you to guide and interpret the text, and search for specific information according to the topic; in the same way, we also use songs to improve vocabulary, reading, and pronunciation of words.

**Analyze:**

The data and information that the teachers gave us are of utmost importance because, for them, the use of technology today is of utmost importance because it provides in different ways an improvement in English skills, now, although the use of teaching materials also promotes the learning of the language, much more in improving reading skills, so

implementing reading resources on the tourist sites of Intag would be very helpful to promote tourism as well as the learning of Indian language.

**What do you think about using readings based on Intag?**

**Teacher A:**

Well, I have never used a reading based on tourist places in Intag because I'm working with. Will, but I have knowledge that the read different kind of materials with this topic and, it's very important because of the students' study here in this high school with the career of Tourism. So, I think they must use this methodology.

**Teacher B:**

I believe that reading scripts is a personal activity because students need to practice and listen carefully. In order to make the most out of it, they should record themselves reading the script in groups. This way, they can focus on specific words and practice them along with the grammar taught in class. This is my main goal when working with my group of students.

**Teacher C:**

I consider that they are very important because now we read something related to our career. We are going to strengthen our careers, and we are going to teach young people and direct them more than anything to what they are studying and where. They may have or what they may have, or what knowledge they will have by the time they finish their school period.

**Analyze:**

Based on the question presented, the teachers have emphasized the significance of promoting tourist destinations through informative readings. Such readings play a crucial role in providing visitors with a comprehensive understanding of the various attractions, activities, and amenities that a place has to offer. In this context, they have highlighted the importance of promoting Intag tourism through such readings, not just for the benefit of the

tourism course taught in their educational institution but also for the educational development of students across all levels. By incorporating such readings, students can enhance their knowledge about the city's culture, thereby helping them learn a new language more engagingly and effectively.

**Have you used didactic resources related to tourist places to develop reading skills? Yes /no, why?**

**Teacher A:**

Currently, it is not possible to connect Intag with tourist destinations outside the parish due to the limited availability of information here. However, more information can be obtained from sources outside the parish. Therefore, I tend to rely more on other places to obtain and work with the necessary information from the cantonal capital.

**Teacher B:**

In this case, I only have a class with this group of students. I give classes of basic level to 8-9-10 grades, as well as to learners of baccalaureate, but I don't have work with this type of methodology that promotes the tourist in Intag; because of that, only I must perform my activities with the resources of the Ministry of Education.

**Teacher C:**

Related to Intag, at the moment, it could not yet be related to tourist places that are outside the parish because there is even much more information that can be obtained from there generally from here on Intag, there is not so much information; I just think that there from the cantonal capital, so what I turn to the most is to the other places so that they can get the information and so that they can also work with that information.

**Analyze:**

From the following comments made by the teachers, we can understand that reading teaching resources are of utmost importance to promote tourism for teachers the only

teaching resource they have is that of the Ministry of Education, so no tourist information from Intag promotes the development of reading but rather tourist places in other cantons, in this way, the necessary information about these places is not insufficient to promote the learning of the English language through the comprehensive readings that students can acquire.

**What do you think about using a didactic guide containing reading material based on natural places of Intag with your students?**

**Teacher A:**

According to the information that we have in several areas. So, I believe that this unit of education needs much material-based reading because the students don't have the necessary materials to use based on this local area, so it would be very important if I had someone help us with this kind of material to work with students.

**Teacher B:**

It could be a good teaching material for students; for me, it would be a very dynamic subject because it develops students' knowledge of tourist places as well as for teachers since they would have teaching material corresponding to the tourist places of Intag.

**Teacher C:**

It is a very good idea given the lack of information we have. We would be a very good source of information that we could use in the institution for us to work from within our parish and teach our children how they can promote tourism from here from the place where they live. It would be a very good idea and a very good help for us Tourism teachers as well because, yes, we are constantly looking for information elsewhere, and what we need to reinforce is not there anymore here.

### **Analyze:**

The analysis of this question, Intag is a beautiful tourist destination that has a lot to offer in terms of culture. However, most teachers need more resources and information to promote tourism in the area through reading. To address this issue, it would be highly beneficial to implement a teaching resource in educational institutions that focuses on Intag tourist attractions. This would help students pursuing a career in tourism to gain more knowledge about the canton where they live and promote the area's unique culture through English, which, through tourism, English language would be more attractive and educational.

**What techniques do you use during class hours to promote the analysis of techniques of reading?**

#### **Teacher A:**

Generally, in my opinion, the use of all the reading strategies is very complex to apply with the students since it has an extensive subject to teach. So, in my opinion, I prefer to use the previewing technique since it is easier to use and understand together with the students.

#### **Teacher B:**

Answering this question, most techniques are useful to improve the student's skills, so I consider it useful to use techniques like skimming and scanning, which help to understand better and give a more comprehensive idea of the exposed texts.

#### **Teacher C:**

In my case, the use of skimming, scanning, previewing, and others are very good elements that I apply to my students because I focus on developing their reading thinking and comprehension of the readings that are exposed in the books of the ministry and according to these skills, exposing them with readings that promote the development of tourism in Intag would be an excellent academic resource.

## **Analyze:**

Based on the question and the teachers' responses, the application of reading techniques helps to improve the student's reading skills considerably. On the other hand, implementing all the reading techniques in a didactic guide which involves the tourism of Intag as well as promoting the learning of a foreign language will be of great benefit for the students as well as for the teachers who teach the English class and much more for the tourism career that is given in this school.

### **3.4. Discussion**

Following a thorough analysis of the responses gathered from a comprehensive survey and in-depth interviews conducted with both students and teachers at Unidad Educativa Cuellaje, I have taken careful consideration of the unique perspectives and valuable insights provided by each participant. These insights have proved instrumental in guiding the development of the research that aims to enhance reading skills by exploring the rich cultural and historical significance of tourist destinations in the canton of Intag.

The survey conducted on students reveals the importance of implementing new and innovative teaching strategies to promote English language learning. The survey highlights that the use of these strategies creates an environment that is conducive to learning and enjoyable for students. As a result, students show a growing interest in learning English. (Sevy-Biloon, 2022) However, it is imperative to note that the development of reading skills and other language skills in English largely depends on the teachers. Thus, creating teaching materials that focus on improving reading skills, with the help of popular tourist spots in Intag, can be an effective way to enhance students' knowledge about the place where they live. In addition, such an approach can also promote the culture of the canton, making the learning experience more immersive and meaningful for students. By integrating a new language like English based on the readings, students can gain valuable skills that can prepare them for success in today's globalized world. (Parker, 2019).

On the other hand, in the interview, it was revealed that the reading materials used by teachers in English are not proving to be very helpful in the development of students' English skills. The teachers believe that this is because the topics covered in these materials are not particularly interesting or relevant to the students. However, the teachers have come up with a solution to this issue. They suggest creating teaching materials that are related to the canton where the students live (Novitasari, 2023). By doing so, they can promote tourism in the area while also emphasizing the importance of learning English. Reading materials that are based on the students' hometowns would be more comfortable and attractive for them to read, making the learning process more engaging and enjoyable.

To sum up, the academic proposal presents an invaluable guide for educators to inspire and encourage their students to read and expand their vocabulary in the English language. In addition to this, it also aims to promote the development of the students' careers at Unidad Educativa Cuellaje by providing them with comprehensive knowledge and information about various tourist destinations in Intag. Moreover, the academic proposal is of paramount importance as it combines various teaching techniques and strategies that foster a dynamic and creative learning environment, making the process of learning more engaging and didactic. By implementing the proposed strategies, teachers can create an atmosphere that encourages students to participate actively in the readings and build their confidence in using the English language.



## **CHAPTER IV: PROPOSAL**

### **4.1. Introduction**

Within the educational field it is very important to take into account the search for and increase of strategies, techniques and didactic material for meaningful learning in the students. After the analysis of the surveys conducted with the students, it was concluded that it is very important to implement a didactic guide that contains information about the tourist sites of Intag with activities and reading techniques to improve the reading skills of the students, as they consider it necessary to increase their knowledge in order to develop in the educational field, as they are students who have the subject of tourism in English and do not have material that is related to informative topics or that can increase their knowledge.

This proposal aims to use information about tourist places, which involves the consumption of various natural and cultural manifestations, as a means to improve reading skills. Tourism allows people to immerse themselves in important information. Reading plays a crucial role in tourism, as it allows individuals to acquire knowledge and perceptions about a place before their trip. In addition, tourism plays a very important role in education as it helps to develop meaningful learning through reading as it is a valuable tool for people interested in tourism activities and enriches their experiences by providing them with knowledge about tourist sites and activities that can be carried out.

### **4.2. Rationale**

This proposal has arisen with the intention of creating innovative activities for the development of English language learning and to demonstrate that improving a skill is not as boring or complicated as it seems. The activities to be developed in this didactic guide are aligned to the modules that are used in educational institutions and that are taught by the Ministry of Education (MINEDUC) which contains topics and strategies that help develop student learning.

Through readings and activities, this guide aims to help improve reading skills and increase students' knowledge through the reading techniques: Skimming, Scanning and inferring which are very effective techniques that help to understand and comprehend the content of a text.

Finally, this proposal is an aid so that students and teachers of the educational institution can make use of it and know how to use in an effective way the information contained in this didactic resource, especially in the subject of English and subjects related to tourism. In this way, it is hoped that students will feel motivated and confident in using reading techniques, increase their vocabulary and improve their reading skills.

### **Proposal's name**

Alejandro's Adventure through Intag.

### **4.3. Objectives**

#### **General Objective**

- Improve the reading skills of students through the implementation of a didactic guide with tourist information of Intag.

#### **Specific Objectives**

- Select the most appropriate reading techniques to implement in the didactic guide.
- Incorporate readings and interactive activities for the development of reading skills.
- Evaluate the progress of students in reading skills through the activities implemented in the didactic guide.

ALEJO'S ADVENTURE

THROUGH

**INTAG**



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# UNIT 1

## Reading 1 : Campo Colibrí

**Reading:** Tourist Center "Campo Colibrí"

**Key Reading Skill:** Scanning

**Topic:** Regular - Irregular Verbs

**Vocabulary:** Verbs ( walk , fly ,be , enjoy)

## Reading 2 : Nangulví

**Reading:** Alejo's Last Summer Vacation.

**Key Reading Skill:** Scanning

**Topic:** Simple Past Continuous - Sentence

**Vocabulary:** For Trip and Verbs in Past

## Reading 3 : Gualimán

**Reading:** The Kind Goblin of Gualimán

**Key Reading Skill:** Scanning

**Topic:** Simple Past - Questions

**Vocabulary:** Verbs in Past

# UNIT 2

## Reading 1 :Extreme Swing

**Reading:** Extreme Swing

**Key Reading Skill:** Skimming

**Topic:** Past Continuous

**Vocabulary:** Verbs (fly, enjoy)

## Reading 2: Gualimán Archeological Center

**Reading:** Gualimán Archeological Center

**Key Reading Skill:** Skimming

**Topic:** Present Perfect

**Vocabulary:** Adjectives (beautiful, crowded)

## Reading 3 :Golondrinas and San Antonio Waterfalls

**Reading:** Golondrinas and San Antonio Waterfalls

**Key Reading Skill:** Skimming

**Topic:** Connectors of Contrast

**Vocabulary:** Vocabulary for Activities and Verbs ( enjoy, relax, swim, hiking)

# UNIT 3

## Reading 1 :Vado Jeremías

**Reading:** Vado Jeremías

**Key Reading Skill:** Scanning

**Topic:** Gerund vs. Infinitive

**Vocabulary:** For Information

## Reading 2 :Los Cedros Protected Forest

**Reading:** Los Cedros Protected Forest Location .

**Key Reading Skill:** Scanning

**Topic:** Zero Conditional

**Vocabulary:** For Information

## Reading 3 :San Alberto Viewpoint

**Reading:** San Alberto Viewpoint

**Key Reading Skill:** Scanning

**Topic:** First Conditional

**Vocabulary:** Vocabulary for Activities and Verbs ( camping, hiking, visit, see)

# JUSTIFICATION

This didactic guide has been created to provide students with a new educational experience that motivates them to learn and expand their knowledge. The guide is made up of learning elements about wonderful places. By immersing themselves in this educational adventure, students will acquire reading and critical skills about Intag's tourism environment through interactive activities that connect classroom learning with the real world.

## OBJECTIVES

### **General Objective**

- Improve the reading skills of students through the implementation of a didactic guide with tourist places of Intag.

### **Specific Objectives**

- Select the most appropriate reading strategies to implement in the didactic guide.
- Incorporate readings and activities for the development of reading skills.
- Evaluate the progress of students in reading skills through the activities implemented in the didactic guide.



# PRESENTATION OF GUIDE

In this guide, students will improve their reading skills following Alejo's adventures through Intag. Students will first be exposed to the vocabulary of the different readings. Then, they will learn about a specific topic of English in order to they will be able to understand the reading, and finally, complete some activities related to each reading.



# UNIT 1

## READING 1

### CAMPO COLIBRÍ

- Regular vs. Irregular Verbs

## READING 2

### NANGULVÍ

- Simple Past - Sentences

## READING 3

### GUALIMÁN

- Simple Past - Questions

# READING 1

## Learning Objective:

- Differentiate regular verbs from irregular verbs.

## Reading Strategy:

- Scanning

## CAMPO COLIBRÍ



Photo by Campo Colibrí pg.

## BEFORE STARTING

- Have you ever heard about Campo Colibrí?
- Do you know how many type of verbs there are in the past tense?



# READING 1

## CAMPO COLIBRI



### 1. Match the verbs with their meanings.

- Walk
- Calm
- See
- Move
- Go
- Leave
- Feel
- Visit
- Watch
- To go away from a place; to depart.
- To perceive with the eyes.
- To make it peaceful or tranquil.
- To move on foot, taking steps.
- To change position or location.
- To travel.
- Observe closely.
- To experience a sensation or emotion
- To go to a place temporarily

### 2. Fill in the blanks with the verbs in the previous activity.

1. She likes to \_\_\_\_\_ in the park every morning to enjoy the fresh air.
2. Taking a few deep breaths helped him \_\_\_\_\_ down after a stressful day.
3. From the mountaintop, you can \_\_\_\_\_ the entire city spread out below.
4. The cat likes to \_\_\_\_\_ around the house, exploring different rooms.
5. They plan to \_\_\_\_\_ on a road trip to the beach this weekend.
6. Before you \_\_\_\_\_, make sure you have everything you need.
7. After a long hike, they could \_\_\_\_\_ the soreness in their legs.
8. We're excited to \_\_\_\_\_ the new museum in town next week.
9. Let's \_\_\_\_\_ the sunset from the hill; it's always beautiful.

# READING 1

## CAMPO COLIBRÍ



3. Read the text and underline all the verbs that you can find.

In Intag, Imbabura, Ecuador, there is a beautiful place called Campo Colibrí. It's like a special area in nature. When you go there, you can hear the calm sounds of nature and see many colors. Campo Colibrí is often called the "Hummingbird Field." Here, you can see wonderful birds, called colibrí, flying around the flowers. The air feels alive as they move gracefully among the petals, and their shiny feathers shine in the sunlight. Besides the pretty colibrí, there are paths in the sanctuary. You can walk on these paths and be in the quiet nature. The paths go through the green wilderness. They let you enjoy the peaceful area and feel the earth's rhythms. Campo Colibrí is more than just a place to visit. It's like a door to a world where you can walk with nature, watch these beautiful birds, and feel happy in the simple beauty around you.



Photos by Campo Colibrí pg.



# READING 1

## CAMPO COLIBRÍ



4. Complete the chart. Use the verbs from the reading 1.

Regular Verbs	Irregular Verbs
Watch - Watched	
	See - Saw

5. Work with a partner. Discuss the questions.

- Have you ever visited a place similar to Campo Colibrí, where you can connect with nature and observe wildlife?
- What do you think makes Campo Colibrí a "special area in nature," as described in the text?
- If you had the opportunity to visit Campo Colibrí, what activities would you be most excited about?

# READING 2

## Learning Objective:

- Use the simple past tense to complete a paragraph.

## Reading Strategy:

- Scanning

## NANGULVI



Photo by Cristina P.

## BEFORE STARTING

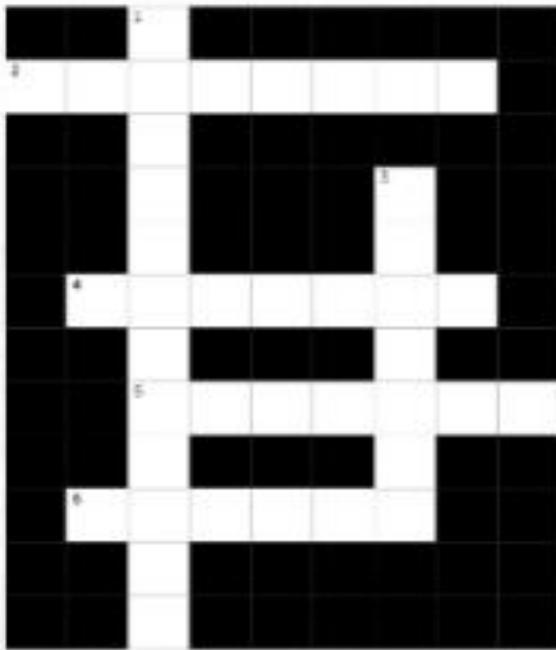
- What is the past tense?
- What are the forms of the verb to be in the past tense?
- What can you see in the picture?



# READING 2

## NANGULVI

1. Solve the following crossword puzzle.



Across	Down
2 Moving through water using your body.	3 Observing and studying birds.
4 Staying outdoors in a tent or shelter.	6 Moving swiftly on foot.
5 Riding a bicycle.	
6 Walking in nature, often on trails or paths.	

2. Use the words from the crossword puzzle and write a simple sentence in the past tense. You can use the verbs learned in the last lesson.

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# READING 2

## NANGULVÍ

### 3. Read the text about Alejo's Last Summer Vacation.

Last summer, my family and I had an amazing vacation in Nangulví, a picturesque tourist spot nestled in Intag. It was a trip filled with adventure and relaxation as we explored the natural beauty of the area. Nangulví offered a variety of activities that kept us entertained throughout our stay.

We camped under the starry night sky, setting up tents near a serene river. The sound of the water flowing was so calming, and we enjoyed roasting marshmallows over a campfire. During the day, we loved running along the scenic trails that wound through the lush forests. The fresh air and stunning views made our runs truly invigorating.

One of the highlights of our trip was the opportunity to go swimming in the fantastic pool. The water was refreshingly cool, and we splashed around, feeling like kids again. Hiking was another activity we thoroughly enjoyed. We embarked on a trail that led us to a breathtaking waterfall. The hike was a bit challenging at times, but the sight of the waterfall cascading down the rocks made it all worthwhile.



Photo by Cristina P.

# READING 2

## NANGULVÍ

4. Read the reading again and underline all the verbs in the past form that you find.

5. Write true or false next to the sentences below. Correct the false sentences.

\_\_\_\_\_ 1. Last summer, the writer and their family went on a vacation to Nangulví.

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\_\_\_\_\_ 2. Nangulví is described as a bustling city in the essay.

-----

\_\_\_\_\_ 3. The vacation was both adventurous and relaxing.

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\_\_\_\_\_ 4. The family set up their tents near a river while camping.

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\_\_\_\_\_ 5. The sound of the flowing water had a calming effect on the family.

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\_\_\_\_\_ 6. Roasting marshmallows over a campfire was not mentioned as one of the activities.

-----

\_\_\_\_\_ 7. During the daytime, the family enjoyed running on trails that went through forests.

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# READING 2

## NANGULVÍ

### 6. Fill in the blank with the correct form of the verbs.

Last summer, my family and I \_\_\_\_\_ (visit) Nangulví, a tourist destination in Intag. We \_\_\_\_\_ (camp) near a river, ran on scenic trails, and \_\_\_\_\_ (enjoy) swimming in a hidden lagoon. Hiking led us to a beautiful waterfall, while cycling gave us an adrenaline rush on mountain paths. Bird-watching \_\_\_\_\_ (to be) a highlight, with colorful birds and their songs. These activities \_\_\_\_\_ (bring) us closer and \_\_\_\_\_ (create) great memories in Nangulví.



Photo by Cristina P.



Photo by Termas Nangulví pg.

# READING 3

## Learning Objective:

- Use the simple past tense to write questions.

## Reading Strategy:

- Scanning

## GUALIMÁN



Photo by GoRaymi.



### BEFORE STARTING

- What is the auxiliary verb for asking questions in the past tense?
- In which tense is the main verb of the questions in the past tense?

# READING 3

## GUALIMÁN

### 1. Read the sentences and write the words in bold next to the definitions.

1. The **captivating** sunset painted the sky with vibrant colors.
2. The friendly **goblin** named Grizzle helped lost travelers find their way.
3. Grandmother told us **tales** of magical creatures and faraway lands.
4. The natural **wonders** of the forest left us in awe of nature's beauty.
5. With a cheerful **demeanor**, she greeted everyone who walked by.
6. I'll **ensure** that your package arrives safely at its destination.
7. After the long journey, the travelers felt **disoriented** and unsure of their location.

- \_\_\_\_\_ (adjective): Attracting and holding attention due to being fascinating or compelling.
- \_\_\_\_\_ (noun): A mythical creature often depicted as small and mischievous, commonly found in folklore and fantasy stories.
- \_\_\_\_\_ (noun): Stories, especially ones that are imaginative or fictional in nature.
- \_\_\_\_\_ (noun): Remarkable and awe-inspiring things, often used to refer to magnificent sights or experiences.
- \_\_\_\_\_ (noun): The outward behavior or attitude displayed by a person, often indicating their mood or character.
- \_\_\_\_\_ (verb): To make certain that something happens or is true; to guarantee or secure.
- \_\_\_\_\_ (adjective): Confused, lacking a clear sense of direction or awareness of one's surroundings.

# READING 3

## GUALIMÁN

### 2. Read the text.

#### The Kind Goblin of Gualimán

Deep within the captivating tourist destination of Gualimán lived a goblin named Grizzle. Unlike the tales of old, Grizzle was a goblin known for his warmth and generosity.

Gualimán was a place of breathtaking beauty, with its lush forests, glistening rivers, and towering mountains. Travelers often came to admire its wonders. Grizzle, with his friendly demeanor, acted as a guardian of the land. He ensured that the trails were clear, the wildlife was safe, and the scenery remained untouched.

One fateful day, a group of lost travelers wandered into Gualimán. Weary and disoriented, they were met by Grizzle's kind gaze. With a welcoming smile, he led them to a tranquil spot where they found nourishing berries and fresh spring water. Grizzle's compassion touched the travelers, and they shared their encounter with others. Soon, Grizzle became a beloved figure, illustrating that unexpected friendships and kindness could thrive even in the most extraordinary of places.



Photo by Cristina P.



# READING 3

## GUALIMÁN

### 3. Answer the following questions related to the reading.

1. Where did Grizzle, the goblin, live?

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2. How was Grizzle different from the goblins in old tales?

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3. What kind of place was Gualimán?

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4. Why did travelers visit Gualimán?

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5. How did Grizzle act towards the land of Gualimán?

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### 4. Read the answers and write the questions.

1. \_\_\_\_\_

- Grizzle ensured clear trails and safe wildlife.

2. \_\_\_\_\_

- They were met by Grizzle's kind gaze.

3. \_\_\_\_\_

- Grizzle met them with kindness.

4. \_\_\_\_\_

- Grizzle led them to a tranquil spot with berries and fresh water.

5. \_\_\_\_\_

- They were touched by his compassion

# UNIT 2

## READING 1

### EXTREME SWING

- Past Continuous

## READING 2

### GUALIMÁN ARCHAEOLOGICAL CENTER

- Present Perfect

## READING 3

### GOLONDRINAS AND SAN ANTONIO WATERFALLS

- Connectors of Contrast



# READING 1

## Learning Objective:

- Use the past continuous tense to write sentences.

## Reading Strategy:

- Skimming

## EXTREME SWING



Photo by Cristina P.



### BEFORE STARTING

- Have you ever ridden an extreme swing?
- Do you want to ride on it?

# READING 1

## EXTREME SWING

1. Read the following verbs and convert them into their progressive forms.

- speak -> \_\_\_\_\_
- love -> \_\_\_\_\_
- excite -> \_\_\_\_\_
- see -> \_\_\_\_\_
- mix -> \_\_\_\_\_
- create -> \_\_\_\_\_
- feel -> \_\_\_\_\_

2. Complete the sentences below in the past continuous with the correct form of the verb to be in the past simple.

- She \_\_\_\_\_ speaking to her friend on the phone when I entered the room.
- They \_\_\_\_\_ loving the beautiful sunset at the beach last evening.
- The news of the upcoming concert \_\_\_\_\_ exciting everyone in the town.
- I \_\_\_\_\_ seeing a rainbow in the sky while I was walking in the park.
- While the chef \_\_\_\_\_ cooking, he was mixing various spices to create a delicious aroma.
- Artists \_\_\_\_\_ creating a masterpiece in his studio all afternoon.
- They \_\_\_\_\_ feeling a sense of adventure as they hiked through the dense forest.

# READING 1

## EXTREME SWING

3. Read the text and underline the sentences where you can find the past continuous.

### The extreme swing



Photo by Cristina P.

While I was walking through the lovely countryside of Ibarra, in a place called Intag, I noticed an exciting swing that was offering a whole new level of adventure. Intag was surrounded by lots of plants and trees, creating the perfect setting for this unforgettable experience. People who were seeking excitement could be seen flying through the air on the swing, their hearts pounding with excitement as they

enjoyed the stunning views of Intag's natural beauty below. The wind was whooshing past them, mixing with the sounds of the leaves and birds in the distance, creating a feeling of joy that they would always remember.

### REMEMBER

The Past Continuous tense is when you convince the past form of the verb to be (was or were) with a verb + ing, for example:

- She was reading a book.

# READING 1

## EXTREME SWING

**4. Answer the following questions related to the previous reading.**

1. Where were you walking when you noticed the exciting swing?

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2. What kind of place is Intag known to be?

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3. How did the swing offer a new level of adventure?

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4. What surrounded Intag, making it an ideal location for the swing?

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5. Who could be seen flying through the air on the swing?

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**5. Write some sentences using the past continuous tense.**

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# READING 2

## Learning Objective:

- Identify and understand the use of the present perfect tense in a reading text, and use it correctly in their own sentences.

## Reading Strategy:

- Skimming

## GUALIMÁN ARCHAEOLOGICAL CENTER



Photo by GoRaymi.



## BEFORE STARTING

- Have you ever been to a museum?
- Do you want to visit a museum?

# READING 2

## GUALIMÁN ARCHAEOLOGICAL CENTER

1. Complete the second column of the table with the Past Participle form of the verb in the first column.

Base Form	Past Participle Form
Have	
Explore	
Shape	Shaped
Go	
To be	
Leave	
See	Seen
Discover	

2. Complete the sentences with the verbs in the second column of the previous activity.

- I have \_\_\_\_\_ many historical sites in this region.
- They have \_\_\_\_\_ the nearby mountains extensively.
- The river has \_\_\_\_\_ the landscape in remarkable ways.
- She has \_\_\_\_\_ on several guided tours to learn about the area.
- He has \_\_\_\_\_ to the Gualimán Archaeological Center multiple times.
- They have just \_\_\_\_\_ the visitor center after a fascinating tour.
- We have \_\_\_\_\_ ancient artifacts that date back centuries.
- She has \_\_\_\_\_ a hidden path that leads to a breathtaking viewpoint.

# READING 2

## GUALIMÁN ARCHAEOLOGICAL CENTER

3. Read the text about Alejo's visit to an archaeological center and circle where you can find perfect structures.

### GUALIMÁN ARCHAEOLOGICAL CENTER

I have had a wonderful chance to explore the Gualimán Archaeological Center in Intag, Imbabura. This unique spot is nestled in the captivating Andes mountains and has been shaped by interesting changes in the land over a long time. Throughout history, different native groups, like the Caras and Yumbo, have lived in Gualimán. More recently, families like Telmo's great-grandfather's family have settled here and didn't realize they were part of the Pereira Varela family, which has a big connection to this place's history (GoRaymi,s.f.).

Learning about Gualimán's rich past has been really fascinating. A well-known Ecuadorian historian,(GoRaymi,s.f.)Jorge Salvador Lara, has extensively studied this place and has discovered many things about its culture. As someone who loves to travel, I've had the chance to try out many things at Gualimán. From places to stay to really exciting activities, this spot has everything you could want. Exploring the lush landscapes, uncovering ancient artifacts, and immersing myself in nature have been truly captivating experiences. The presence of an old pyramid for ceremonies, ancient human remains, and these special clay items called "tolas" has helped me feel more connected to the past and appreciate the present beauty of Gualimán.

# READING 2

## GUALIMÁN ARCHAEOLOGICAL CENTER

### 4. Discuss with a partner.

- Have you ever explored the Gualimán Archaeological Center in Intag, Imbabura?
- How has the Gualimán Archaeological Center been shaped over time?
- Have different native groups, like the Caras and Yumbo, lived in Gualimán throughout history?
- Has Telmo's great-grandfather's family settled in Gualimán recently?
- Have you learned about the rich past of Gualimán, including the connection to the Pereira Varela family?

### 4. Use the present perfect tense to talk about one experience in your last vacation.

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# READING 3

## Learning Objective:

- Use connectors of contrast to express opposing ideas in sentences and short paragraphs.

## Reading Strategy:

- Skimming

## GOLODRINAS AND SAN ANTONIO WATERFALLS

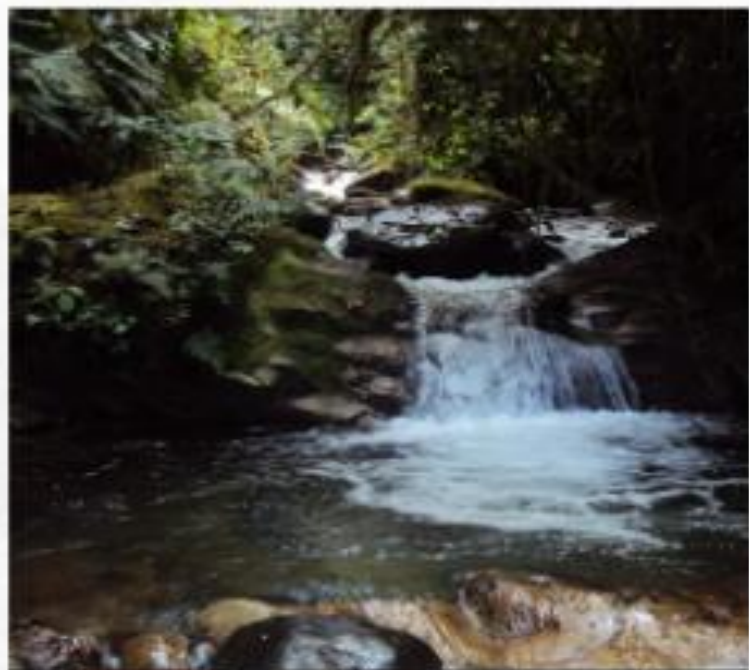


Photo by Cristina P.



Photo by Cristina P.



## BEFORE STARTING

- Describe picture 1.
- Describe picture 2.
- Try to compare them.

# READING 3

## GOLONDRINAS AND SAN ANTONIO WATERFALLS

### 1. Read each word and match with their meaning.

- But
- However
- On the other hand
- Nevertheless
- In contrast
- On the contrary
- used to introduce an opposing idea or point.
- Similar to "but," it's used to introduce a contrasting idea or to show a deviation from the previous statement.
- Used to introduce an opposing viewpoint or to present an alternative perspective.
- Indicates that despite the previous statement or situation, something different is still true.
- Directly signals a comparison or opposition between two ideas or situations.
- Used to introduce a contrasting idea that is opposite to what has been stated.

### 2. Write a sentence with each contrast connector to compare the Golondrinas and the San Antonio waterfall.

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# READING 3

## GOLONDRINAS AND SAN ANTONIO WATERFALLS

### 3. Read the texts.

Golondrinas Waterfall is a large and impressive natural wonder located in a picturesque setting. What sets it apart is the charming little lake that forms at its base, providing a serene spot for visitors to relax and take in the beauty of the surroundings. One of the best things about Golondrinas is its accessibility; people can easily reach it without embarking on a challenging hike. This accessibility makes it a favorite destination for families and adventurers alike. Here, you can enjoy exciting activities like canyoning and take a refreshing swim in the crystal-clear waters of the lake. Golondrinas Waterfall truly offers a delightful blend of natural beauty and accessible adventure for all to enjoy.

San Antonio Waterfall is a magnificent natural wonder with its grandeur setting it apart. It boasts a sizable lake at its base, making it a striking sight to behold. However, reaching San Antonio can be quite challenging due to the rugged terrain surrounding it, which requires determined hikers to navigate steep paths and dense forests. Yet, the effort is worthwhile as visitors are rewarded with the opportunity to take a refreshing swim in the vast lake at the foot of the waterfall. San Antonio Waterfall offers a unique adventure for those willing to take on the challenge and immerse themselves in the beauty of this secluded natural paradise.



Photo by Cristina P.



Photo by Cristina P.

# READING 3

## GOLONDRINAS AND SAN ANTONIO WATERFALLS

### 4. Answer the following questions.

- How would you describe the size of Golondrinas Waterfall compared to San Antonio Waterfall?

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- What is the main feature that sets Golondrinas Waterfall apart from San Antonio Waterfall?

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- Which waterfall is easier to access, Golondrinas or San Antonio, and how does this affect the visitor experience?

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- In terms of recreational activities, what can visitors do at Golondrinas Waterfall compared to San Antonio Waterfall?

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- Which of the two waterfalls would you prefer to visit based on the descriptions provided, and why?

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### 5. Write a sentence with each contrast connector to compare the Golondrinas and the San Antonio waterfall.

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# UNIT 3

## READING 1

### VADO JEREMÍAS

- Gerunds vs. Infinitive

## READING 2

### LOS CEDROS PROTECTED FOREST

- The Zero Conditional

## READING 3

### SAN ALBERTO VIEWPOINT

- The First Conditional

# READING 1

## Learning Objective:

- Distinguish between gerunds and infinitives and use them correctly in sentences.

## Reading Strategy:

- Scanning

## VADO JEREMÍAS



Photo by Cristina P.



## BEFORE STARTING

- Do you like to swim?
- How often do you go to the river?

# READING 1

## VADO JEREMÍAS

1. Complete the table using the reading on the page 36.

Gerunds	Infinitive
Swimming	
	To dance

# READING 1

## VADO JEREMÍAS

### 2. Read the text. Scan for gerunds vs infinitive.

Vado Jeremias is a tranquil spot nestled alongside the river, inviting people to visit for a leisurely swim and some relaxation. The area is adorned with sizable rocks, perfect for sunbathing or simply to sit and enjoy the gentle river flow. Encircled by lush greenery, Vado Jeremias creates a serene atmosphere, ideal for swimming and unwinding. Whether you prefer taking a refreshing dip in the river or seeking a peaceful place to connect with nature, this scenic riverside destination offers an array of delightful experiences.

### 3. Complete the following text. Use the verbs in the blanks in their correct form.

Visiting Vado Jeremias is a delightful experience. \_\_\_\_\_ (Swim) in the crystal-clear waters of the river provides a sense of refreshment while sitting on the large rocks allows you to enjoy the tranquility of the surroundings. Moreover, taking the time to \_\_\_\_\_ (relax) amid the lush vegetation is highly recommended. Whether you prefer \_\_\_\_\_ (swim) to \_\_\_\_\_ (invigorate) yourself or simply to \_\_\_\_\_ (relax) in this serene environment, Vado Jeremias offers the perfect place for both activities.

### 4. Discuss with a partner.

- Have you ever visited a river or similar natural spot for relaxation and swimming? If so, what was your experience like?
- What are the advantages of choosing a place like Vado Jeremias for swimming and relaxation compared to a swimming pool or a beach?



# READING 2

## Learning Objective:

- Use the zero conditional to express general truths and facts.

## Reading Strategy:

- Scanning

## LOS CEDROS PROTECTED FOREST



Photo by Eduardo Obando.



## BEFORE STARTING

- What is a fact?
- Could you give some examples of facts?

# READING 2

## LOS CEDROS PROTECTED FOREST

1. Look at the following images and complete the sentences.



- If you \_\_\_\_\_ ice, it \_\_\_\_\_.



- If you \_\_\_\_\_ fire, you get \_\_\_\_\_.



- If you \_\_\_\_\_ to water, it \_\_\_\_\_.

### REMEMBER

In the zero conditional, we use the simple present tense in both clauses.

# READING 2

## LOS CEDROS PROTECTED FOREST

### 2. Read the following text. Underline unknown words.

The Los Cedros Protective Forest, (GoRaymi, 2020) situated in the Imbabura province near the confluence of the Guayllabamba and Magdalena rivers, is an essential area for biodiversity. It covers over 6,000 hectares of primary forest and is adjacent to the Cotacachi-Cayapas Ecological Reserve. This region is a hotspot for biodiversity due to the overlap of the wet Chocó forests and the tropical Andes mountain range, harboring diverse plant and animal species.

over (GoRaymi, 2020)

bird species and more than 400 orchid species. Notably, it hosts the brown-headed spider monkey, an endangered species that Los Cedros aims to conserve.

The forest's significance extends to its historical and ecological importance. Native groups like the Caras and Yumbo have inhabited this region, and recent

settlers, including Telmo's great-grandfather's family, were unaware of their connection to the Pereira Varela family and the site's historical relevance. The forest also acts as an educational hub, conducting studies and workshops to raise awareness and train community para-biologists. With its exceptional biodiversity and ongoing conservation efforts, the Los Cedros Protective Forest stands as a vital sanctuary for Ecuador's unique wildlife and natural heritage.

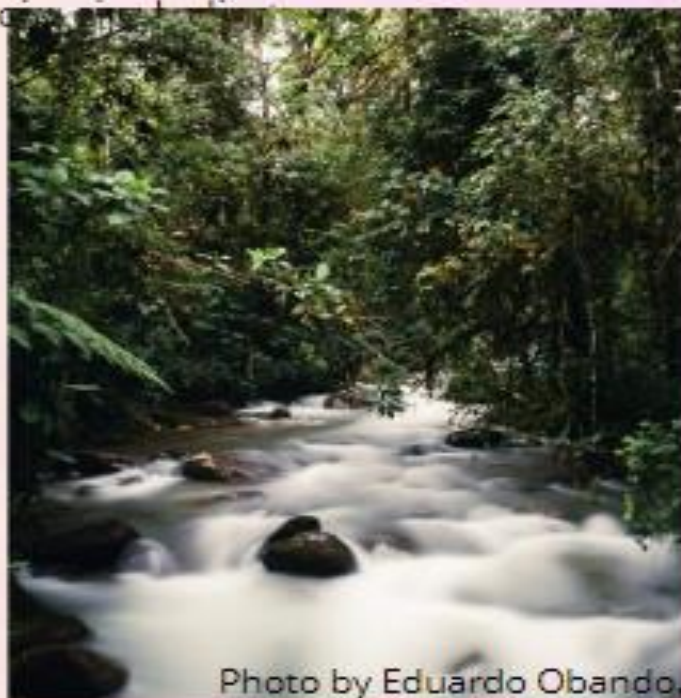


Photo by Eduardo Obando,

# READING 2

## LOS CEDROS PROTECTED FOREST

### 3. Answer the questions.

1. Where is the Los Cedros Protective Forest located?

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2. What is the significance of the Los Cedros Protective Forest in terms of biodiversity?

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3. What are the two areas of mega-diversity that overlap within the forest?

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### 4. Using the zero conditional, write some sentences related to the previous text.

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# READING 3

## Learning Objective:

- Use the first conditional to talk about real or likely future events, and apply this knowledge in practical scenarios.

## Reading Strategies:

- Scanning - inference

## SAN ALBERTO VIEWPOINT



Photo by Cristina P..



## BEFORE STARTING

- Do you have plans for the weekend?
- If you do not have homework, where will you go?

# READING 3

## SAN ALBERTO VIEWPOINT

1. Complete the name of the following activities.



H\_k\_ng



C\_mp\_ng



H\_rs\_\_ Rid\_ng



C\_ny\_n\_ng

2. Complete the sentences using the previous activities.

- If the weather cooperates, we can \_\_\_\_\_ in the forest this weekend.
- We'll try \_\_\_\_\_ in the countryside if they have extra horses available.
- If we find a suitable river, we might consider going \_\_\_\_\_ next summer.
- If we follow the trail markers, we can enjoy \_\_\_\_\_ through the viewpoint trails.

# READING 3

## SAN ALBERTO VIEWPOINT

### 3. Read the text. Scan for first conditional sentences.

The San Alberto Viewpoint is a beautiful spot for outdoor enthusiasts. If you enjoy hiking, there are well-marked paths that will lead you through the stunning countryside. If the weather is nice, you can even go camping under the starry sky, surrounded by nature's beauty.

For those who love riding horses, there are guided tours available. And if biking is more your style, you'll find exciting trails around the viewpoint. If you're feeling really adventurous, you might want to try canyoning down the waterfalls nearby.

From the San Alberto Viewpoint, you can see the charming town of San Alberto below. If you visit at the right time, you'll get a breathtaking view of the town nestled in the lush landscape. So, if you're looking for an outdoor adventure and a chance to see the lovely town of San Alberto from above, this viewpoint is the perfect place to visit.



Photos byCristina P-.

# READING 3

## SAN ALBERTO VIEWPOINT

### 4. Answer the questions about the reading.

1. What outdoor activities can you enjoy at the San Alberto Viewpoint?

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2. Are there hiking trails at the viewpoint, and are they well-marked?

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3. What can you do if you're interested in horse riding?

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4. Is camping an option at the viewpoint, and what's special about it?

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5. What kind of trails can you explore if you're into biking?

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### 5. Discussion with a partner.

1. If you were to visit the San Alberto Viewpoint, which outdoor activity would you try first, and why?

2. If the weather is good this weekend, do you think you would go hiking or camping in a natural area near your home? Why or why not?

3. If you had a chance to go horse riding in a foreign country, what kind of landscape would you prefer to ride through, and why?



# READING 3

## SAN ALBERTO VIEWPOINT

In the heart of nature lies the San Alberto Viewpoint, an ideal destination for those who seek outdoor adventures. This picturesque spot caters to a variety of interests, offering a range of activities for nature enthusiasts. Whether you prefer exploring on foot, horseback, or wheels, the viewpoint promises a memorable experience. The well-marked hiking paths weave through the breathtaking countryside, inviting visitors to immerse themselves in the tranquility of nature. Beneath the starry sky, camping enthusiasts have the opportunity to connect with the great outdoors in a unique and serene setting.

For those with an affinity for equestrian pursuits, guided horseback tours provide a wonderful way to explore the scenic surroundings. Cyclists, on the other hand, can embrace the thrill of exciting trails that wind their way around the viewpoint, promising both challenge and exhilaration.

Thrill-seekers can take their adventure to new heights by trying canyoning down the nearby waterfalls, adding an extra layer of excitement to their outdoor escapade. From the elevated vantage point of the San Alberto Viewpoint, visitors are treated to a panoramic view of the charming town of San Alberto below. If timed right, the sight is nothing short of breathtaking, with the town nestled amidst the verdant landscape.

In essence, the San Alberto Viewpoint is not just a destination for outdoor activities; it is a gateway to a multisensory experience, where nature's beauty and adventure converge to create lasting memories.

# READING 3

## SAN ALBERTO VIEWPOINT

### 6. Find the right activity

Instructions: Read the following set of preferences and choose the activity at St Albert Viewpoint that best fits each description.

- **I love the idea of immersing myself in the tranquillity of nature and enjoying the beauty of the landscape.**
  - a) Hiking
  - b) Horseback Riding
  - c) Camping
- **I want to explore the community of St Albert from a unique and impressive point of view**
  - a) Hiking
  - b) Canyoning
  - c) Panoramic View
- **I am looking for strong emotions and I am willing to try something really adventurous.**
  - a) Canyoning
  - b) Biking
  - c) Guided Horseback Tours

# ANSWER KEY

## Unit 1 - Reading 1

### 1. Match the verbs with their meanings.

- **Walk:** To move on foot, taking steps.
- **Calm:** To make it peaceful or tranquil.
- **See:** To perceive with the eyes.
- **Move:** To change position or location.
- **Go:** To travel.
- **Leave:** To go away from a place; to depart.
- **Feel:** To experience a sensation or emotion
- **Visit:** To go to a place temporarily
- **Watch:** Observe closely.

### 2. Fill in the blanks with the verbs in the previous activity.

1. She likes to **WALK** in the park every morning to enjoy the fresh air.
2. Taking a few deep breaths helped him **CALM** down after a stressful day
3. From the mountaintop, you can **SEE** the entire city spread out below.
4. The cat likes to **MOVE** around the house, exploring different rooms.
5. They plan to **GO** on a road trip to the beach this weekend.
6. Before you **LEAVE**, make sure you have everything you need.
7. After a long hike, they could **FEEL** the soreness in their legs.
8. We're excited to **VISIT** the new museum in town next week.
9. Let's **WATCH** the sunset from the hill; it's always beautiful.

### 4. Complete the chart. Use the verbs from the reading 1.

- **Regular verbs:** watch - walk - calm - like - move
- **Irregular verbs:** be - see - hear - can - let

# ANSWER KEY

## Unit 1 - Reading 2

### 1. Solve the following crossword puzzle.

1. BIRDWATCHING
2. SWIMMING
3. RUNNING
4. CAMPING
5. CYCLING
6. HIKING

### 5. Write true or false next to the sentences below. Correct the false sentences.

1. TRUE
2. FALSE. (Corrected: Nanguli is described as a picturesque tourist spot in the essay.)
3. TRUE
4. TREU
5. TREU
6. FALSE. (Corrected: Roasting marshmallows over a campfire was mentioned as one of the activities.)
7. TRUE

### 6. Fill in the blank with the correct form of the verbs.

Last summer, my family and I **VISITED** (visit) Nangulví, a tourist destination in Intag. We **CAMPED** (camp) near a river, ran on scenic trails, and **ENJOYED** (enjoy) swimming in a hidden lagoon. Hiking led us to a beautiful waterfall, while cycling gave us an adrenaline rush on mountain paths. Bird-watching **WAS** (to be) a highlight, with colorful birds and their songs. These activities **BROUGHT** (bring) us closer and **CREATED** (create) great memories in Nangulví.

# ANSWER KEY

## Unit 1 - Reading 3

1. Read the sentences and write the words in bold next to the definitions.

- **CAPTIVATING** (adjective): Attracting and holding attention due to being fascinating or compelling.
- **GOBLING** (noun): A mythical creature often depicted as small and mischievous, commonly found in folklore and fantasy stories.
- **TALES** (noun): Stories, especially ones that are imaginative or fictional in nature.
- **WONDERS** (noun): Remarkable and awe-inspiring things, often used to refer to magnificent sights or experiences.
- **DEMEANOR** (noun): The outward behavior or attitude displayed by a person, often indicating their mood or character.
- **ENSURE** (verb): To make certain that something happens or is true; to guarantee or secure.
- **DISORIENTED** (adjective): Confused, lacking a clear sense of direction or awareness of one's surroundings.

4. Read the answers and write the questions.

1. What did Grizzle ensure about the trails and wildlife?
2. Whose kind of gaze did they encounter?
3. How did Grizzle greet them?
4. Where did Grizzle guide them, and what did they find there?
5. What emotion did his compassion evoke in them?

# ANSWER KEY

## Unit 2 - Reading 1

1. Read the following verbs and convert them into their progressive forms.

1. speaking
2. loving
3. exciting
4. seeing
5. mixing
6. creating
7. feeling

2. Complete the sentences below in the past continuous with the correct form of the verb to be in the past simple.

1. She **WAS** speaking to her friend on the phone when I entered the room.
2. They **WERE** loving the beautiful sunset at the beach last evening.
3. The news of the upcoming concert **WAS** exciting everyone in the town.
4. I **WAS** seeing a rainbow in the sky while I was walking in the park.
5. While the chef was cooking, he **WAS** mixing various spices to create a delicious aroma.
6. Artists **WERE** creating a masterpiece in his studio all afternoon.
7. They **WERE** feeling a sense of adventure as they hiked through the dense forest.

# ANSWER KEY

## Unit 2 - Reading 2

1. Complete the second column of the table with the Past Participle form of the verb in the first column.

Base Form	Past Participle Form
Have	HAD
Explore	EXPLORED
Shape	Shaped
Go	GONE
To be	BEEN
Leave	LEFT
See	Seen
Discover	DISCOVERED

2. Complete the sentences with the verbs in the second column of the previous activity.

1. I have **SEEN** many historical sites in this region.
2. They have **EXPLORED** the nearby mountains extensively.
3. The river has **SHAPED** the landscape in remarkable ways.
4. She has **GONE** on several guided tours to learn about the area.
5. He has **BEEN** to the Gualimán Archaeological Center multiple times.
6. They have just **LEFT** the visitor center after a fascinating tour.
7. We have **DISCOVERED** ancient artifacts that date back centuries.
8. She has **HAD** a hidden path that leads to a breathtaking viewpoint.

# ANSWER KEY

## Unit 3 - Reading 1

1. Complete the table.

Gerunds	Infinitive
Swimming	TO SWIMM
SUNBATHING	TO SUNBATH
TAKING	TO TAKE
VISITING	TO VISIT
SITTING	TO SIT
DANCING	To dance
ENJOYING	TO ENGOY
CONNECTING	TO CONNECT

3. Complete the following text. Use the verbs in the blanks in their correct form.

Visiting Vado Jeremias is a delightful experience. **SWIMMING** in the crystal-clear waters of the river provides a sense of refreshment while sitting on the large rocks allows you to enjoy the tranquility of the surroundings. Moreover, taking the time to **RELAX** amid the lush vegetation is highly recommended. Whether you prefer **SWIMMING** to **INVIGORATE** yourself or simply to **RELAX** in this serene environment, Vado Jeremias offers the perfect place for both activities.



# ANSWER KEY

## Unit 3 - Reading 2

1. Look at the following images and complete the sentences.



• If you **HEAT** ice, it **MELTS**.



• If you **TOUCH** fire, you get **BURN**.



• If you **PUT SALT** to water, it **DISSOLVES**.

# ANSWER KEY

## Unit 3 - Reading 3

1. Complete the name of the following activities.

1. **HACKING**
2. **CAMPING**
3. **HORSE RIDING**
4. **CANYONING**

2. Complete the sentences using the previous activities.

1. If the weather cooperates, we can **CAMPING** in the forest this weekend.
2. We'll try **HORSE RIDING** in the countryside if they have extra horses available.
3. If we find a suitable river, we might consider going **CANYONING** next summer.
4. If we follow the trail markers, we can enjoy **HIKING** through the viewpoint trails.

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## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. CONCLUSIONS**

At the end of the research entitled “Natural Tourist Places of Intag as a Didactic Resources to Improve Reading Skills in Senior Students at Unidad Educativa Cuellaje, Academic Period 2022-2023” the following conclusions have been reached:

The creation of a didactic guide about tourist places of Intag with strategies and techniques to improve reading skills represents an important and multifaceted educational initiative, as this creation promotes knowledge and cultural richness about tourist places and addresses the critical need to improve reading skills, a fundamental skill for academic and professional success.

The identification and recognition of tourist places of Intag is a very important step for the creation of the didactic guide as it can offer the students an increase of knowledge and practice English language. The detailed description of each tourist attraction provides a visual stimulus that makes the student interested in the subject.

The identification of effective techniques, strategies and material is important for the development of reading skills. Diversification of pedagogical approaches and adaptation to different learning styles are key elements to improve a specific skill in senior students.

The creation of a didactic guide that integrates Intag's tourist sites with activities and readings will make it a complete and practical tool for students' learning. The relationship between tourism and education improves students' motivation and understanding.

### **5.2. RECOMMENDATIONS**

Once the conclusions have been reached, the following recommendations are suggested to continue working on the development of reading skills.

It is advisable to implement this didactic guide in an interactive way involving the students and the participation of local experts in tourism and education to complement the objective of the guide, as this will be an educational tool that will bring a lot to the students and teachers.

It is suggested to realize and organize excursions or educational activities in tourist places identified in Intag, so that students can relate and try to create real situations in order to make use the information provided in the didactic guide. In addition, students can be provided with related materials in English that contain information about flora, fauna, and geography, allowing them to practice reading in a real and meaningful environment.

It is recommended to encourage the implementation of diverse techniques, strategies and material such as; books, magazines, debates and others, to increase and have results in the teaching process and at the same time motivate students to improve the reading skills.

It is advised that the academic guide implement a variety of activities such as descriptions of places, essays or presentations of tourist sites and also readings in which reading techniques that are effective for understanding and analyzing information from any type of text can be applied.

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## ANNEXES

### Annex 1. Validación de instrumentos



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 26 de julio de 2023

Magister  
Obando Arroyo José Miguel  
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "Natural Tourist places of Intag as a Didactic Resource to Improve Reading Skills in Senior Students at Unidad Educativa Cuellaje". Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Puma Angulo Deysi Cristina', is written over a horizontal dotted line.

Puma Angulo Deysi Cristina  
C.C.: 1003629035



**Natural Tourist Places of Intag as a Didactic Resource to Improve Reading Skills  
in Senior Students at Unidad Educativa Cuellaje**

**INTERVIEW FOR THE ENGLISH TEACHERS**

**Objective:** Identify if teachers use didactic material based on natural tourist places or other material to improve reading skills in students at Unidad Educativa Cuellaje and know their opinion about the creation of a didactic guide about tourist places of Intag.

**Instructions:** Please answer all questions honestly. The interview will have a duration of 15 minutes. The purpose of the interview is to know the different points of view of English teachers about creating a didactic guide regarding tourist places of Intag.

- 1. What strategies do you use to develop reading skills with your students?**
- 2. What kind of didactic material do you use to develop reading skills in your students?**
- 3. What do you think about using reading material based on Intag?**
- 4. Have you used didactic resources related to tourist places to develop reading skills? Yes / No, why?**
- 5. What do you think about the creation and use of a didactic guide containing reading material based on natural places of Intag?**

**THANKS FOR YOUR COLLABORATION**



**UNIVERSIDAD TÉCNICA DEL NORTE**

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

**FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



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.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

.....

.....

.....



**Natural Tourist Places of Intag as a Didactic Resource to Improve Reading Skills  
in Senior Students at Unidad Educativa Cuellaje**

**SURVEY FOR STUDENTS**

**Objective:** Obtain information about materials that students use to improve reading skills.

**Instructions:** Answer some questions about learning English. You do not need to put your name on it; it is completely anonymous. Your help is very important, and I appreciate your honesty. Thank you for your time.

**1. Does your teacher use didactic material to improve Reading skills?**

Yes  No

**2. What kind of didactic resources does your teacher use to develop reading skills?**

- ✓ Government book
- ✓ Magazines
- ✓ Stories
- ✓ Scientific research
- ✓ Tourist places of Intag
- ✓ None

**3. How important do you think it is to know about tourist places in Intag, considering that you study tourism?**

- ✓ Very important
- ✓ Important
- ✓ Something important
- ✓ Not important at all

**4. Underline the strategies that the teacher uses in class to improve Reading skills**

- ✓ Use visual aids
- ✓ Ask students to summarize what they have read
- ✓ Activate previous knowledge
- ✓ Stablish predictions
- ✓ Promotes the use of reading techniques such as: previewing, skimming, scanning, and inferring.
- ✓ Gives feedback
- ✓ None

5. From the following places, choose which ones would you like to include in the didactic guide.

- ✓ Tourist center Gualiman
- ✓ Protective forest Los Cedros
- ✓ Nangulvi Hot Springs
- ✓ Intag cloud Forest Reserve
- ✓ Hummingbird field

6. Would you like to have a didactic guide with information about tourist places in Intag?

Yes

No

**THANKS FOR YOUR COLLABORATION**



# UNIVERSIDAD TÉCNICA DEL NORTE

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

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



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	/			
2	/			
3	/			
4	/			
5	/			
6	/			
7				
8				
9				

Firma del Evaluador  
Obando Arroyo Jose Miguel  
C.C.: 1001512043

Apellidos y nombres completos	Obando Arroyo Jose Miguel
Título académico	Magister
Institución de Educación Superior	UTN
Correo electrónico	<a href="mailto:anymorenpe@yahoo.com">anymorenpe@yahoo.com</a>
Teléfono	062954610 - 0983865110

Fecha de envío para la evaluación del experto:	26-07-2023
Fecha de revisión del experto:	26-07-2023



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT**  
**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Ibarra, 26 de julio de 2023

Magister  
Congo Maldonado Ruben Agapito  
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "Natural Tourist places of Intag as a Didactic Resource to Improve Reading Skills in Senior Students at Unidad Educativa Cuellaje". Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Puma Angulo Deysi Cristina

C.C.: 1003629035





**UNIVERSIDAD TÉCNICA DEL NORTE**

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

**FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



**Natural Tourist Places of Intag as a Didactic Resource to Improve Reading Skills  
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**THANKS FOR YOUR COLLABORATION**



**UNIVERSIDAD TÉCNICA DEL NORTE**  
 Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



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.

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

Observaciones:

.....

.....

.....



**Natural Tourist Places of Intag as a Didactic Resource to Improve Reading Skills  
in Senior Students at Unidad Educativa Cuellaje**

**SURVEY FOR STUDENTS**

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- ✓ Promotes the use of reading techniques such as: previewing, skimming, scanning, and inferring.
- ✓ Gives feedback
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- ✓ Protective forest Los Cedros
- ✓ Nangulvi Hot Springs
- ✓ Intag cloud Forest Reserve
- ✓ Hummingbird field

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Yes

No

**THANKS FOR YOUR COLLABORATION**



# UNIVERSIDAD TÉCNICA DEL NORTE

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

## FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

### PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



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	/			
2	/			
3	/			
4	/			
5	/			
6	/			
7	/			
8	/			
9	/			

.....  
Firma del Evaluador  
Congo Maldonado Ruben Agapito  
C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Ruben Agapito
Título académico	Magister
Institución de Educación Superior	UTN
Correo electrónico	<a href="mailto:rcongo63@hotmail.com">rcongo63@hotmail.com</a>
Teléfono	062539004 - 0998693662

Fecha de envío para la evaluación del experto:	26-07-2023
Fecha de revisión del experto:	26-07-2023

## Annex 2. Oficio



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio nro. **UTN-FECYT-D-2023-0121-O**  
Ibarra, 26 de julio de 2023

**ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. DEYSI CRISTINA PUMA ANGULO**

Licenciada  
Mariana Ayala  
RECTORA DE LA UNIDAD EDUCATIVA CUELLAJE  
Cuellaje

De mi consideración:

En el marco de las acciones colaborativas que la Universidad Técnica del Norte está desarrollando en las instituciones educativas de la región, solicito comedidamente su autorización y colaboración para que la estudiante DEYSI CRISTINA PUMA ANGULO, portadora de la cédula de ciudadanía: 1003629035, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtenga información y aplique los instrumentos de investigación que se requieran para el desarrollo del Trabajo de Integración Curricular "NATURAL TOURIST PLACES OF INTAG AS A DIDACTIC RESOURCE TO IMPROVE READING SKILLS IN SENIOR STUDENTS AT UNIDAD EDUCATIVA CUELLAJE".

Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE  
LUCIANO  
REVELO RUIZ  
MSc. José Revelo Ruiz  
**DECANO**  
CC: 1002072179  
Celular: 0993944457  
Correo Electrónico: jrevelo@utn.edu.ec

Firmado digitalmente  
por JOSE LUCIANO  
REVELO RUIZ  
Fecha: 2023.07.26  
08:54:53 -05'00'

Recibido  
21-07-2023  
*[Firma manuscrita]*

JRR/M. Báz.

**Annex 3. Certificado de socialización**



# UNIDAD EDUCATIVA "CUELLAJE"

## CERTIFICADO


Yo, MARIANA TERESA AYALA PAREDES, en calidad de RECTORA (E) DE LA UNIDAD EDUCATIVA CUELLAJE, de la Parroquia Cuellaje, Cantón Cotacachi, Provincia de Imbabura.

## CERTIFICA

QUE: La Sta. **DEYSI CRISTINA PUMA ANGULO** con CI. **1003629035**, estudiante de la Universidad Técnica del Norte, Socializo a la Autoridad y a los docentes del área de Inglés la Propuesta de su Tema: **"Natural Tourist Places of Intag as a Didactic Resource to Improve Reading Skills in Senior Students at Unidad Educativa Cuellaje"** que tiene como nombre: **Alejo's Adventure Through Intag.**

Es todo cuanto puedo certificar en honor a la verdad, faculto al interesado hacer uso de este documento en lo que crea conveniente.

Cuellaje, 25 de Enero 2024

Atentamente,  
  
Lic. Mariana Ayala Paredes.

RECTORA UEC.



Cotacachi-Parroquia Seis de Julio de Cuellaje

Tel: 062679053 Email: redcuellaje@gmail.com