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TEMA:

Traditional Customs from Otavalo to Improve Vocabulary in Ninth-Grade Students at Jacinto Collahuazo High School

TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE: LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

LÍNEA DE INVESTIGACIÓN: GESTIÓN, CALIDAD DE LA EDUCACIÓN, PROCESOS PEDAGÓGICOS E IDIOMAS.

Autor: Cinthya Soledad Panamá Santillán

Director: MSc. Fernando Franklin Narváez Vega

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DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1050386547		
APELLIDOS Y NOMBRES:	Panamá Santillán Cinthya Soledad		
DIRECCIÓN:	Quinchuquí, calle Rumiñahui.		
EMAIL:	cspanamas@utn.edu.ec		
TELÉFONO FIJO:	062922940	**TELF. MOVIL**	0939632492

DATOS DE LA OBRA	
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ASESOR /DIRECTOR:	MSc. Narváez Vega Franklin Fernando

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Cinthya Soledad Panamá Santillán

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MSc. Franklin Fernando Narváez Vega
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DEDICATORY

I dedicate this research work with love and eternal gratitude to my dear mother Lucila and my beloved father Roberto, who inspire me to go on every day. Thank you for being exemplary parents and guides and for being my safe place on this arduous and sometimes confusing path. This work results from your presence in every stage of my life.

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Everything you dream of can be achieved as long as you don't give up.

Cinthya Panamá Santillan

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RESUMEN

Este trabajo de investigación tiene como objetivo proponer las costumbres tradicionales de Otavalo para desarrollar vocabulario en estudiantes de noveno año del colegio " Jacinto Collahuazo". Esta investigación se realizó en Otavalo, provincia de Imbabura. Los beneficiarios directos son los estudiantes, docentes del área de inglés y las autoridades de la institución, además de los beneficiarios indirectos como padres de familia, ciudadanos, instituciones del cantón y provincia. Los estudiantes podrán acceder a temas con un enfoque cultural y actividades didácticas en cual se fortalece la adquisición del idioma. La recolección de datos se realizó a través de una encuesta y esta se aplicó a los estudiantes para determinar qué materiales y estrategias utiliza el docente para desarrollar y potencializar el vocabulario de los estudiantes en este nivel. Por otro lado, las entrevistas se aplicaron para obtener criterios, información, opiniones y recomendación por parte de los profesores los materiales y estrategias. Estos datos fueron analizados cualitativamente y cuantitativamente respectivamente donde se encontró que los docentes presentaban unos escases en cuanto a recursos culturales para la enseñanza del idioma inglés. Por esta razón, los estudiantes no han logrado el adecuado desarrollo del vocabulario. Finalmente, una guía didáctica fue diseñada con una serie de actividades basadas en las costumbres tradicionales de Otavalo lo que permitirán a los estudiantes potencializar el vocabulario en el idioma inglés, así también lograrán adquirirán conocimiento cultural, una mejor comprensión social, análisis, atención, concentración, motivación y desarrollo de conocimientos.

Palabras clave: costumbres tradicionales, vocabulario, actividades didácticas, aprendizaje social, guía didáctica.

ABSTRACT

This research work has as objective to propose the traditional customs of Otavalo to develop vocabulary in ninth-grade students at "Jacinto Collahuazo" high school. This research was conducted in Otavalo, the province of Imbabura. The direct beneficiaries are students, English teachers, school authorities, and indirect beneficiaries such as parents, citizens, and institutions of the canton and province. The students will be able to access topics with a cultural approach and didactic activities in which language acquisition is strengthened. The data collection was done through a survey, and this was applied to students to determine what materials and strategies the teacher uses to develop and enhance the vocabulary of students at this level. On the other hand, the interviews were applied to obtain criteria, information, opinions, and recommendations from the teachers regarding materials and strategies. These data were analyzed qualitatively and quantitatively, respectively, where it was found that teachers presented a shortage of cultural resources for teaching English. For this reason, students have not achieved adequate vocabulary development. Finally, a didactic guide was designed with a series of activities based on the traditional customs of Otavalo that will allow students to enhance their English vocabulary, as well as acquire cultural knowledge, better social understanding, analysis, attention, concentration, motivation, and knowledge development.

Keywords: traditional customs, vocabulary, didactic activities, social learning, didactic guide.

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INTRODUCTION

English is one of the most widely known and spoken languages in the world. Kanwal et al., (2024). states that this language has adapted to different environments, required needs, to different linguistic, cultural, and social contexts, thus producing the need and interest of people to learn and use it. In addition, this language is a tool that allows access to jobs or educational environments, enabling people to develop a broader vision of their environment or social contexts. Therefore, this research provides valuable insights into the teaching and learning of the English language. In particular, vocabulary is the fundamental basis on which language acquisition takes place, and how it plays an active role in the learning process.

Vocabulary has a very varied and important function independent of the language. Its existence allows the preservation of a language and the understanding of its environment. In this sense, vocabulary allows the individual to develop linguistic skills as well as social skills through language. Tovar (2016) points out how interaction or exposure to the vocabulary enables an individual to recognize unknown words in a context, which in turn allows the student to identify the function and application of these words in more varied contexts and the production of language. Hence, it is essential to address the barriers that hinder students' language development by using some specialized strategies focused on their environment and social context.

Research context

Certainly, communication represents the need for interaction between peers, so that the acquisition of a second language is understood as the need to comprehend and recognize the individual beyond the environment in which he/she lives. In the same way, a second language is born from the need to reach a development within the different social, work, personal, and other environments. (Dyvink, 2024) states that "In 2023, there were around 1.5 billion people worldwide who spoke English either natively or as a second language…". This implies that English is part of everyday life and that knowledge of it allows expanding the current concepts of society and education.

The interest in promoting the development of education in Ecuador gave way to the teaching of a second language, such as English, both in public and private institutions, however, the results of the learning-teaching process have been affected by various factors that have not allowed the correct acquisition and mastery of the language. Castillo (2021) mentions that English language proficiency in Ecuador is low since the results of a test in Latin America conducted by the English Proficiency Index show such results. This is mainly due to the limited time that is spent on language learning and production, the lack of diversification of resources, the relationship of the language with the students' environment, and the design of the curricular activities of the subject. Andrade et al. (2017) mentioned that

despite the updates in the strategies and methodologies of English language teaching, it still has a negative perception on the part of the students. This makes the correct acquisition and production of the English language impossible

Although in Ecuador there is a curriculum with objectives, skills, and standards of mastery, this does not allow the development of the language in its splendor because the contexts in which they were based are very different from the reality of the Ecuadorian classrooms. Zhang (2021) concludes that the circumstances in which a learner acquires language can directly affect the outcome of skill development in the learning process. This refers to the context or environment in which students develop becomes relevant, since the lack of knowledge of these factors causes a slowdown in language acquisition, mainly because students experience different realities, and many times, sociocultural factors do not allow them to explore beyond their context. In addition, it should be considered that there is a lack of strategies and resources based on these social environments.

Likewise, the methods used for teaching English in Ecuador focus on 4 skills, all centered on the production of the language, however, this requires a large amount of vocabulary that students do not have. Sempertegui (2022) mentions that the resources that are currently applied in the institutions are focused on meeting this provision, however, many of these materials do not allow the active participation of students, since the topics or activities do not assess the level of mastery of students. In addition, it does not take into account the knowledge that students have about different topics, or themes that are generally of group interest and that promote an importance for learning; in other words, there is a lack of focus and characterization in the group of students with whom they are working.

The present research about traditional customs from Otavalo to improve vocabulary will be conducted with ninth-grade students at "Jacinto Collahuazo" high school. This institution is located in the city of Otavalo, province of Imbabura. The research will be carried out since within the sociocultural aspect of the students of this educational institution, there is a great variety of knowledge that can be used as resources and strategies, which are not currently used due to the lack of knowledge on the part of the students as well as the teachers.

In addition, it is possible to note the lack of vocabulary in the students and the willingness to learn, since the lack of knowledge generates little interest in English classes. On the other hand, the sociocultural factors and the environment in which the students develop vary, and this mostly affects when the topics of the English classes are not proper of the environment. Therefore, many of the topics discussed in the classroom are not common in the learner's environment, and the existence of these characteristics leads to inefficiency in the acquisition and production of the English language.

Justification

Language is a tool used by all countries in the world to communicate effectively, exchange ideas, show points of view, socialize customs and traditions, and create interpersonal relationships. All of these together represent the characteristics of a society. In definition and according to Shamim (2020), the existence of different social groups with different languages makes communication an important tool. Therefore, the acquisition of a second language represents an opportunity to learn, experiment, and extract new knowledge.

Therefore, in a modern, globalized, and interactive world, the acquisition of the English language brings with it many benefits. Rao (2019) emphasizes that English language is one of the languages used mainly by economically and culturally developed nations, which are influential in various issues of other countries, therefore, the value of English language plays a very important role and value in society. In other words, the English language has become an active part of the education and progress of the social environment, which focuses on the job opportunities, business opportunities, and educational exchanges that can be created from the knowledge of the language.

So, the mastery of the English language is an important key to expanding knowledge beyond the social, cultural, and educational environment of the individual, which is achieved with the development of the four skills: Listening, Speaking, Reading, and Writing. Through these skills, a direct connection with the language can be established. Dzakiyyah (2021) establishes the relevance of English language skills as an informative basis for educational and entertainment areas. In other words, he emphasizes the possibility of accessing a large amount of information that exists in different formats with the mastery of these skills; in fact, it is possible to explore different fields of knowledge with extensive references that allow improving the abilities of a science.

Therefore, this research is important because it emphasizes the improvement of vocabulary and makes use of traditional customs as a bridge of connection with the language. In addition, these two aspects are taken into account because through them, the learning and teaching process can be enhanced. Thus, in this way, the learners will be able to recognize, internalize, solve, and transmit the English language. On the other hand, the students will have significant value during this type of class since the knowledge of their first language is highlighted in order to potentiate the acquisition of a new language.

The basis and meaning of language are born primarily from the need to transmit or acquire knowledge. Rashid et al (2022) states that the vocabulary of a language is an aspect that encompasses a large number of processes that represent a challenge when trying to transmit or acquire it. This, therefore, makes it clear that having a lack of knowledge or a lack of vocabulary produces an ambiguity in the new language, and therefore learning will not be effective, and the acquisition of it will represent a challenge for the student. On the other hand, by applying knowledge or vocabulary of a first language, it is possible to

interpret and expand the lexicon of student. From here, the value of knowledge depends entirely on how many words, phrases, and expressions the student is able to express in written or spoken form, as well as to understand what others say or write.

Furthermore, from a pedagogical point of view, the value of traditional customs is taken into account as an aid and guide to achieve mastery of the English language, since it is part of a human group that allows transmitting information and acquiring new information. Rabiah (2018) mentions that the use of traditional customs allows the language acquisition process to be more dynamic and productive. As a result, these customs and traditions in which the students are partly involved help to solve the lack of vocabulary and certain linguistic aspects through different topics that are of common interest. On the other hand, by taking into account the knowledge of the student's environment, a participatory environment is created where the student plays an important role and is self-taught. Therefore, the application of resources and strategies with cultural and traditional contexts allows the student to have clear ideas of the environment in which he/she finds him/herself and to be able to communicate it effectively.

Finally, the student's environment is taken into account to enhance the learning process, which will emphasize language improvement through vocabulary. Saud et al (2023) consider that the environment's resources give value or measure to the production of knowledge. Therefore, implementing traditional customs such as games, food, clothing, festivities, and so on will allow students to broaden their view of reality as they acquire the language and identify new things that will influence their interests. Therefore, their motivation to learn will not only be based on a cultural context but also on exchanging knowledge with others.

Objectives

General Objective

- Propose traditional customs from Otavalo to improve vocabulary in ninth-grade students at Jacinto Collahuazo High School.

Specific Objectives

- Determine Otavalo´s traditional customs teachers use to help ninth-grade students improve their vocabulary.
- Select strategies based on traditional customs to improve vocabulary in ninth-grade students.
- Design a didactic guide based on Otavalo´s traditional customs to help students improve their vocabulary.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Traditional customs

Traditional customs are cultural practices that a group of people practice, keep alive, and transmit from generation to generation. Rangel (2022) states that traditions are those compilations of different activities that characterize a social group, in addition, these traditions have an important value in the life of the people who are participants, also these traditions are of long duration that include all members of the community, city, or country directly or indirectly. These traditions are a way of expressing and communicating the ideas that a social group has, also, this serves as a guide to interact with others and to know the origin of each social group.

On the other hand, traditions have the objective of showing the cultural richness, development, and authenticity of social groups. The identity of each social group within a nation allows it to be diverse, to have a space for dialogue, and to create environments where it is possible to learn and understand beyond the reality of everyone. Therefore, traditions allow human beings to integrate into different environments with a broad vision of reality. The conception of the world around us is so broad that it can be unknown or seen as something bad, but the traditions used in social groups are a way to provide sense, meaning, and direction to something new (UKEssay,2020). So, these traditions, in addition to strengthening knowledge and interpersonal relationships, also allow people to establish a direction to life or the purpose of the existence of a group.

1.1.1. Traditional customs in Ecuador

Ecuador is one of the most culturally diverse and richest countries in the world. Morales (2021) mentions that the concept of cultural diversity in Ecuador arises mainly from the linguistic and geographic diversity and the presence of indigenous people and nationalities as main actors in the conservation of the environment, beliefs, and cultural practices. Likewise, the country's cultural diversity is evidenced by the analysis of the different customs, traditions, languages, food, clothing, and other elements that arise from social interaction and contrast with other people or cultures. Therefore, the presence of these people and other aspects related to their development allows Ecuador as a country to be culturally diverse and rich.

On the other hand, this cultural diversity is experienced in different ways depending on its geographical location, since in Ecuador, three natural regions delimit the geographical area, Coast, Highland, and Amazon. Within these regions, there are territories with their own identity that live under a different and unique concept. Pucha, (2008) states that cultural differences are significant despite being in the same country and mentions that the most

representative of these regions are the artistic expressions, ethnic diversity, and languages as the basis of a culture. Likewise, these cultural traditions are the continuity of the joint work of the social groups that have kept these traditions alive over the years.

Based on this process, the different social groups that make up the country have made traditional customs a very important aspect, since, through these activities, celebrations, or rites, it is possible to show the country's cultural richness and variety of knowledge. For this reason, even the government is part of these activities and promotes the preservation and expression of these cultures through the Ministry of Culture and Heritage (Gob. Ec, 2024). This institution is composed of different public and private institutions, whose objective is to promote and encourage cultural artistic expression, as well as to promote the production, dissemination, distribution, and integration of tangible or intangible cultural material. Likewise, one of its main objectives is to guarantee the full exercise of cultural rights, where differences are taken into account as a contribution to cultural diversity.

1.1.2. Traditional customs of Imbabura

Imbabura is one of the provinces of Ecuador, it is located in the northern highlands of the country and has 6 cantons: Ibarra, Cotacachi, Otavalo, Antonio Ante, Pimampiro and Urcuqui, each of these cantons has unique characteristics such as climate, culture, worldview, and social relations (Gobernación de Imbabura, 2024). This province has many points of interest where you can interact and learn from different social groups. In addition, this province forms a network of alliances between cantons and parishes that seek the welfare of its inhabitants and the full exercise of their rights and duties.

Likewise, within these cantons, there are social groups organized in communities, parishes, and towns that have their own millenary identity. Within these towns, the inhabitants carry out different activities together and in representation of their roots, or way of life, thus producing traditional customs that keep the culture alive. These cantons also have different celebrations and festivities that increase the interest of natives and tourists to know the culture since these celebrations or traditions involve a large amount of tangible and intangible material.

1.2. Traditional customs of Otavalo

Otavalo is one of the cities belonging to the province of Imbabura. It is located in the north of the country and is known for the craft fair called "Plaza de ponchos". Around this city, some communities and parishes work in the creation of textile and handicraft products, which make this city a tourist attraction. Alcaldía de Otavalo (2020) states that the city of Otavalo is made up of two urban parishes and nine rural parishes. Within these parishes there

are communities with histories and experiences that maintain the essence of the towns. The inhabitants of these communities are characterized by healthy coexistence with nature, society, and development.

One aspect that characterizes this city is the history that the Otavaleño people carry with them. According to Morales (2017), the Otavaleño people are made up of 160 communities that share clothing, beliefs, food, and cosmovision. However, interaction and contrast with other cultures have produced some variations within these aspects. In fact, the constant migration of the people called "Mindalaes" has forced them to change their place of life, adopt new customs, and learn a second or third language, thus making their roots known, while at the same time losing the origin or essence of the people (Maldonado,2002). But, despite these changes, one thing that remains unchanged is the customs and traditions that aim to keep alive and present the history and essence of the communities belonging to the city.

The traditional customs of Otavalo are commonly celebrations that are carried out jointly, with all members of the community, parish, and/or city. These traditional customs are carried out in celebration or honor of deities and saints, or for healthy and organized coexistence. On the other hand, these celebrations involve different aspects that result in the integration of various members who play significant roles. These aspects make these customs and traditions a way to show the existence of these people to the world, as well as to get to know other cultures. The main traditional customs are listed below and include different aspects that are part of each festivity.

1.2.1. Pawkar Raymi

The Pawkar Raymi is a celebration that takes place in all communities belonging to the Otavalo canton. This celebration is held in honor of the flowering of plants such as corn, chocho, beans, quinoa, potatoes, etc., planted by the people of the communities. This traditional celebration is carried out with the participation of all members of the community since each of them has an important and different role depending on their age or the position they occupy in this festivity.

- **Activities**

This celebration takes place in February and March, which begins with the selection of a priest, who will be the one to organize a big event for the enjoyment of all the villagers. After this, from February 17, the preparations for the festivity begin. February 19 is the day that marks the beginning of this celebration with the burning of castles, "vacas locas", and "chamizas" that takes place in the main square of the community of Peguche. On February 26, a parade is held in honor of this celebration. All the communities belonging to the parochial GAD of Peguche and the Otavalo canton participate in this parade with a

presentation that must be prepared in advance. March 1 is the most important day because the "Tumarina", an activity that consists of collecting flowers the day before March 4, and then the next day gather in the main square, performing a mass, and going out to put flowers on their heads as a symbol of a new time. This activity is also done among family members where the younger ones collect flowers, and the grandparents prepare something to eat. Something to take into account is that the dates of celebration can vary depending on the year

- **Dress**

For this celebration, the women wear the most colorful "anacos", such as blue, petroleum, purple, black, and dark blue, in addition to an Otavaleña blouse of many colors, a "reboso" or "fachalina" of bright colors or that combine with the "anaco", in addition to an "alpargate". As accessories, the women use the "walka", the "manilla", and earrings. Men, on the other hand, wear a white shirt, a poncho or jacket with symbols of the Otavaleña culture, white pants, and "alpargatas". As accessories, they wear hats and necklaces around their necks.

1.2.2. Inti Raymi

It is a celebration that takes place in all the communities of the city of Otavalo. This celebration is held in honor of "Pacha Mama" (Mother Nature) and the sun for the dry grains that have been gotten from harvested. Within this activity, all members of the family participate and dance as a form of gratitude. The people use as a meeting point to celebrate this festivity in the civic square of Otavalo, the Plaza de Ponchos, and San Juan Capilla.

- **Activities**

This celebration is held in the month of June, where families gather to share food. The beginning of the festivity is given with the burning of fireworks or pyrotechnic games, then on Friday, June 21, "Armay Tuta" is performed in each community, basically this is to bathe at night to purify your spirit and celebrate the Inti Raymi, then on June 22 the people who dance go from house to house singing melodies with their wives and daughters. For this, the families must prepare a great amount of food. On June 23, starts the roosters' day where people get together with the intention that the following year it will be returned, after this, the whole week they continue dancing until Thursday and on Friday, June 28, the families rest and perform the Cushnichina, which consists of smoking the house as a symbol of cleanliness.

- **Dress**

On this day, people wear their most colorful and cheerful costumes. Something that characterizes these parties is the "Rebozo" in women and in men, the hat and the "Zamarro".

In addition, people should carry with them an accessory that identifies them, such as scarves, ribbons, hats, necklaces, among others.

1.2.3. Yamor Festivities

The Yamor festivities are festivals that are held in the form of Thanksgiving and the blessing of the grains. This celebration is held jointly with the inhabitants of the communities, the mayor's office of Otavalo, and the Catholic Church. The highlight of this festivity is the preparation of Yamor, which is a traditional beverage of Otavalo, and the recognition of the value of corn.

- **Activities**

This festival consists of different activities such as the proclamation, the election of the queen, the blessing ceremony of the grains, and a mass in honor of the Niña María (Alcaldía de Otavalo, 2024). Each of these activities has a preparation time; depending on the number of participants or type of people, it may take longer than normal.

1.2.4. Day of the Dead

This traditional festivity in the city of Otavalo is held to honor the dead. Therefore, on November 2, many families gather at the cemetery to share food, sing songs, and spend time with family members. Something characteristic of this day is the preparation of "colada morada" and "wawas de pan".

- **Activities**

Depending on where the families live, they gather at the cemetery during the day or at night, but usually during the day. This day begins with the preparation of food and the creation of an altar in honor of the dead relatives. After that, before going to the cemetery, families usually bless the food in a mass and then share it. At the cemetery, many people make other people pray on behalf of the deceased so that their sins are forgiven.

- **Dress**

On this day, people should wear white and light clothes, since it is believed that if they wear dark colors, the deceased souls will be sad. Therefore, men and women wear their best and most colorful costumes.

1.2.5. Weddings

This celebration is one of the most important traditions for the families of the Otavaleño people, since through this celebration, two families are united with the purpose

of forming a new one. This celebration has two very important days, where all the members of the family are part of it, besides the bride and groom, the godparents and the guests add beauty to this celebration.

- **Activities**

This celebration begins a month before the wedding. It starts with the groom's parents, who must go to the bride's house, taking fruits, alcohol, bread, potatoes, and chickens, among other products, as a way of thanking the bride's parents for having taken care of her. After that, the following week, both families, the groom and the bride, go to the request of the best man, for this, they take fruits, alcohol, bread, potatoes, chickens, among other products as a form of gratitude. After this, on Sunday, the bride and groom go to church and celebrate their marriage at the groom's house. The next day, the whole family gathers at the bride's house and celebrates their marriage there; on the same day, the "Ñawi Mayllay" is performed. This ritual consists of washing the feet and hands with flowers and nettles while someone advises the bride and groom on how to live a married life.

- **Dress**

The women are dressed in typical and very elegant costumes, in this case there are two stops of clothes since this celebration lasts two days in which the woman must wear a blouse of specific colors or colors depending on the community to which she belongs, a black and white "anaco", a white "fachalina" in representation of the wedding and accessories like the walka, the handle and the earrings that highlight the beauty of the Otavalo women. On the other hand, the men wear ponchos of different colors, white trousers, and hats that are selected as their best clothes.

1.2.6. Wakes

This tradition takes place when a member of the family passes away. At this time, all the people of the community gather to pray, sing, and liven up this sad moment. Death is represented as the second phase of life, where the family has a legacy to maintain through customs or activities that remember the loved one as someone living and not as someone who disappears.

- **Activities**

When a person dies, the families get together and clean the whole house and then establishes a space where the coffin will be placed. The second day after the death, many people go to visit the deceased, and the families meet every night to sing and pray. On the third day, the families gather to perform a ceremony, where they tell jokes and play games, since it is believed that the deceased will go to heaven happy.

- **Dress**

On the day of the burial, all women must wear a white "fachalina" that represents the calmness in the most difficult moments. In addition, men must wear a poncho, white trousers, and a hat that represents the elegance of the Otavalo man.

1.3. English language

Language is a form of expression where the human being is a key part of it. This verbal and written communication system allows interaction between peers. Alshami (2019) states that language is a means of communication and that it is possible to share, persuade, and acquire information through this. In other words, this emphasizes the importance of a language for developing a social group. On the other hand, language is also a set of sounds and symbols specific to a group that is part of its evolution and is the result of constant interaction with it. Therefore, its value lies in the use of the language for the benefit of the group and future generations.

On the other hand, the English language has managed to maintain these characteristics and functions of a language, since it has opened the possibility of discovering the world through it and has been part of the development of many countries, mainly because of its expansion. It should also be contemplated that any language remains in existence when there is an interaction between peers or different groups or cultures. As a result of this expansion and globalization, it is possible to see that in many countries around the world, English is spoken as a second or even third language. The acquisition of English as a second language is mainly focused on the social development of that country or personal development, and is mainly found in the areas of education, economics, or politics. At the same time, this whole process of English language acquisition goes hand in hand with the regulation and standardization of the English language and is mainly done as a way of measuring knowledge and proficiency.

1.3.1. English as a foreign language in Ecuador

English as a second language or EFL is the one where English is taught, but the first language is a different one, such as Spanish. This teaching is carried out in public and private institutions and is governed by a common framework of language teaching. In Ecuador, according to Beltran et al (2019) states that the teaching of the English language began in 1912 and became part of the educational curriculum in 1950 when the teaching and learning of this language were mandatory. Subsequently, different reforms took place for the benefit of the learners of this language and one of the main ones was the reform called CRADLE project in 1993, which consisted of examining the educational strategies applied by teachers

in the teaching of the language to then modify or improve it (Calle et al, 2012). Thus, EFL in Ecuador arose from the educational and social need to express, acquire, and communicate knowledge from one group to a different English-speaking group.

Currently, in Ecuador, the teaching of the English language remains in force and is part of the national education curriculum. Ministry of Education of Ecuador (2016) stipulates English language teaching as a means to enhance cognitive and social skills, and through this, it is expected to communicate, learn, teach, and enrich the current knowledge of learners through various activities and strategies focused on the language. The national curriculum, in turn, has established the parameters for learning this language, under the common European framework, which mentions the levels of proficiency that students should have at a certain age or educational level. The introduction of this common framework has facilitated innovation, adaptation of methodologies, use of resources, and selection of content for each educational level.

Based on Ecuador's English language curriculum, "this is designed for students in Educación General Básica (2nd to 10th) and Bachillerato General Unificado (1st to 3rd)" MINEDUC, (2016). Within this, the topics and contents selected vary according to the educational level and the proficiency level based on the CEFR. The application of the CEFR, on the other hand, contributes significantly to language teaching since it promotes meaningful and long-lasting learning and encourages interest in the language and cultural exchange. On the other hand, the English language curriculum takes the CEFR as a reference to regulate and recognize the teaching and learning processes of the English language in Ecuadorian classrooms.

1.3.2. English skills

The teaching and learning of a first or second language involves the development of different skills, which are closely related to each other and have the objective of achieving language proficiency, improving communication, and developing linguistic skills. In the case of the English language, this objective does not change and includes the development and potentiation of four main skills: Listening, Speaking, Reading, and Writing. Manaj (2015) mentions that the four skills in a language class are as important as the use of the language itself, since from these skills the students acquire the basics, a class with a real context is produced, and self-evaluation is promoted based on the recognition of the vocabulary or grammar of the English language. Each skill plays an important role and focuses on completing certain aspects of the language so that if one skill fails, language acquisition will be slower or more difficult. These skills can also be divided into two types: receptive skills and productive skills.

1.3.3. Receptive skills:

Receptive skills: These are those skills that allow listening and understanding a language, without making any change or producing it (Ukrainska 2022). Within these receptive skills are the listening and reading skills that allow them to understand the language, increase vocabulary, and foster creativity. The listening skill allows students to listen and improve their listening in the English language, and as a result, there is an incentive to produce the language through the comprehension of the dialogue, on the other hand, the Reading skill facilitates the comprehension of readings, information, and others; therefore the student will be able to acquire a great part of the vocabulary and apply it in the productive skills. The efficiency of receptive skills goes hand in hand with constant practice.

1.3.4. Productive Skills:

Productive Skills: These are those skills that allow the student to produce the language, share knowledge, and give his/her criteria on a topic (Ukrainska 2022). These skills are mainly focused on language development and its interaction with the environment, within which we can find speaking and writing skills. We also emphasize the variety of styles that exist in each of them and the use that is given in each context. These productive skills are based on receptive skills since, from basic knowledge, new knowledge is produced. Therefore, speaking skills allow the student to expose their criteria of a subject, to relate to others, and to communicate something. On the other hand, writing skill allows the student to express their ideas and points of view, persuade, or argue, all of this in order to achieve mastery of the English language.

1.3.5. Connection between vocabulary and language skills

The relationship between vocabulary and language acquisition is significantly important, especially for EFL learners, as they need to recognize certain aspects to achieve the common goal of language proficiency. The development of the 4 skills (listening, speaking, reading, and writing) in the English language is essential, mainly because through these skills it is possible to communicate and interact with others. Guevara (2015) highlights the importance of interaction to acquire a second language through constructivist learning, where students are the authors of their knowledge. Therefore, these skills, together with a methodology and a broad vocabulary, allow students to be able to expose different topics of interest, topics of relevance in a second language, highlighting topics of interest.

On the other hand, the importance of this relationship is also based on the first language, since it is possible to sustain the second language with the first, and through these skills, learners demonstrate their love, respect, and interest for the things around them, and

also seek to share this experience with others. Therefore, the process of language acquisition is performed explicitly and implicitly, simulating the beginnings of the acquisition of the mother tongue. Mamalampac (2024) states that the first language allows learners to infer certain types of information and transfer it to the second language. Likewise, as the new language becomes part of the learner, the learner is encouraged to discover new things or understand new realities, consciously and unconsciously.

English as an educational and communicative tool demonstrates the need for learners to seek and learn beyond what they already know. Vocabulary, therefore, fulfills multiple dimensions in a language, and it is related to the development of the individual. Thus, for each level of language proficiency according to CEFR, students will be able to comprehend information at a higher level of complexity and their comprehension will be through different instruments, such as reading, listening, reading, and writing, emphasizing the close relationship of the skills and their continuous application.

1.4. Definition of vocabulary

Vocabulary is important in the process of learning the English language since it represents the source of knowledge, because it is part of this language, and through it, we are able to express ideas and acquire new knowledge. Cambridge Dictionary (2024) defines vocabulary as "all the words that exist in a particular language or subject". Therefore, knowledge of this vocabulary allows for a high level of language proficiency. Likewise, vocabulary also focuses on communicative skills, where the center of this interaction is the individual and the information he/she wishes to acquire or share, thus vocabulary allows the existence of a language.

The lack of knowledge of certain words slows down language learning, therefore, its value lies in how that vocabulary is grouped, stored, and used. As the learner manages to recognize and apply a word in a meaningful sentence, he/she has reached a certain development in language skills, since that same word can appear in different formats, and by managing to recognize and internalize the meaning and use of this new word, the learner has reached a certain level of mastery of the language that will allow him/her to make correct use of this vocabulary when writing or speaking. Mofareh (2015) states that there are 2 types of vocabulary such as: receptive or passive vocabulary and active or productive vocabulary.

1.4.1. Passive vocabulary

Kaufmann (2017) states that passive vocabulary are those words, phrases, dilemmas that which students recognize, understand but do not make use of, or do not produce any product. So, it is possible to infer that this type of vocabulary is new, unknown, or without

relevance to their knowledge. Therefore, in English classes, it is necessary to present this type of vocabulary to students in context that they use so that they become familiar with it, so that when they use it again, they will be able to understand and apply it. At the same time, the function of this type of vocabulary allows the learner to have a broader lexicon.

1.4.2. Active vocabulary

According to Kaufmann, this is the vocabulary that learners recognize, apply, and transmit in different contexts. This type of vocabulary demonstrates the learner's mastery, knowledge, and ability to produce the language through speaking and writing, therefore, this type of vocabulary allows the learner's lexicon to be broad and applicable to different contexts. Also, active vocabulary is easy to understand because it is commonly used and easy to write. This type of vocabulary is generally used in all areas, allowing the message conveyed to be understandable and not specialized as in the case of passive vocabulary. Therefore, this type of vocabulary is commonly used in foreign language classes.

1.4.3. Vocabulary in exploring meanings

In language classes such as English, vocabulary is the basis for constant interaction, and it also allows the student to understand the information imparted by the teacher. Susanto (2017) states that vocabulary is something that is used inside and outside the classroom and allows understanding of the environment beyond a social or typical context. Therefore, in English classes, this vocabulary covers certain deficiencies of the first language; in addition, it allows the student to have a broader view of different topics. On the other hand, it also has the function of potentiating and developing the basic skills of a language, which results in the comprehension, storage, and use of a large amount of information. Based on the process of language acquisition, vocabulary allows the learner to be authentic, through the choice of concrete words when sharing a criterion, idea, or point of view.

1.4.4. Principles of Teaching and Learning Vocabulary

Vocabulary as the basis of a language is as important as the existence of human beings since a group of individuals is characterized by the unique and different identity it has in comparison to the rest, and within this type of identification, the most important is the vocabulary, which they use to communicate. Likewise, the importance of knowing and understanding this vocabulary lies in the process of acquiring and using it, since it is not possible to teach or introduce a vocabulary deliberately without taking into account certain parameters and principles. According to Ismail et al (2017), the principles of learning and

teaching vocabulary are of utmost importance and fall on the responsibility of the teacher, who must provide this knowledge in the best way through different strategies. Within these principles, it is possible to underline 10 principles with the most positive influence and with great essence for the process of vocabulary acquisition, which are described below.

- Select appropriate words. This allows the vocabulary to be acquired, understood, and adaptable. Thus, the learner will be able to recognize, establish previous knowledge, and build new knowledge with this vocabulary.
- Focus on different aspects of words. This aspect allows the learner's vocabulary to be enriched, since, by recognizing the different forms of words, they are able to differentiate different contexts in which the language is used and to create their own knowledge based on it.
- Progresses from less demanding to more demanding vocabulary-related activities. The emphasis is on the need to promote interest in acquiring a large amount of vocabulary without concentrating on it alone, through strategic activities and in a progressive manner.
- Limit forced semantic elaboration during the initial stages of learning new words. The general understanding of vocabulary is prioritized, under the student's language proficiency level, rather than mechanical or memorized knowledge of a concept.
- Encourage interest among students during the learning process. In other words, it is necessary to collect data from the learners in order to apply strategies focused on them and thus promote their constant interest in understanding and using vocabulary.
- Accommodate the use of contextual cues. This allows students to be self-critical, creative, and investigative since they are the ones who build their knowledge through innovative materials, and it is here where connections are established with previous and new knowledge to reach the next level of language proficiency.
- Expose learners to the use of a dictionary. This aspect is very relevant to the way in which students acquire knowledge. As well, this allows the acquisition process not to be tiring since they can unconsciously learn new words while observing another one.
- Exercise repetition by introducing words frequently inside the module. This focuses on how students learn new vocabulary in stages and by repeating it. This is done through exercises and strategies.
- Promote deliberate vocabulary acquisition. This establishes the relationship between the teacher's explanation and how the learners understand a concept, hence the way in which they make use of and apply this knowledge in the different parts or skills of the language.
- Expose learners to exercises and activities other than memorizing words. This aspect seeks to make the learners the creators of their learning and to apply their knowledge in different language production activities. This avoids excessive repetition and mechanical memorization.

1.5. Teaching Vocabulary

Within the linguistic aspect, the way and the process in which something is produced is as important as the result. This is mainly because the objective of vocabulary teaching is the production of the language, together with great knowledge and use of the English lexicon. This aspect is born from the communicative need since in a language, there must be words that demonstrate and give meaning to the existence and presence of an object or being. Susanto (2017) states that teaching vocabulary is something complex and something totally new for non-native speakers of any language, so teachers must prepare themselves and look for strategies applicable for each level or group of students, where the interest in acquiring the language is emphasized. In this way, Susanto, 2017 establishes 6 ways to teach vocabulary.

1.5.1. Teaching vocabulary using objects

This technique focuses on presenting images that facilitate the internalization of words, allow learners to associate certain objects with larger concepts, and thus allow them to achieve meaningful learning. On the other hand, the teacher can use this type of presentation to avoid confusion at the time of explanation. Also, this strategy allows creating more fun and calm educational environments where the learners play the most important role.

1.5.2. Teaching vocabulary by drilling, spelling, and active involvement

This technique emphasizes oral production, where students self-evaluate as they learn, recognize, and make use of vocabulary. Drilling, according to Mulyono (2023), allows students to enjoy the process of language acquisition when repetition, music, and videos are combined. In other words, they acquire more vocabulary and fluency in the language when different strategies are applied, focusing on one that is the basis for them to produce the language.

1.5.3. Teaching vocabulary using drawing and pictures

This technique tries to associate previous knowledge of the learner's context or reality with a new one. The learner plays a very important role in this technique since he/she is the one who seeks to represent a word with his/her characteristics and thus internalizes the knowledge authentically and differently from others. At the same time, it contributes to the

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creativity and interest of the language since it is possible to create one's own knowledge based on existing one.

1.5.4. Teaching vocabulary using mime, expressions, and gestures

This technique tries to capture the students' attention, strengthen their confidence to learn, and above all, to encourage them to set their own criteria. This technique is given through movements that the students must repeat and then discover their meaning, so that they must discover, associate, and differentiate previous knowledge, in order to establish new ways of using the lexicon and expand their vocabulary in the second language.

1.5.5. Teaching vocabulary using enumeration and contrast

This technique groups basic knowledge with new knowledge in order to establish a more active learning process. In this technique, it is necessary to have bases, since a type of vocabulary is compared or contrasted. The student must have a degree of knowledge with which to improve vocabulary from one level and move on to another. Consequently, with this technique, students will make use of a more complex vocabulary, and suitable for contexts where a type of vocabulary is used, for example: academic, social, etc.

1.5.6. Teaching vocabulary through guessing from Context

This technique focuses on enhancing language skills, since in order to discover the context and meaning of a word, it is necessary to see, hear, reproduce, and write. Therefore, students must assimilate certain words by the way they are written or by the way they are represented, that is to say, all the characteristics that are part of the vocabulary must be taken into account. This technique also emphasizes the way of producing the vocabulary since a great variety of words can have different meanings.

1.6. Methods in the teaching-learning process

The methods of teaching and learning a language are important because they are focused on solving the problems in the acquisition process, through different techniques or strategies. Richards and Rogers (2016) state that methods are a way of doing something and have unique characteristics based on an approach, so they also state that these methods are set in groups, all the rules or parameters that must be followed to achieve an objective. In other words, this establishes the way in which something is done and allows one to reach an

objective in a faster and more efficient way. On the other hand, this method in the teaching and learning of a language seeks to develop the 4 skills of the language since, based on the development of these skills, it is possible to reach a certain level of proficiency. Likewise, this method allows the selection of content and materials to be used as resources within a class, therefore, the evaluation will be focused on solving the doubts that existed in this class with the type of method applied.

The methods of teaching and learning the language have an objective and a procedure, where each of them seeks to enhance language skills and takes into account certain factors to establish the roles of the learners, the teacher, and the materials. This language teaching and learning is done through a variety of activities, where the materials must be suitable for each level of learners, and the teacher must have a command of the language, in addition to being the one who provides the resources and materials (Rustam,2022). The activities that are carried out within this type of class focus on a methodology that provides different experiences, each one different from the other, and encourage the construction of knowledge.

1.6.1. Methods of language teaching- vocabulary

Language teaching methods are focused on solving language acquisition problems as well as facilitating this process. Thus, there are different types of methods. In turn, these methods can be focused on a social group or according to the learner's needs. Burekovic (2023) states that these methods are in charge of improving or increasing the knowledge of the vocabulary and grammar of a language through different activities or experiences. These methods also seek that the students are the ones who learn on their own and thus acquire the language quickly.

1.6.2. The Direct Method

This method focuses on English language learning in real contexts, where learners are exposed to the language in its natural form (Uwgu, 2015). The main advantage of teaching vocabulary with the direct method is that it encourages inquiry, self-learning, and self-assessment. In addition, it is where students can expand without being controlled. The process of vocabulary acquisition is easier and does not require a master class where the central theme is vocabulary.

1.6.3. Total Physical Response Method (TPR)

The Total Physical Response Method is one of the most used in language classes since it is a method that avoids translation or mechanical repetition. Rambe (2019) considers that these physical responses reinforce the learning and storage of knowledge, and also emphasizes the characteristics of the resources and the environment in which learning takes place. In other words, this method allows the student to construct his or her knowledge, promotes creativity in the activities, and reinforces the understanding of the topics within this type of class.

1.6.4. Suggestopedia

The suggestopedia method suggests a change in the educational environment, mainly in classrooms where the environment is harmonized. Sudayi (2021) states that this type of class seeks students to have fun, play, and learn. Thus, the activities and materials used in this type of classroom should stimulate learning. Likewise, the materials and the environment should focus on establishing a connection between relaxation, tranquility, and comfort with learning.

1.6.5. The Natural Approach

This method emphasizes the way in which students acquire the language, and it is one that establishes certain parameters and timelines for language proficiency to be achieved. Toprak (2019) mentions that constant exposure and practice with the language allow the learner to develop language skills while learning new things. In other words, this method promotes self-learning and constant practice with levels of complexity.

CHAPTER II: METHODOLOGY

Methodology is defined as a set of methods, approaches, techniques, and instruments used to achieve one or more objectives in a scientific investigation Morales (2022). On the other hand, this methodology will dictate which techniques, methods, etc., should be used to obtain the most accurate results. For this reason, this chapter emphasizes the analysis of the mixed approach, deductive and inductive methods, and the instruments necessary to obtain information on the variables.

2.1. Methodology

A research approach is a procedure for collecting, analyzing, and interpreting data encountered in the course of conducting research. This research made use of the mixed method, which is a type of methodology that includes both qualitative and quantitative research. Mixed methods are used because of characteristics such as flexibility and applicability to minimize bias and maximize the reliability of the quantitative and qualitative approaches. Laiyee (2022) mentions, " Researchers combine qualitative and quantitative methods to expand their evidence, improve the credibility of their findings, and illustrate the results from one method with the results from the other one. " In other words, the use of these two methods serves as a support and basis for the research, considering that there is a great variety of information that can represent a primary source in the development of the project, therefore this mixed approach gives the flexibility to adapt the results according to the central idea of the research.

Thus, it is necessary to take into account that quantitative research made it possible to know, analyze, and calculate with numerical data the development and mastery of the English language. Abuhamda (2021) defines the quantitative method as one that makes use of methods and statistics, presents numerical variables, and, when interpreted, results in concise and objective data. This refers to the fact that this method not only gave way to the collection of statistical data from the population but also described and showed the different variations that occurred in the process, all with quantitative support.

On the other hand, qualitative research focuses on the search for results from subjective data. Therefore, this method focuses on the search for points of view, ideas, and the influence of different factors on the learning process and, at the same time, orients the research questions. Ugwu (2023) considers that the qualitative method focuses on the expression and manifestation of ideas, thoughts, and emotions in narrative form and attempts to test the veracity of a hypothesis through its results. Therefore, a direct relationship with the quantitative method was established in the development of the project.

Descriptive research was also a fundamental part of the research. It focuses on identifying a population with its unique characteristics, describing them without influencing

any aspect, and finally finding results based on this. Manjunatha (2019) states that descriptive research considers the aspects and characteristics of a population without intervening in it or seeking to solve the event, likewise, it does not answer the question of why a phenomenon occurs. In other words, this research takes into account the results of the students and only describes them.

Narrative enquiry was also used as a basis for research, data collection, content selection, and resources related to the learners' environment and context. Ntinda (2020) states that narrative enquiry gathers information of great value to a social group and from it infers the influence of its history on the development and progress of its members. In other words, it emphasizes the need to know beyond the current context, the relationship between certain events and experiences that influence the group's consciousness and, in turn, to understand individuals' choices and judgements in relation to each environment and situation.

2.2. Research Methods

2.2.1. Deductive method

This project made use of the deductive method since it takes into account general data and then specifies it. Burney and Saleem (2008) state that the deductive method focuses its research on conceptualizations or general data and then on the specifics, and this is a process that results in the confirmation or denial of a hypothesis. In other words, this method literally deduces information, divides it into sections, and tries to prove certain assumptions through experimentation, thus generating new concepts or hypotheses with valid results. On the other hand, this method was considered because the information is more easily integrated, considering specific details. in addition, an in-depth analysis and research can be carried out since there is previous information that supports the research statement.

2.3. Research Techniques and Instruments

Research methods and techniques are used to obtain relevant information for the project. Salmia (2023) highlights the importance of these techniques and methods because it is easier to obtain information that is difficult to find through common sources of information or methods. On the other hand, there are different methods and techniques that can be used according to the type of research and the type of result that is expected to be obtained. In this research, a survey and interview were applied to know the opinion of teachers and students about the development of students' vocabulary, as well as the strategies used to improve vocabulary knowledge.

2.3.1. Survey

The survey is a technique that allows the collection of truthful data based on numerical figures, also allows the information to be understandable and manageable. Meerkerk et al. (2019) consider that this technique gives way to the tabulation and analysis of data from large groups; in addition, it is essential because it is possible to access tests where the results consider the different variables that may occur in individuals. Therefore, this method was applied because it required the identification and exploration of variables.

At the same time, this technique was suitable for finding statistical results, with which it was easier to infer results related to language proficiency. Consequently, the use of this technique helped to determine the strategies that the teacher applies in the classroom and thus the degree of influence on the language acquisition process. Dolnicar (2013) states that questionnaires allow data to be extracted through a sequence of standard questions, which can be closed or open questions, thus highlighting that the results obtained were more comprehensible and easier to tabulate.

2.3.2. Interview

The interview is a very useful tool that allows the collection of data, taking into account the different factors, points of view, and opinions expressed by teachers at the time of this intervention. Elhami and Khoshnevisan (2022) stipulate that the interview is a technique that allows for exploring beyond a simple answer; it simulates a formal conversation, but it is not, since it allows for expansion. Thus, the application of this type of qualitative technique, according to Trujillo et al. (2019), allows the interviewees to be willing to participate, even exposing relevant ideas that may be useful to the interviewer. Consequently, this type of method also conveys a sense of security and flexibility to the interviewer, creating a mutual dialogue.

2.4. Research Questions

- How does vocabulary allow for the efficient development of English language skills?
- What tools based on the learner's environment help to improve vocabulary?
- Why is it important to use student-centered tools and strategies to enhance vocabulary?

2.5. Population and Sample

This academic research selected the "Jacinto Collahuazo" high school students as the population. This high school is a public institution and is located in Otavalo, El Jordan parish on Atahualpa and Jacinto Collahuazo streets, AMIE code 10H00410. Additionally, this prestigious institution belongs to the province of Imbabura, where there is the presence of several cultures, which are part of this institution. Annually, this institution receives about 2792 students, between men and women (Infoescuelas, 2023). This research was carried out with the participation of ninth-grade students and teachers, as well as the feasibility of the authorities of this institution. The target population selected for this project is between 14 and 15 years old, and they are distributed in 6 classrooms with an average of 35 students.

Table 1

Number of ninth-grade students

High school	Level	Class	Students
		9no "A"	35
		9no "B"	35
"Jacinto Collahuazo" high school	Ninth-grade students	9no "C"	35
		9no "D"	35
		9no "E"	34
		9no "F"	34
Total			**208**

Note. Own elaboration. This table shows the number of students per parallel.

2.5.1. Sample

Due to the large and varied population, a sample was calculated for this project. It considers common characteristics of the target population, such as age, educational level, and academic institution. This research has a population of 208 students; therefore, the sample size was obtained with a total of 135 students. This sample is determined by the following formula, in which the size, confidence level, and the corresponding margin of error are considered. Therefore, the selected sample is representative, finite, and homogeneous.

Figura 1

Sample Calculation formula.

$$n = \frac{Z^2.p.q.N}{e^2(N-1) + Z^2.p.q}$$

$$n = \frac{(1.96)^2.0.5.0.5.208}{(0.05)^2(208-1) + (1.96)^2.0.5.0.5}$$

$$n = \frac{3.84.0.5.0.5.208}{(0.05)^2(207) + 3.84.0.5.0.5}$$

$$n = \frac{199.68}{0.51 + 0.96}$$

$$n = \frac{199.68}{1.47}$$

$$n = 135$$

Z=confidence level 1,96 (95%)

N=population 208

p=Probability of success 0.5 (50%)

q=Probability of failure 0.5 (50%)

e=margin of error 0,05

n=size of the sample

Note. Own elaboration. Calculation of sample ninth-grade students

2.6. Procedure and Data Analysis

The objective of the data collection was to select strategies and materials to improve the vocabulary of the ninth-grade students of the "Jacinto Collahuazo" high school. The instruments used were a questionnaire and a survey, which were applied to the teachers of this prestigious institution as well as to the students. To begin with, these tools were validated, so they underwent a review before being applied. On the one hand, the questionnaire consisted of nine structured questions. For the application of this tool, the sample was used so that the questionnaire was applied to 135 students randomly selected from 6 courses. Also, at the end, the results were counted and then analyzed and tabulated in the Excel tool where it was possible to obtain graphs with percentages that facilitated the understanding of these results.

On the other hand, we also made use of the interview, where teachers contributed their ideas, their experiences, and their knowledge. This survey was also validated and consisted of 8 questions, which were focused on identifying what strategies and materials teachers use for vocabulary acquisition. For the application of this instrument, two teachers were required in addition to an instrument to record the answers given by the teachers; this was done mainly for the confidentiality of the information.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Results

The results obtained are presented in this section, where we emphasize the answers of the ninth-grade students at "Jacinto Collahuazo" high school. These results are presented by means of graphs with their respective percentages according to the results obtained after the application and counting of this. The analysis of each question is also made. On the other hand, the answers obtained by the teachers at this school are presented, and in the same way, the analysis of each answer is made.
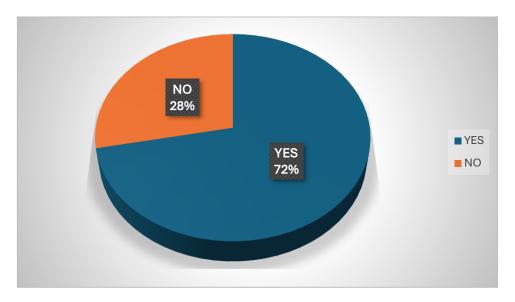
3.1.1. Survey applied to the students

The analysis of this survey is based on a questionnaire consisting of 9 questions with different options. This questionnaire was applied to 135 students at "Jacinto Collahuazo" high school with the objective of identifying strategies based on traditional customs from Otavalo to develop vocabulary. The data collected will be represented in a statistical graph to outline the pertinent details.

1. **Do you like English?**

Figure 2

Student's opinion about English classes.

Note. Own elaboration. *Source:* Survey February 2025
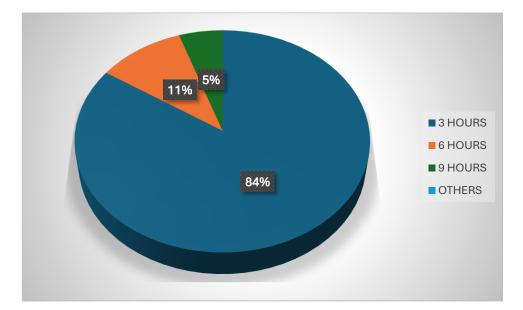
Analysis

       This graph shows the students' liking for learning the English language. After the count, it was found that most of the students like English, representing 72% of the total sample. This means that the strategies used by the teacher during the classes are adjusted to the needs of the students. However, according to the same results, it is deduced that the teachers use strategies that are not fully understood, or at least certain students are not familiar with, being represented by the remaining 28% of the sample who consider that the subject is difficult to understand, and they do not like it.

       Therefore, it can be deduced that the strategies, methodologies, and materials are correctly applied. However, certain changes should be made to recognize that there is room for improvement, especially because there is a percentage of students who do not like it, and this may be due to the lack of attention to this group of students.

2. **How many hours per week do you have English classes?**

Figure 3

Number of hours of English classes.

Note: Own elaboration. *Source:* Survey February 2025
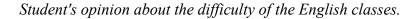
Analysis
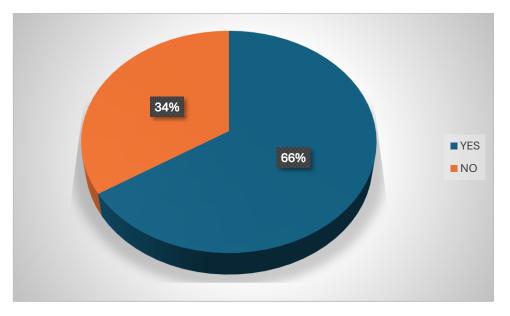
       This graph illustrates the number of hours students are exposed to English classes. More than 50% mention that they only have 3 hours of class, which is stipulated for all public institutions. This lack of hours does not allow students to develop the appropriate vocabulary for their level; therefore, many problems exist. Although there is also a percentage of 11%

of students who receive extra classes in the same institution for 6 hours. On the other hand, 5% mentioned that they receive classes in private institutions for 9 hours, which is an advantage over the rest of the students in terms of knowledge.

Therefore, it can be deduced that most students have a maximum of 3 hours of class time, which represents a challenge for both the teacher and the student. It is very important to take into account that the acquisition of a language is produced with constant interaction with it, therefore, it is possible that if this changes, the language could be acquired easily.

3. Is it difficult for you to learn English?

Figure 4

Student's opinion about the difficulty of the English classes.

Note. Own elaboration. *Source:* Survey February 2025

Analysis

The pie chart demonstrates the degree of complexity that students consider English classes to be, based on their experiences. According to the results, 66% of the students stipulate that English is not a complex subject. Since they manage to establish previous knowledge that they learn at each level with the new knowledge, in this way, it is easier. On the other hand, 34% of the students state that English is a complex subject, especially due to the lack of vocabulary, teaching methodologies, and supporting materials.

Therefore, it can be deduced that although there is the application of methodologies, resources, and strategies in English classes, there is also a percentage that has problems in the acquisition of the language. Therefore, it is necessary to expand the strategies focusing

mainly on the environment in which the students develop in order to minimize these deficiencies in the students.

4.   What activities in English classes help you improve your vocabulary?

Figure 5

Activities to improve vocabulary.

Note. Own elaboration. *Source:* Survey February 2025

Analysis
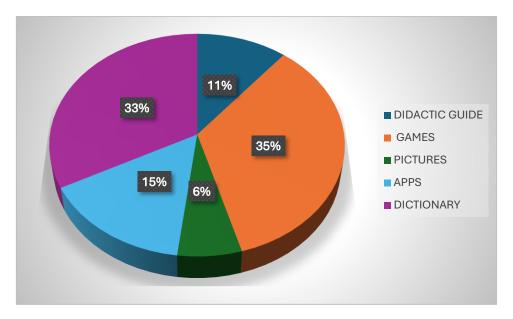
The graph illustrates different activities that students have used during English classes to improve their vocabulary. According to 29% of the students, interactive games are the ones that make language acquisition easier and more fun. 24% of students state that it is easier to acquire vocabulary with role play because that is when they lose their fear of speaking or making mistakes. 22% of students state that group work plays an important role in language acquisition, since it is when they share, exchange, and strengthen their knowledge. 15% of the students emphasize the importance of body gestures to understand a context or vocabulary in English classes. Finally, 11% of the students emphasize the value of mimicry to learn words because it is a fun and practical way.

Therefore, it can be deduced that activities that include the creation of products or projects, dialogue, interaction, debate, and movement are suitable for this group of students. It is also necessary to mix and vary these activities so that all students are or will be part of these activities. The lack of these strategies leads to students becoming bored and not understanding the language, hence the importance of these strategies.

5. What materials have you used to acquire vocabulary in English classes?

Figure 6

Materials to acquire vocabulary in English classes.

Note. Own elaboration. *Source:* Survey February 2025

Analysis
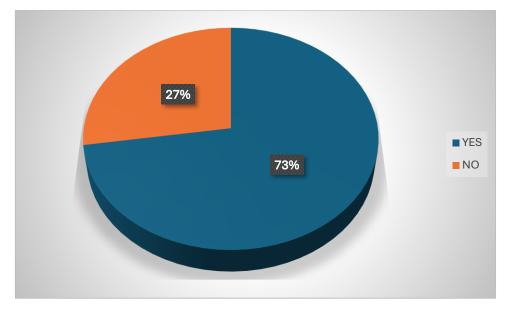
The pie chart shows the materials used by ninth-grade students in English classes to improve their vocabulary. Based on the results obtained, 35% of the students make use of didactic or environmental materials to develop games that allow them to improve and increase their vocabulary. On the other hand, 33% of the students express that the dictionary is a very important tool when learning, discovering, and knowing more words in the English language, besides this is a tool allowed in this educational institution. 15% of the students mentioned that the application is a tool that allows them to learn more practically and easily, and it is also considered among the most useful when it comes to research. 11% of the students affirm that there are didactic guides that allow them to learn and improve their vocabulary while discovering topics of interest. Finally, 6% of students state that graphs or figures are important tools that help to improve the comprehension of single words.

Therefore, it can be deduced that the presence of practical, creative, innovative, and accepted by educational institutions material is the one that should be used. This allows the student to have the opportunity to investigate by himself while learning new things, and on the other hand, it is necessary to emphasize the importance of vocabulary within these materials.

6. In your opinion, do traditional customs help you improve your vocabulary in English classes?

Figure 7

Student's opinion on whether traditional customs help improve English vocabulary.

Note. Own elaboration. *Source:* Survey February 2025

Analysis
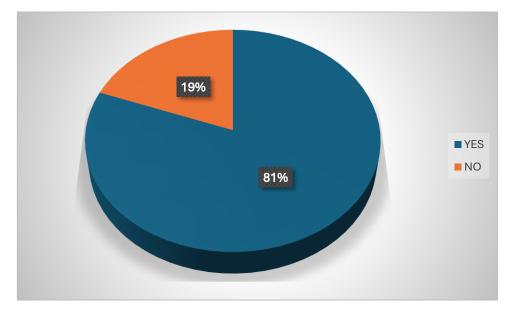
The graph shows the results focusing on the opinion of the students as to whether traditional customs can help improve vocabulary. According to the results, 73% of students state that it is appropriate to use cultural topics to improve vocabulary. This is mainly due to the presence of diverse customs that each student shares inside and outside the educational institution. Likewise, this type of knowledge allows the strengthening of knowledge that is not known to some students. On the other hand, 27% of the students consider that these traditional customs cannot help to improve vocabulary. This can be mainly due to a lack of knowledge, confusion, or ambiguity about the subject.

According to the results, it can be deduced that students need to know cultural aspects in a more practical way, in order to avoid ambiguities, confusion, or problems in terms of the cultural preferences of students. Also, teachers play a very important role in the teaching and understanding of topics that, for certain educational levels, may be complex or incomprehensible. Cultural education should be part of the classroom.

7. Would you like to learn English through traditional customs?

Figure 8

Students' opinion on the use of traditional customs to learn English.

Note. Own elaboration. *Source:* Survey February 2025

Analysis
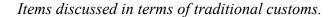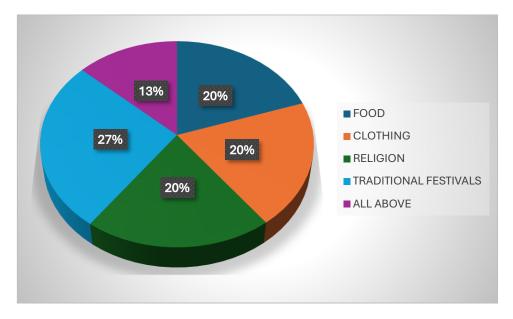
      The graph shows the opinion of ninth-grade students on whether they agree with learning English through traditional customs. Based on the results, 81% of the students agree with learning English through the use of cultural knowledge. This feature allows teachers to expand the areas of education while developing the vocabulary of the English language. However, 19% of students stated that they would not like to learn English through these cultural practices. Mostly, it is analyzed that cultural themes are welcomed by the students, since they are the ones who will make these practices prevail in the future.

      According to the results, it can be deduced that the application of materials and strategies focused on the cultural aspect will have a great reception. It is also necessary that students have prior knowledge of these practices in order to avoid ambiguities. Finally, strengthening vocabulary in more practical, creative, and associative ways will make students interested in the language and not consider English as a mere subject.

8. When you hear traditional customs, what comes to your mind?

Figura 9

Items discussed in terms of traditional customs.

Note. Own elaboration. *Source:* Survey February 2025

Analysis
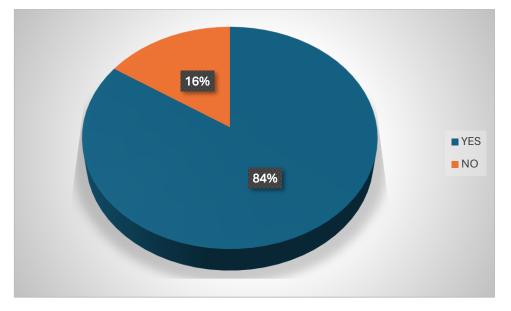
The pie chart illustrates what contents are taken into account when talking about traditional customs. Based on the results obtained, 27% of the students consider that traditional customs are traditional festivals, since in the city where this instrument was applied, there is a great variety of festivals, each one with a unique purpose and meaning. On the other hand, 20% of the students consider that they are religious festivals, mainly because in this place, there are many religious practices where the cultural aspect stands out. The other 20% of the students relate culture to clothing since it is something that changes depending on the geographic location and also highlights a culture. On the other hand, the other 20% of students state that food is representative of culture and allows people and nationalities to be recognized by the different typical dishes. Finally, 13% of the students mentioned that all these aspects together are part of the cultural aspects.

According to the results, it can be deduced that all students have knowledge about traditional customs, however, some concepts are still confusing. Mainly due to the lack of knowledge, as well as the lack of resources focused on this cultural aspect. Therefore, materials and strategies focused on vocabulary and culture would promote students' enthusiasm to learn and discover for themselves what aspects of traditional customs encompass.

9. **Would you like your teacher to use a didactic guide with traditional customs to help you increase your vocabulary?**

Figura 10

Students' opinion on the use of traditional customs to improve vocabulary.

Note. Own elaboration. *Source:* Survey February 2025

Analysis

The graph illustrates the ninth-grade students' opinion on whether the English teacher should use a didactic guide based on traditional customs to improve vocabulary. According to the results obtained, 84% of the students affirm that they would be willing to have the English teacher use a didactic guide focused on cultural aspects. The affirmation of use allows us to understand the students' need to understand their environment in a second language. On the other hand, 16% of students state that it is not necessary to use these materials since there are materials that have already been designed, but their focus does not emphasize the environment in which this second language is acquired.

Therefore, it can be deduced that the presence of these materials allows the teacher the possibility of expanding the topics and teaching objectives. Likewise, this guide would strengthen cultural aspects, which are the objective of the villages in which the students develop. On the other hand, it is necessary to emphasize the immersion of the students in cultural aspects, since most of the ambiguities regarding this topic were evidenced.

3.1.2. Interview Applied to the teachers

This interview is directed to the English teachers at "Jacinto Collahuazo" high school. The main purpose is to collect information on theoretical, experiential, and practical knowledge about strategies that teachers use to improve the vocabulary acquisition of ninth-grade students. According to the questions posed, the results obtained will be used to determine the necessary strategies. It is pertinent to mention that first, some previous questions were presented in order to create a warm atmosphere for the interview.

Question 1: How long have you been working as an English teacher?

- **Teacher A**

Well, I have been working as an English teacher for 11 years.

- **Teacher B**

I have been working as an English teacher for about 20 years.

Analysis

It is important to note that both teachers have work experience. Thus, over the years of work, they have experienced the need for adequate strategies, methodologies, and resources for teaching English, yet they have excelled with the adequacy of resources and strategies available, making them capable of maintaining adequate language instruction. On the other hand, both teachers were educated with different methodologies that were applied by them in the classroom, which allowed the students to experience different teaching approaches.

Question 2: Why did you decide to become an English teacher?

- **Teacher A**

Since my childhood, I have been interested in the subject of English. As I grew older, my interest increased, and finally, in college, I chose a degree in teaching.

- **Teacher B**

Teaching was not my first choice; however, due to the lack of promotion of other majors, I have chosen to select this profession. It has inspired me to be better and to keep it.

Analysis

Both teachers found that teaching allowed them to learn, to improve, and was an opportunity to achieve their personal goals.

Question 3: Do you consider vocabulary to be important for English language acquisition?

- **Teacher A**

Yes, it is very important because the knowledge of English words, verbs, phrases, etc., allows students to develop more easily the acquisition and comprehension of the language.

- **Teacher B**

Yes, since it is the basis of the language, and without vocabulary it is impossible for language to prevail.

Analysis

Vocabulary is the key to a language; in this case, the vocabulary of the English language allows students to understand the knowledge imparted by teachers. It is also very necessary because it will enable students to learn and understand the language by themselves. On the other hand, it is essential to take into account the relationship of vocabulary with the skills that are developed in the learning process. Cummings et al. (2018) establish that the vocabulary allows the student to immerse themselves in the language, which, besides being a help in the following levels of learning, will enable the teacher to expand the teaching topics.

Question 4: What are the main problems you have identified in your English class concerning your students' vocabulary?

- **Teacher A**

Educational policy is one of the problems that teachers have to face on a daily basis. In addition, the regulations of this policy establish that the hours for English classes are a maximum of 3 hours, which is a problem because it does not allow the teacher to have the ability to develop different skills with ease. On the other hand, the number of students means that the planned activities or educational strategies are not being applied correctly. Finally, the lack of resources means that students are not able to acquire adequate vocabulary for their level.

- **Teacher B**

The children demonstrate many shortcomings in terms of vocabulary, mainly because the learning environment does not favor them. In addition to the fact that they are not in contact with the language.

Analysis

Lack of resources, time availability, number of students, and unfavorable environments make the language acquisition process more complex or slower. Therefore, the correct distribution of students, application of strategies, and resources focused on the needs of the students would allow a better learning and teaching process. On the other hand, with the adequacy of these parameters, students' motivation for learning the language would be strengthened.

Question 5: What strategies do you use for teaching vocabulary in English lessons?

- **Teacher A**

As for vocabulary, it is common to use grammar translation, which has allowed me to have the students investigate and learn on their own. In addition, we make use of cooperative work and exercises where they play and learn words.

- **Teacher B**

What I commonly use in the classes are cooperative work, project-based learning, songs, posters, and banners, where students have the opportunity to visualize their progress and understanding.

Analysis

The strategies used by both teachers are appropriate for the level of the students; these same strategies have allowed the students to achieve knowledge, and it has been possible to establish prior knowledge that is gradually accumulated. However, the repetition of the strategies makes the classes very behavioral or repetitive. The mix of the strategies used by both teachers, plus the application of other strategies, would increase motivation and knowledge of the English language.

Question 6: What materials have you used to teach vocabulary?

- **Teacher A**

In terms of materials, dictionaries, worksheets, audiovisual material, graphics, and books are used. All these materials together allow the student to expand when he/she wants to look up some information or the meaning of a word in English.

- **Teacher B**

What promotes the student's vocabulary development are web pages, readings, movies, and music in English. Therefore, during the lessons, I select which of these materials are suitable for the topic of the day.

Analysis

It is possible to evidence the scarcity in terms of the diversity of resources. However, the teachers of this institution have sought ways to overcome these deficiencies so that the students can take advantage of the resources and materials available in the classroom and learn something. The implementation of new resources would allow students to achieve better vocabulary development.

Question 7: Have you ever used traditional customs to teach English vocabulary?

- **Teacher A**

No, I haven't had the opportunity to use culturally focused materials. However, it would be a good opportunity to use it to learn about our culture and thus strengthen the knowledge of each person.

- **Teacher B**

Yes, since I have worked in two educational institutions, which has allowed me to know many of the realities that students experience on a daily basis. I also consider that this type of topic is necessary, taking into account the group of students that we have and the location in which we are, since in addition to strengthening our knowledge, it is possible to learn new concepts, ideologies, and others that are very useful in daily life.

Analysis

According to the answers obtained, it is possible to mention that traditional customs are part of our society and group identity, therefore, it is necessary to consider and make use of materials that are focused on cultural aspects. This not only provides current knowledge but also allows for the expansion of the areas of learning, the creation of materials, and therefore the application of approaches and strategies that strengthen the knowledge of a group of people.

Question 8: Would you be willing to use a pedagogical guide to help your students acquire English vocabulary through traditional customs?

- **Teacher A**

Yes, any resource that can be used to improve students' vocabulary is accepted. In addition, it is necessary because the lack of resources has hindered the application of strategies and has even caused classes to be repetitive and not innovative.

- **Teacher B**

Yes, I think it would be the resource in which we would all learn, both teachers and students. On the other hand, this guide could be useful both in Spanish and English, so we are willing to receive it.

Analysis

These resources would be accepted by teachers and students, which is essential for the development of vocational skills and also the analysis of the cultural knowledge that is practiced in society. On the other hand, this resource will allow the teacher to change methodologies and strategies or at least to expand this knowledge with new ones.

3.2. General Discussion

The results obtained from the survey of the ninth-grade students of the school "Jacinto Collahuazo" and the interview with the English teachers of this institution, it is possible to understand the importance of vocabulary for the development of English language skills, besides being the basis on which learning occurs. These results offer an understanding of language as a structure in which vocabulary is required throughout the process in order to finally achieve mastery of the language.

Vocabulary acquisition, in other words, is language acquisition. Abello et al. (2010) consider that vocabulary in language teaching is overvalued, as it requires the support of grammar, but, on the contrary, the mere acquisition of grammatical knowledge, without the presence of words and phrases, limits communication and the dissemination of information. Therefore, its importance lies in the potential that learners can have just by knowing words, idioms or phrases in the English language. On the other hand, the teaching of vocabulary gives access to the application of different methods and strategies. Likewise, based on the results obtained from the survey of ninth grade students, it is necessary to implement didactic guides where the objective is the development and acquisition of vocabulary.

This process, which emphasizes expanding vocabulary, is as important as applying traditional customs. Since students are in a city where there is the presence of several cultures, which have their traditions. Guessabi (2020) states that language teaching generally contains cultural themes directly and indirectly, which facilitates second language acquisition. Therefore, the use of strategies in which students must create projects, learning based on playful activities in their environment, allows the acquisition of new knowledge to be effective. On the other hand, the teaching of vocabulary not only involves presenting single words, but also analyzing their use, form and meaning for different contexts. In addition, emphasis is placed on linguistic competence, since it is expected to reduce negative aspects and complexity in the application of the strategies, through a didactic guide where all the needs, preferences and knowledge of the students are combined.

On the other hand, the interview with the teachers of the English area allowed them to know how to adapt existing strategies to potentiate the acquisition of the language through the expansion of vocabulary. The use of resources associated with the students' reality was also emphasized since it stimulates their participation through personal contributions. In fact, resources with topics, activities, projects, and tasks appropriate to the level of the students would promote interest in the language and in their own culture.

In conclusion, teachers' and students' responses coincide when it comes to highlighting the importance of vocabulary for English classes. Knowledge of the students' environment is applied to develop vocabulary for the students' educational level. On the other hand, strategies that allow the teacher to expand and look for more ideas to offer creative and innovative teaching are proposed.

CHAPTER IV: ACADEMIC PROPOSAL

4.1. Title

Exploring English with Culture.

4.2. Rationale

The proposal focuses on contributing to the knowledge of traditional customs aimed at improving the vocabulary of ninth-grade students, taking into account their interests, their social environment, and their profile. On the other hand, the fundamental elements of this proposal are self-learning and cooperative work through innovative and cultural activities that focus on the expansion, recognition, and use of the vocabulary presented in this didactic guide. This is intended to enhance self-learning and develop the 4 skills through vocabulary.

On the other hand, the English teacher, through this didactic guide, will be able to expand the areas of learning and teaching while strengthening the acquisition of vocabulary and cultural knowledge. The teacher will also be able to apply different teaching methods and strategies as this guide has a variety of workshops, individual and group activities, as well as projects. This encourages active student participation and understanding of the language.

The traditional customs of Otavalo presented in this didactic guide are designed for vocabulary development and improvement. These traditional customs consist of a variety of activities that most of the students have been part of directly or indirectly. It also makes use of the various strategies selected by the students, which are the basis of the activities. The creation of projects, play activities, role-plays, and so on will help the understanding of the language in a meaningful way.

4.3. Justification

Ecuador is a multiethnic and multicultural country that stands out for the unique activities that characterize each people, Educarplus (2019). This characteristic allows the learning of a new language to be the entrance to new knowledge as well as the exchange of knowledge and practices, where the environment of everyone is appreciated. This is the case; the traditional customs of Otavalo are a representation of the cultural diversity of the country, as they have different activities for each event within the communities. When celebrating these activities, the role of all members of the community and society is taken into account. In addition, each event has a unique purpose and demonstrates cultural beauty, ancestral knowledge, and new ideas for the benefit of all.

The application of this knowledge in the educational field allows students to find a new perspective in the learning process. The intervention of a second, and in some cases a third, language allows the student to understand and differentiate the contexts in which knowledge is produced. In this case, the context in which the students find themselves gives way to the use of cultural themes because there is a great presence of cultural activities as well as ethnic groups. In addition, in the city of Otavalo, there is a need for interaction and exchange of knowledge, either for work or academic purposes.

In terms of language production, it is necessary to take into account the use of vocabulary to achieve communication and understanding of others. Vocabulary is the basis on which a language is built, therefore, the lack of it allows information not to be disseminated or, in some cases, the language to disappear. Therefore, students require a greater number of words, phrases, and idioms to achieve mastery of a language and thus make use of it when required.

4.4. Theoretical Foundations

Traditional customs from Otavalo to improve vocabulary.

The objective of modern education is to strengthen one's knowledge, as well as to take into account the existence of other new fields of learning. The environment in which the ninth-grade students at "Jacinto Collahuazo" high school find themselves favors the application of teaching methods focused on their context. This allows the students to be the main actors of this learning process. Therefore, the knowledge of the group of students is emphasized, and the individual contribution is valued in the application of their knowledge through activities where the objective is to achieve mastery of the English language.

Situated learning, according to Sagástegui (2004), demonstrates that culturally focused education provides students with authentic knowledge of the realities that students may face. This emphasizes that students are already part of the culture, and therefore, the use of these traditional customs in the English language allows them to understand their own identity. Furthermore, according to Paz et al. (2023), they state that sociocultural theory interlinks social interaction with learning. Therefore, it is necessary to make use of tools from the context of the students to achieve close development in the English language. Finally, the natural method is the one where the student learns by creating and observing, so the students' experiences are the basis of this process of teaching English.

Importance of vocabulary

Vocabulary is the basis on which the 4 skills (listening, speaking, reading, and writing) of a language are developed. Therefore, its importance lies in recognizing its use, form, and meaning for different contexts. Susanto (2017) states that a limited vocabulary impedes the proper development of a language. Therefore, vocabulary acquisition should be the main feature to be developed at all educational levels. In addition, the concept of processing words implies that any language revolves around the vocabulary and the use given to it. On the other hand, vocabulary teaching is adaptable to different methodologies, strategies, and techniques. These allow the teacher to work in creative and innovative ways.

4.5. Objectives

General objective

Design a didactic guide for vocabulary improvement through the traditional customs from Otavalo for ninth-grade students at "Jacinto Collahuazo" high school.

Specific Objectives

- Selecting traditional customs from Otavalo for teaching vocabulary in the English language.
- Determine didactic and interactive activities based on the traditional customs from Otavalo.
- Socialize the didactic guide with the English teachers at "Jacinto Collahuazo" high school.

EXPLORING ENGLISH WITH CULTURE

A B C

BY: CINTHYA PANAMÁ SANTILLAN

Units	Lessons		Goals	Skill and strategies	Project
Unit 1. Places in a town	Lesson 1	Traditional customs in Otavalo	By the end of the lesson, students will be able to understand vocabulary related to traditional customs through the didactic activities.	• Vocabulary: using context clues to get the meaning of words • Grammar: Present simple • Reading: scanning a text to find specific information • Listening: pay attention to background sounds to understand the use of words.	A Collage
	Lesson 2	Pawkar Raymi	By the end of the lesson, students will be able to use sequence, time and space vocabulary for normal activities and holidays.		
	Lesson 3	Inti Raymi	At the end of the lesson, students will be able to describe the characteristics of the traditional customs of Otavalo using sentences in the present simple tense.		
Unit 2. Food	Lesson 1	My favorite food	At the end of the lesson, students will be able to demonstrate their favorite foods by using possessive pronouns.	• Vocabulary: using context clues to get the meaning of words • Grammar: Present simple, present continuous, and modal verbs. • Reading: scanning a text to find specific information • Writing: using the present continuous to	A healthy food fair and presentation.
	Lesson 2	Day of the Dead	By the end of the lesson, students will be able to argue the various activities people do on the Day of the Dead using the present continuous.		

	Lesson 3	Wakes	By the end of the lesson, students will be able to classify healthy, ceremonial, and cultural foods using modal verbs.	solve activities in the didactic guide. • Using modal verbs to create sentences. • Listening: pay attention to background sounds to understand the use of words. • Speaking: recycle expressions and use them in situations created in the classroom.	
Unit 3. Clothing	Lesson 1	Likes and dislikes	At the end of the lesson, students will be able to defend their preferred clothing styles through a presentation.	• Vocabulary: using context clues to get the meaning of words. • Grammar: present simple • Reading: scanning a text to find specific information • Writing: using the present simple to solve activities in the didactic guide. • Listening: pay attention to background sounds to understand the use of words. • Speaking: recycle expressions and use them in situations created in the classroom.	A mockup with students' favorite clothes from Otavalo.
	Lesson 2	Yamor Festivities	By the end of the lesson, students will be able to develop vocabulary for a new style of costume through drawings.		
	Lesson 3	Weddings	At the end of the lesson, students will be able to differentiate the types of clothing and their functions through didactic activities.		

PLACES IN A TOWN

Lesson 1

1 **Choose the image that represents the traditional customs.**

⭐ Vocabulary

2 **Match the words with their appropriate pictures.**

a) practices

b) events

c) religious

d) funerals

e) world.

f) celebrations.

g) actions

h) generations

i) weddings

3 **Complete the sentences with the words from the second exercise.**

Traditional customs are _____ that have been passed down through _____ in various cultures around the_____

They often involve symbolic gestures or _____ that are performed to mark significant _____ or occasions. These can include _____ ceremonies, _____, _____, birthdays, and other _____ celebrations.

Culture

Read the text. Find all the words that describe territoriality

4
- Otavalo is one of the **cities** belonging to the **province** of Imbabura, is located in the north of the **country** and is known for the craft fair called "Plaza de ponchos". Around this city there are **communities** and **parishes** that work in creating textile and handicraft products, making this **city** a tourist attraction. ,
- The traditional customs of Otavalo also make this city a magical place. These traditional customs are commonly celebrations that are held together, with all members of the **community, parish and / or city** and are held in celebration or honor of deities, and saints, and in healthy and organized coexistence.

Vocabulary

Singular	Plural
• city	• cities
• community	• communities
• parish	• parishes

5 **Complete the sentences with the correct noun.**

Example: *San Luis is the oldest parish in Otavalo.*
- Ecuador is a beautiful_____.
- Otavalo is not a_____.
- Quito and Guayaquil are two _____in Ecuador.
- My _____ ____is _____.
- Imbabura is known as the_____of lakes.
- Ecuador is a multicultural_____.
- Peguche is a _____ where people sell handicrafts.

2

⭐ **Grammar**

1 .For regular nouns, add "s" to make them plural. .

- book = • books
- car = • cars

2 . If the "y" is preceded by a consonant. it is changed to "i" and "-es" is added.

- city = • cities
- country = • countries

2 . On the other hand, if there is a vowel before the y, "-s" is simply added.

- key = • keys
- valley = • valleys

4 . Nouns ending in -o: "-es" is added at the end.

- *Tomato* = • Tomatoes
- Hero = • Heroes

5 . However, when the noun ends in -s, -x, -ch, -sh, or -z, "-es" is added.

- dress = • dresses
- bench = • benches
- fox = • foxes
- dish = • dishes

6 Underline the sentence with the correct form of pluralization

Example:
Otavalo and Ibarra are two large cityes.
Otavalo and Ibarra are two large cities.
Otavalo and Ibarra are two large citis.

The old houses in Otavalo were built with mud.
The old housoes in Otavalo were built with mud.
The old house in Otavalo were built with mud.

A wide variety of potatoes are grown in the city of Otavalo.
A wide variety of potates are grown in the city of Otavalo.
A wide variety of potatos are grown in the city of Otavalo.

Dancing and singing are activitys that strengthen culture.
Dancing and singing are activitios that strengthen culture.
Dancing and singing are activities that strengthen culture.

Typical dishess represent the wisdom of the people.
Typical dishos represent the wisdom of the people.
Typical dishes represent the wisdom of the people.

There are several wayes to maintain cultural knowledge.
There are several ways to maintain cultural knowledge.
There are several waies to maintain cultural knowledge.

Lesson 2

1 Look and read the dialogue

Do you know what is pawkar raymi?

Yes, it is a traditional festival that takes place in all the communities belonging to the Otavalo canton.

What is the purpose of this celebration?

This celebration is held in honor of the flowering of plants such as corn, chocho, beans, quinoa, potatoes, etc., planted by the people of the communities.

When is this traditional festival held?

This celebration takes place in February and March. The preparations for the celebration begin on February 17 and end on March 4.

What is the most interesting thing about this traditional festival?

The most important part of this celebration are the different cultural activities that take place during the day, afternoon and evening.

which activity opens this great event?

First, on February 17th all the organizers meet, next on February 19th the burning of the chamiza takes place, then on February 26th there is a parade with all the people of the community, last on March 29th there is a music event and finally on March 4th the tumarina takes place.

This is very interesting !! I hope to participate next year

Yes, I hope you come and be part of this great traditional festival.

⭐ Vocabulary

Units of Time

Week		Year

Day

Month

2 **Find the days of the week and the months of the year.**

Months of the year

```
O  S  E  P  T  E  M  B  E  R  Á
Ú  Í  Ú  T  S  U  G  U  A  K  Í
S  N  S  Z  Y  É  K  Ü  K  Y  X
J  O  É  O  R  Í  M  A  R  C  H
A  V  M  C  A  A  D  H  E  W  F
N  E  Á  T  U  P  G  É  B  E  Í
U  M  J  O  R  R  Y  M  M  N  Z
A  B  R  B  B  I  C  J  E  U  A
R  E  Y  E  E  L  Y  U  C  J  I
Y  R  V  R  F  C  A  L  E  X  Z
X  Ü  G  H  N  S  M  Y  D  U  A
```

Days of the week

```
C  Ñ  T  S  Y  C  S  Ó  J  J  Á
R  Z  H  P  A  I  A  Q  Ó  H  A
Ü  Á  U  B  D  G  T  F  W  K  T
L  S  R  Q  S  J  U  Ñ  Y  H  T
B  H  S  O  E  Y  R  Z  A  T  G
Y  B  D  O  N  A  D  R  D  C  L
A  N  A  J  D  D  A  E  S  Ú  V
D  G  Y  W  E  N  Y  F  E  N  Q
I  É  Ú  P  W  O  Ñ  O  U  S  S
R  Q  Ó  Z  P  M  W  Ü  T  Ú  É
F  E  S  L  Ü  S  U  N  D  A  Y
```

Total:

Total:

3 **Read the text. Decide if the sentences are T (True) or F (False).**

1. There are 10 months in a year. _____

2. January is a day. _____

3. Tuesday is the third day of the week. _____

4. December is the last month of the year. _____

5. The correct spelling of the first day of the week is mondie. _____

6. May is the 6th month of the year. _____

7. The correct spelling of the antepenultimate month of the year is September. _____

8. Saturday is the longest month. _____

9. The correct spelling of the third day of the week is wednesday _____

⭐ Vocabulary

Sequence adverbs

First — Next — Then

Finally — Last

4 **Complete the sentences with the correct answer from a, b, c or d:**

If you want to pass your exams, you must study very hard ____ .

(first) (then) (next) (finally)

Marlene ____ finished her project last week.

(first) (finally) (next) (then)

When you chop fruits, you should wash them ____ .

(finally) (then) (next) (first)

First, I woke up. _____–, I ate breakfast. Then, I went to school.

(finally) (then) (next) (first)

5 **Read the dialog again. Match the sentences with the sequence adverbs correctly.**

On February 17th all the organizers meet

On February 26th there is a parade with all the people of the community

On March 29th there is a music event

On March 4th there is the tumarina.

On February 19th the burning of the "chamiza" takes place

(finally)
(next)
(then)
(first)
(last)

Lesson 3

1 **Match the antonyms. Use the dictionary if necessary.**

a. quiet

b. interesting

c. ancient

d. expensive

e. full

☐ boring

☐ cheap

a. noisy

☐ empty

☐ modern

2 **Read and highlight the adjectives**

Culture

In the month of June in the city of Otavalo a very interesting event takes place. This event is known as Inty raymi and is held in honor of mother nature, the sun for the dry grains that have been obtained from the harvest and with the purpose of maintaining ancient customs. Within this activity all members of the family participate and dance as a form of gratitude so the streets are usually very noisy, full of people with empty or few people in the houses.

Moreover, this traditional festival is known to be one of those that has adapted to modern things and has been maintained to this day. On the other hand, this event is very important for the communities as it attracts tourists and is a way to offer handicrafts and typical dishes both cheap and expensive.

Finally,this celebration ends with the armay tuta in which a ritual bath is performed in order to leave the bad things, so if someone is boring, lazy and stingy should perform this ritual bath.

3 **Fill in the missing letters, and read.**

m__er_   __iet

_nci__t   n__s_

e__ty   _h_ap

_or_ng   f_l_

e_pens__e   _nt_re__ing

4 **Read the sentences. Then check (✓) if the sentences agree with you.**
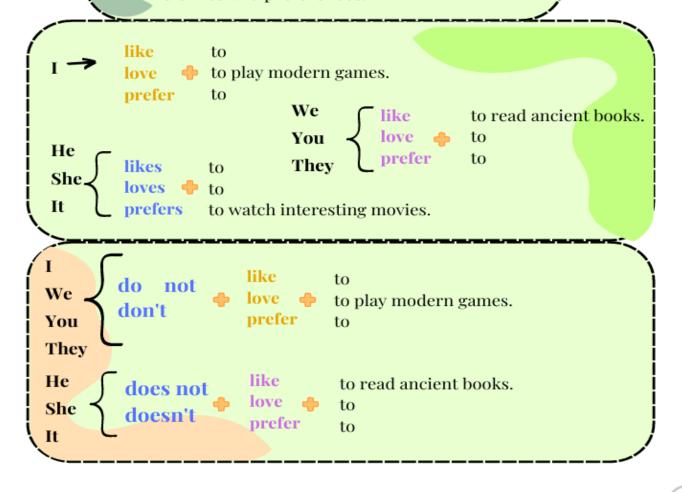
- I have a modern cell phone.   ( )
- My friend is quiet.   ( )
- I don't like noisy events   ( )
- I have an ancient object in my house.   ( )
- My notebook is empty.   ( )

5 **Complete the sentences with descriptive adjectives.**

Example: *This traditional festival is very ancient.*

- Camila is a very _____ child when she is with her grandmother.
- Otavalo is an _____ city with many tourist attractions.
- The streets are _____ during the inti raymi festival.
- My cell phone is _____ as it has free internet.
- Watching television is a _____ activity

⭐ Grammar

Use like / love / prefer to talk about likes, dislikes and preferences.

I → like to
love ✚ to play modern games.
prefer to

We like to read ancient books.
You love ✚ to
They prefer to

He likes to
She loves ✚ to
It prefers to watch interesting movies.

I
We do not like to
You don't ✚ love ✚ to play modern games.
They prefer to

He does not like to read ancient books.
She doesn't ✚ love ✚ to
It prefer to

8
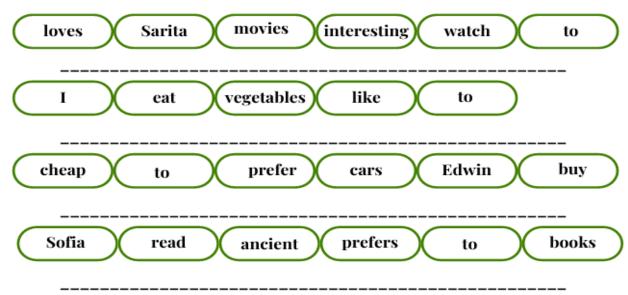
6 Read the culture section again. Write 5 sentences using prefer, like, love and the adjectives.

Example: *I love to dance ancient music in Inty Raymi*

- _____
- _____
- _____
- _____
- _____

7 Organize the sentences

(loves) (Sarita) (movies) (interesting) (watch) (to)

_____

(I) (eat) (vegetables) (like) (to)

_____

(cheap) (to) (prefer) (cars) (Edwin) (buy)

_____

(Sofia) (read) (ancient) (prefers) (to) (books)

_____

8 Draw the traditional festival "Inty Raymi" and use the to point out the elements represented.

Final Project

A Collage

- Choose a traditional custom from Lessons 2 and 3.
- Make a collage with photos, prints, drawings and so on.
- Make a brief presentation of your work using vocabulary from lessons 1, 2 and 3.
- Make it as creative as possible.

Interesting
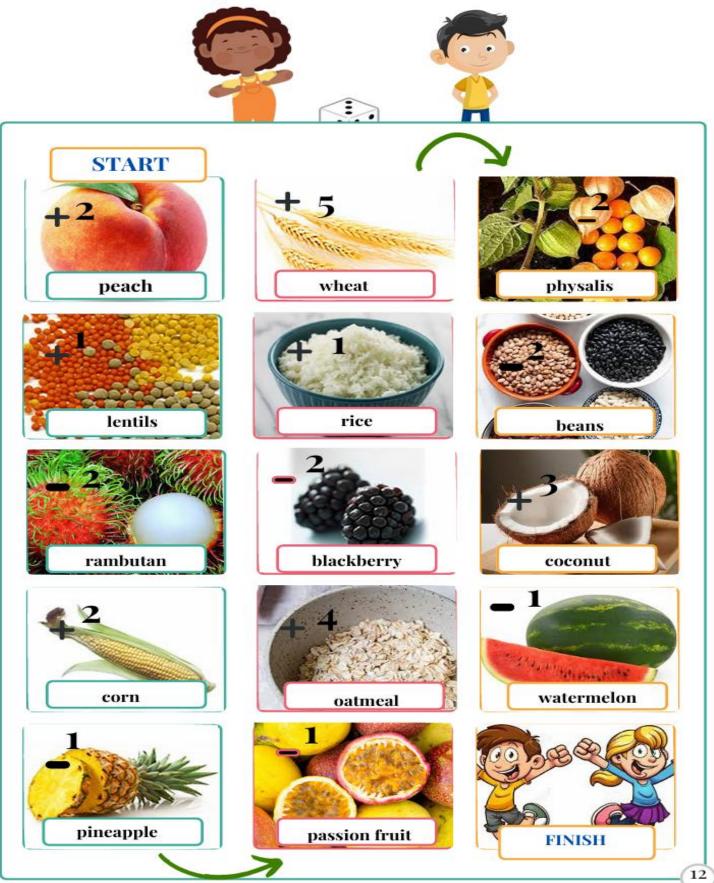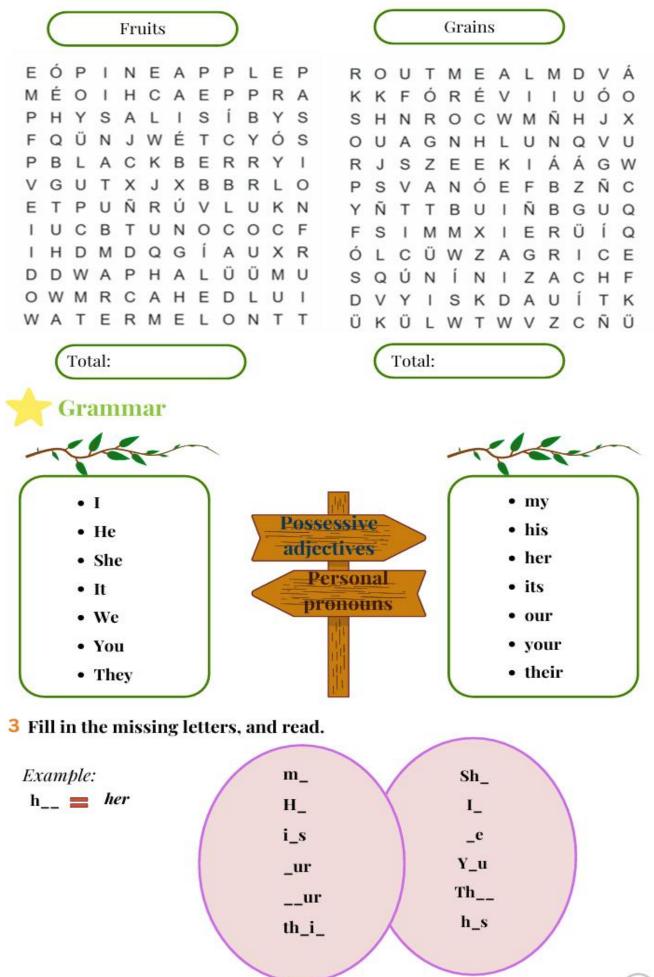
UNIT 2

FOOD

1 Play and learn. Use a die and achieve the highest score, repeat the words and their meaning.

START		
+2 peach	+5 wheat	−2 physalis
+1 lentils	+1 rice	−2 beans
−2 rambutan	−2 blackberry	+3 coconut
+2 corn	+4 oatmeal	−1 watermelon
−1 pineapple	−1 passion fruit	FINISH
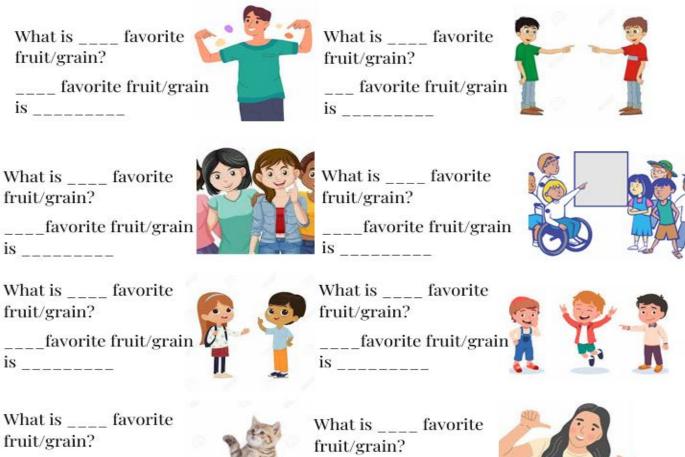
2 Find all fruits and grains.

Fruits

```
E Ó P I N E A P P L E P
M É O I H C A E P P R A
P H Y S A L I S Í B Y S
F Q Ü N J W É T C Y Ó S
P B L A C K B E R R Y I
V G U T X J X B B R L O
E T P U Ñ R Ú V L U K N
I U C B T U N O C O C F
I H D M D Q G Í A U X R
D D W A P H A L Ü Ü M U
O W M R C A H E D L U I
W A T E R M E L O N T T
```

Grains

```
R O U T M E A L M D V Á
K K F Ó R É V I I U Ó O
S H N R O C W M Ñ H J X
O U A G N H L U N Q V U
R J S Z E E K I Á Á G W
P S V A N Ó E F B Z Ñ C
Y Ñ T T B U I Ñ B G U Q
F S I M M X I E R Ü Í Q
Ó L C Ü W Z A G R I C E
S Q Ú N Í N I Z A C H F
D V Y I S K D A U Í T K
Ü K Ü L W T W V Z C Ñ Ü
```

Total:

Total:

⭐ Grammar

- I
- He
- She
- It
- We
- You
- They

Possessive adjectives

Personal pronouns

- my
- his
- her
- its
- our
- your
- their

3 Fill in the missing letters, and read.

Example:

h _ _ = *her*

m_

H_

i_s

_ur

_ _ur

th_i_

Sh_

I_

_e

Y_u

Th_ _

h_s

4   Talk with your friends. Use vocabulary from lesson 1 unit 2

What is your favorite fruit/grain?

My favorite fruit is coconut.

5   Look the picture and complete the following information with the correct possessive adjective.

What is _ _ _ _ favorite fruit/grain?

_ _ _ _ favorite fruit/grain is _ _ _ _ _ _ _ _ _

What is _ _ _ _ favorite fruit/grain?

_ _ _ favorite fruit/grain is _ _ _ _ _ _ _ _ _

What is _ _ _ _ favorite fruit/grain?

_ _ _ _ favorite fruit/grain is _ _ _ _ _ _ _ _ _

What is _ _ _ _ favorite fruit/grain?

_ _ _ _ favorite fruit/grain is _ _ _ _ _ _ _ _ _

What is _ _ _ _ favorite fruit/grain?

_ _ _ _ favorite fruit/grain is _ _ _ _ _ _ _ _ _

What is _ _ _ _ favorite fruit/grain?

_ _ _ _ favorite fruit/grain is _ _ _ _ _ _ _ _ _

What is _ _ _ _ favorite fruit/grain?

_ _ _ _ favorite fruit/grain is _ _ _ _ _ _ _ _ _

What is _ _ _ _ favorite fruit/grain?

_ _ _ _ favorite fruit/grain is _ _ _ _ _ _ _ _ _

14

Lesson 2

1   Choose the image that represents the day of the dead.

⭐ Vocabulary

2   Match the verbs with their appropriate pictures.

a) share
b) buy
c) eat
d) blees
e) cook
f) drink
g) gather
h) spend
i) pray

3 Read the reading and circle all the verbs you find.

Culture 🌍

- This traditional festival in the city of Otavalo is celebrated to honor the dead. Therefore, on November 2, many families gather at the cemetery to share food, eat typical dishes, sing songs and spend time with their relatives. A characteristic of this day is the preparation of colada morada and wawas. Many people drink and share this rich colada in memory of the deceased.

- Also, depending on where the families live, they gather at the cemetery during the day or at night, but generally during the day. On this day people cook the favorite food of the deceased, and an altar should be created to remember them. Then, before going to the cemetery, families usually buy all the favorite foods of the deceased and then bless them in a mass. Finally, at the cemetery, many people make other people pray in the name of the deceased so that their sins are forgiven.

⭐ Grammar

Present Progressive Tense
- Use it to talk about actions that happen at the moment of speaking
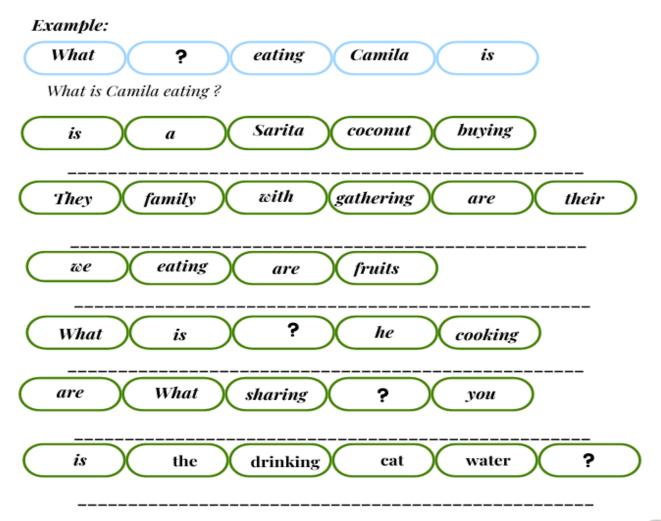
Afirmative and negative sentences
I **am (not)** eat**ing** tapas.
You **are (not)** buy**ing** apples.
He / She / It **is (not)** sing**ing**.
We / You / They **are (not)** danc**ing** now

Yes, No Questions
Are you eating tapas**?**
Is he / she / it singing**?**
Are we / you / they dancing now**?**

Wh- Question
What are you doing?
What is he / she / it doing?
What are we / you / they doing

4 Organize the sentences. Use the vocabulary from this unit

Example:

| What | ? | eating | Camila | is |

What is Camila eating ?

| is | a | Sarita | coconut | buying |

_____

| They | family | with | gathering | are | their |

_____

| we | eating | are | fruits |

_____

| What | is | ? | he | cooking |

_____

| are | What | sharing | ? | you |

_____

| is | the | drinking | cat | water | ? |

_____

5 **Underline the sentence with the correct form of pluralization**

Example:

She are sharing food with her friends.
==She is sharing food with her friends.==
She is share food with her friends.

Sofia is praying in church.
Sofia is pray in church.
Sofia is prayed in church.

They are not bless the food.
They are no blessing the food.
They are not blessing the food.

What is they cooking?
What are they cooking?
What they are cooking?

I am spended time with my friends.
I am spending time with my friends.
I is spending time with my friends.

We ara not eating vegetables.
We are not eating vegetables.
We are no eating vegetables.
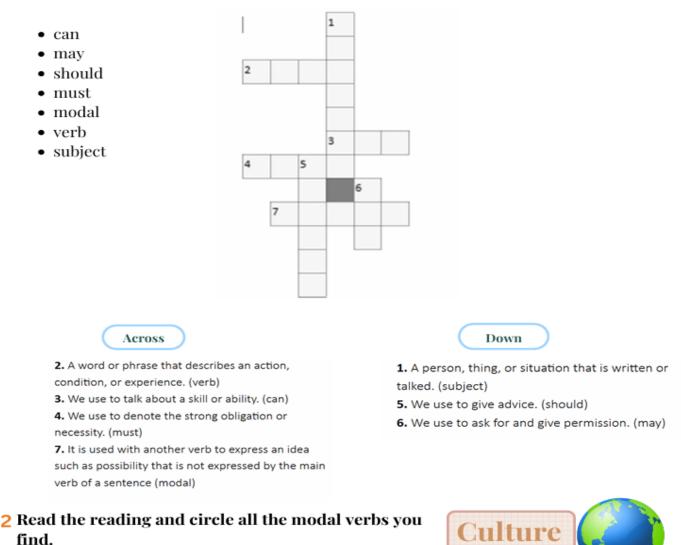
6 **Look at the sentences, read them, put a tick (✓) if the sentence is correct and correct it if it is not.**

• **Is he working ?** [ ]

_____

• **They am not listening.** [ ]

_____

• **Is she doing her homework ?** [ ]

_____

• **What is she doing ?** [ ]

_____

• **Is he playing tennis?** [ ]

_____

• **I am read a newspaper.** [ ]

_____

• **It is not playing with other cat.** [ ]

_____

Lesson 3
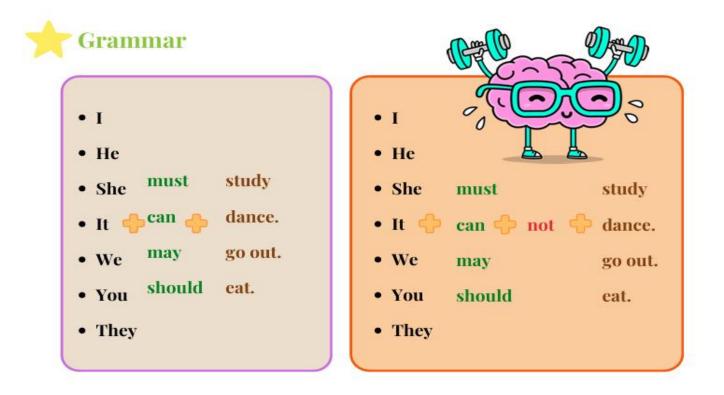
⭐ **Vocabulary**

1 **Complete the crossword puzzle, using the dictionary if necessary.**

- can
- may
- should
- must
- modal
- verb
- subject

Across

2. A word or phrase that describes an action, condition, or experience. (verb)

3. We use to talk about a skill or ability. (can)

4. We use to denote the strong obligation or necessity. (must)

7. It is used with another verb to express an idea such as possibility that is not expressed by the main verb of a sentence (modal)

Down

1. A person, thing, or situation that is written or talked. (subject)

5. We use to give advice. (should)

6. We use to ask for and give permission. (may)

2 **Read the reading and circle all the modal verbs you find.**

Culture

This tradition takes place when a member of the family dies. At this moment all the people of the community should gather to pray, sing and liven up this sad moment. Death is represented as the second phase of life in which the family has a legacy to maintain through customs or activities that remember the loved one as someone alive and not as someone who disappears.

Therefore, when a person dies, families must clean the whole house and then establish a space where the coffin will be placed. The second day after the death many people go to visit the deceased and the families gather every night to sing and pray, also the relatives who can sing should help to organize this part of the wakes. On the third day the families gather all the relatives to celebrate a ceremony, in which jokes are told and games are played, since it is believed that the deceased will go to heaven happily and also to ask God's permission for his soul to rest.

⭐ Grammar

- I
- He
- She
- It ➕ **must** study
  - **can** ➕ dance.
- We **may** go out.
- You **should** eat.
- They

- I
- He
- She
- It ➕ **must** study
  - **can** ➕ **not** ➕ dance.
- We **may** go out.
- You **should** eat.
- They
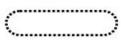
3 Write the correct modal verb according to the pictures. (can, must, should, may).

Example:

(can)

19
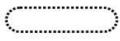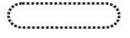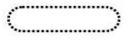
4 Read the culture reading again and write **T** for true sentences and **F** for false sentences.

- ( ) At wakes people must ask permission to sing.

- ( ) People of the community should gather to pray.

- ( ) Guests can showcase their talents during the wake.

- ( ) Families must clean the whole house.

- ( ) Visitors must donate 20 dollars.

- ( ) Visitors should wear their favorite color.

- ( ) Relatives who can sing should help to organize this part of the wakes.

5 Complete the sentences with the words from the second exercise.

- Otavalo has a great variety of food which everyone _____ try. The traditional food such as: quinoa soup, chucha soup, fritada, hornado, yahuarlocro _____ be tasted as the seasoning in each dish is unique. On the other hand, in Otavalo there are also people who_____ prepare international dishes which attracts many tourists, finally you _____ not like any of this, but there are places where you can create your own dish so Otavalo is the best place to enjoy delicious dishes.

6 Read the culture section again. Write postive and negative sentences using modal verbs.

Example: *I can sing when I am tired.*

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Final Project

A healthy food fair
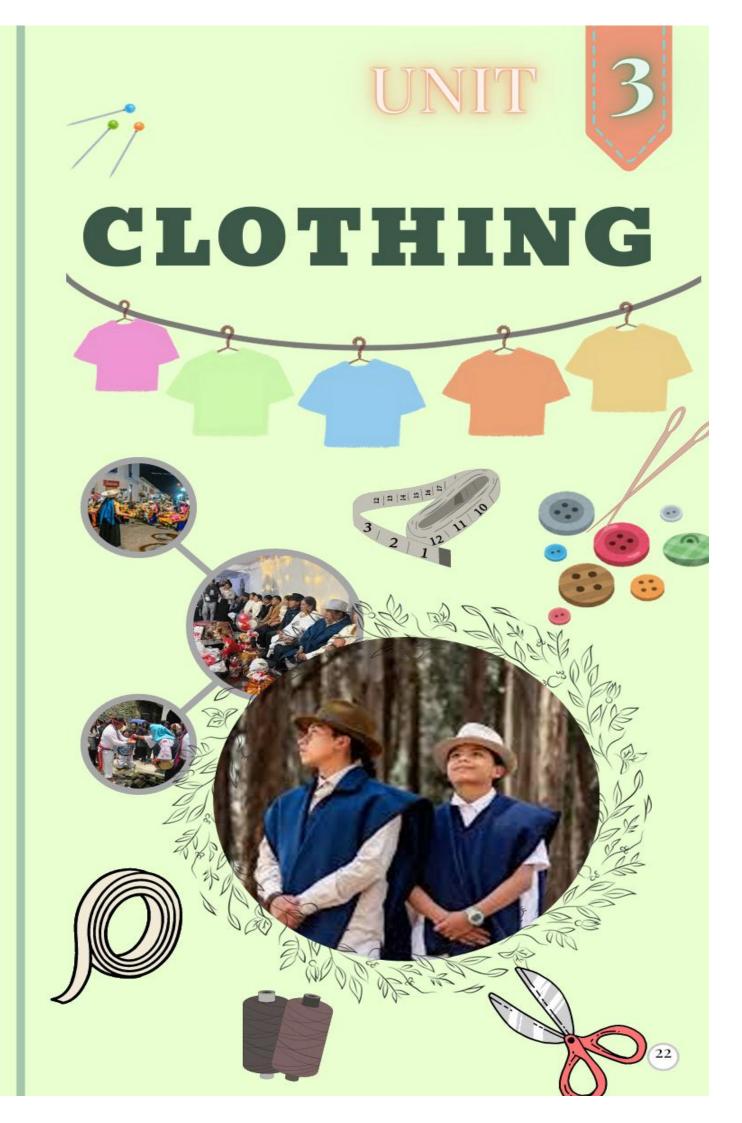
- GROUP WORK
- organize a healthy food fair.
- Each group should present examples of typical dishes of the city.
- The presentation should include vocabulary from Lesson 1, 2 and 3.
- Learn and share with your classmates.

CLOTHING

Lesson 1

1 **Match the words with the types of fashion styles**

Casual

Elegant

Retro

Romantic style

Professional

Sporty

Workwear

coquette style

⭐ Grammar

Present simple

- **Things we often do**

I drink water everday.

- **Things or situations that are always or usually true.**

I go to the cinema at the weekend.

- **Time expressions**

Every day, week, month, year.

Once, twice, three time a week, month, year.

Adverbs of frecuency

- We use them to show how often something happens.
- They come before the main verb but after the verb to be.
- We often use them with present simple.

- **Always**
- **Usually**
- **Often**
- **Sometimes**
- **Never , etc.**

2 **Ask and answers these questions with you partner**

- What is your favorite clothing style?
- What do you usually wear to school?
- What do you wear at the weekend?
- What are your favorite clothes?

3   **Circle the correct definition**

Always
- to move the body and feet to music.
- on some occasions but not always or often.
- every time or all the time.

Usually
- to make marks that represent letters.
- in a way that is normal or typical of what mostly happens.
- group of people.

Often
- frequently or many times.
- a group of people who are related to each other.
- a written text.

Sometimes
- a person who is learning.
- on some occasions but not always or often.
- a piece of writing.
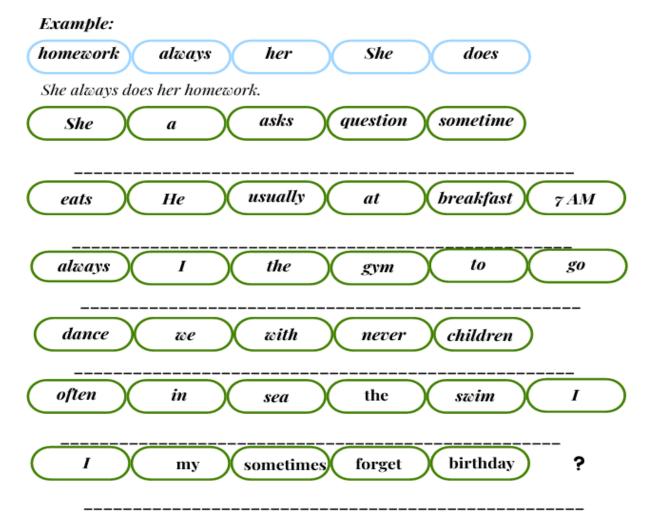
Never
- type of plant
- a piece of jewellery that is worn around the wrist or arm
- not at any time or not on any occasion.

4   **Complete the sentences with the words in the brackets. Use the present simple and adverbs of frequency**

- I _____(**always go**) to the cinema at the weekend.

- She _____(**sometimes watch**)TV in the evenings.

- We _____ (**usually go**) to the park on Sundays.

- Carlos _____(**never go**) to museums.

- Samy _____(**always practise**) the piano in the evenings.

- Lili and Jake_____(**sometimes make**) a cake.

- He_____(**never forgets**) his homework.

5   **Imagine you are a super hero and write 7 sentences of what you do, and use adverbs of frequency.**

- _____

- _____

- _____

- _____

- _____

- _____

4 Organize the sentences. Use the vocabulary from this unit

Example:

| homework | always | her | She | does |

She always does her homework.

| She | a | asks | question | sometime |

_____

| eats | He | usually | at | breakfast | 7 AM |

_____

| always | I | the | gym | to | go |

_____

| dance | we | with | never | children |

_____

| often | in | sea | the | swim | I |

_____

| I | my | sometimes | forget | birthday | **?**

_____

4 Draw on a style of clothing and write 5 sentences using adverbs of frequency.

Lesson 2
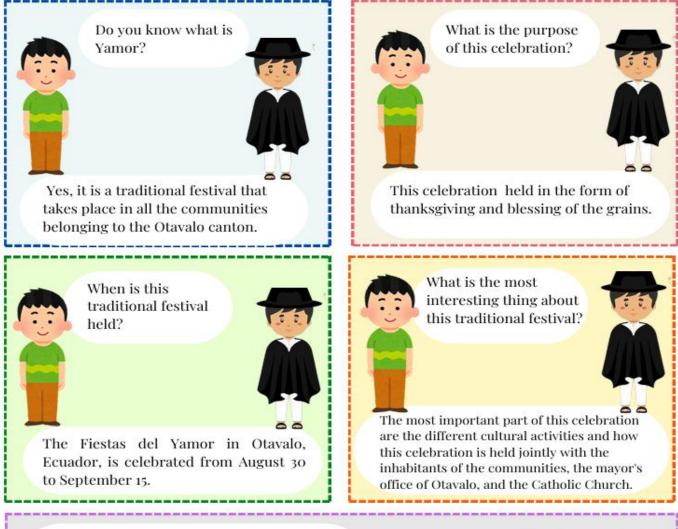
1 **Talk with your partner about each of the images. Comment on what you know.**

2 **Look and read the dialogue**

Do you know what is Yamor?

Yes, it is a traditional festival that takes place in all the communities belonging to the Otavalo canton.

What is the purpose of this celebration?

This celebration held in the form of thanksgiving and blessing of the grains.

When is this traditional festival held?

The Fiestas del Yamor in Otavalo, Ecuador, is celebrated from August 30 to September 15.

What is the most interesting thing about this traditional festival?

The most important part of this celebration are the different cultural activities and how this celebration is held jointly with the inhabitants of the communities, the mayor's office of Otavalo, and the Catholic Church.

The highlights of this festival are the preparation of Yamor, a traditional Otavalo drink, and the recognition of the value of corn, the proclamation, the election of the queen, the blessing ceremony of the grains and the mass in honor of the Niña María (Otavalo Mayor's Office, 2024) make this event unforgettable.

⭐ Vocabulary

☐ a) vest   ☐ b) duffel coat   ☐ i) boots   ☐ d) suit   ☐ e) blouse

f) dress   g) scarf   h) trouser   c) anaco   j) handbag

☐   ☐   ☐   ☐   ☐

⭐ Grammar

We normally use WILL to speak about the future.
It is always combined with another verb.

- I
- He
- She
- It
- We
- You
- They

➕ **will**
will not / won't ➕ write ➕ a poem.

3 **Put a tick (✓) next to affirmative sentences and put an (X)next to negative sentences.**

Example:

✓   I will go to the cinema tonight.

X   He will not play tennis tomorrow.

____She won't be happy with her exam results.

____They will take the bus to the South next week.

____You look tired. I'll finish the dishes for you.

____I will do my best to help you.

____I won't have it ready by tomorrow.

____I'll drive you to work if you want.

____Don't worry, I won't tell anyone.

4 Talk with your friends. Use vocabulary from lesson 1 unit 3

What will you do tomorrow/ next week, month, year?

I will study and play with mi friends.
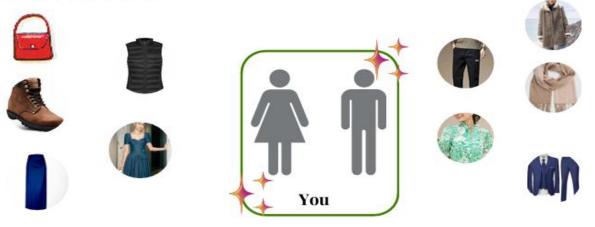
5 Look at the image and write affirmative and negative sentences from the images.

_____   _____

_____   _____

6 Choose 5 clothing items and write how you would go to "Yamor" using the simple future tense.
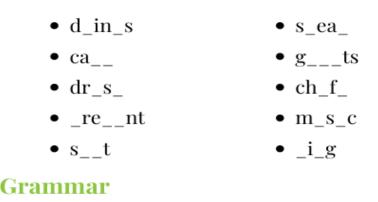
You

Lesson 3

★ Vocabulary

1 Play and learn. Use a die and achieve the highest score, repeat the words and their meaning.

START		
+2 Decoration	**+5** *punishment sing*	**-2** Present
+1 Cake	**+1** Music	**-2** Ring
-2 Dress	**2** Suit	**+3** *punishment jump*
2 *punishment dance*	**+4** Sweat and dessert	Chefs
1 Guests	**-1** Drinks	**FINISH**

2 Fill in the missing letters, and read.

- d_in_s
- ca__
- dr_s_
- _re__nt
- s__t

- s_ea_
- g___ts
- ch_f_
- m_s_c
- _i_g

⭐ Grammar

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?"

- He,She, It
- I,We,You,They

isn't _?   is _?
aren't _? are _?

Snow is white,	isn't it?
We are not teachers	are we?

- He,She, It
- I,We,You,They

doesn't _? does _?
don't _? do _?

She read a poem	doesn't she ?
You don't like coffe	do you ?

3 Fill in the missing letters, and read.

Asian people don't like rice, do they?
Asian people doesn't like rice, do they?
Asian people don't like rice, does they?

The earth is not bigger than the sun, isn't it?
The earth is bigger than the sun, isn't it?
The earth is bigger than the sun, is it?
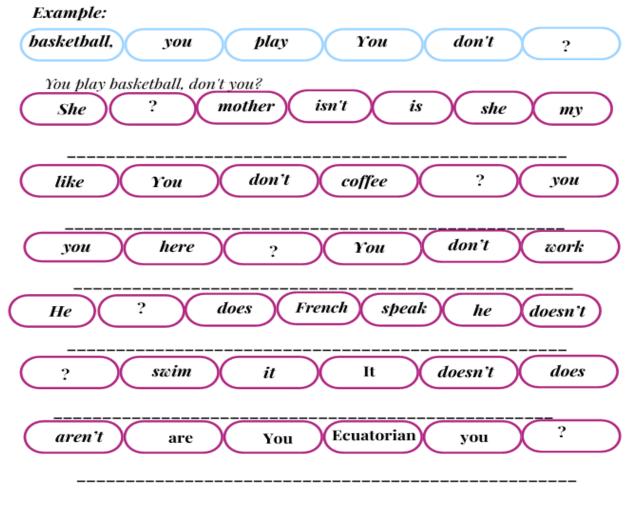
Elephants live in Europe, doesn't they?
Elephants live in Europe, don't they?
Elephants live in Europe, do they?

Her father is a doctor, doesn't he?
Her father is a doctor, is he?
Her father is a doctor, isn't he?

They aren't funny, are not they?
They aren't funny, are they?
They aren't funny, are we?

Jack is not from Spain, isn't he?
Jack is from Spain, is he?
Jack is from Spain, isn't he?

4 Organize the sentences. Use the vocabulary from this unit

Example:

| basketball, | you | play | You | don't | ? |

You play basketball, don't you?

| She | ? | mother | isn't | is | she | my |

_____

| like | You | don't | coffee | ? | you |

_____

| you | here | ? | You | don't | work |

_____

| He | ? | does | French | speak | he | doesn't |

_____

| ? | swim | it | It | doesn't | does |

_____

| aren't | are | You | Ecuatorian | you | ? |

_____
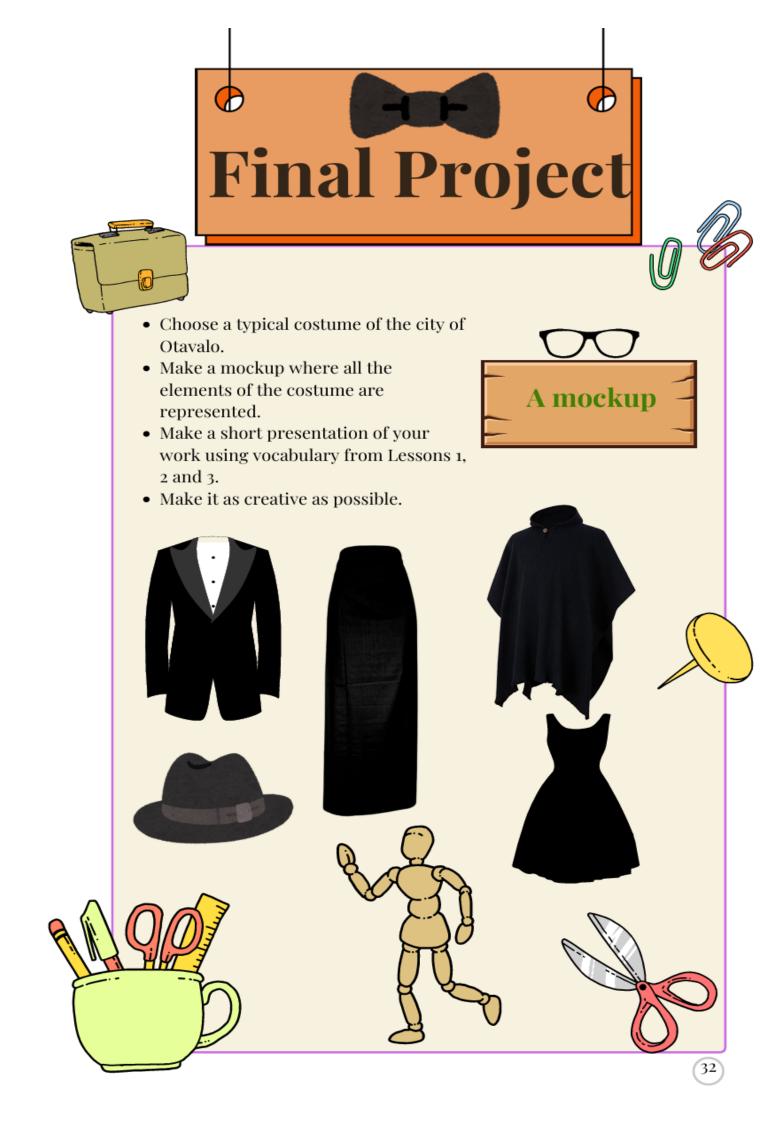
5 Imagine you are a guest at a wedding and write 7 sentences tag questions. Use the vocabulary from this unit.

- _____
- _____
- _____
- _____
- _____
- _____

6 Talk with your friends. Imagine your are a weeding guest.

Final Project

- Choose a typical costume of the city of Otavalo.
- Make a mockup where all the elements of the costume are represented.
- Make a short presentation of your work using vocabulary from Lessons 1, 2 and 3.
- Make it as creative as possible.

A mockup

Write your name

You have succeeded; continue learning.

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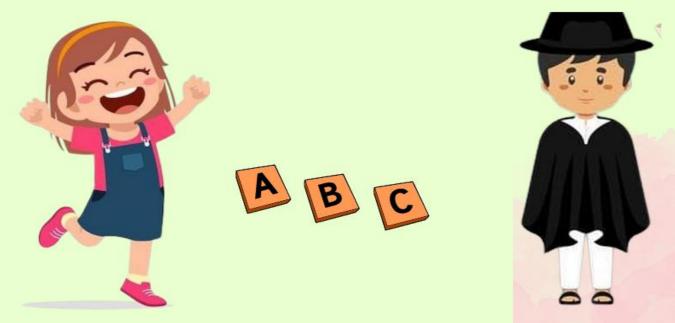
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EXPLORING ENGLISH
WITH CULTURE

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After the investigation, the following conclusions were found:

- The learning of the English language is important both in the work and educational environment in such a way that the knowledge of this allows students to know beyond their environment, however, the lack of resources and methods focused on the reality of the students makes this language to be seen as a purely educational process.

- The information gathered in the interviews and surveys was very relevant, as it evidenced the importance that students attach to English and their interest in acquiring it. However, some flaws were found regarding the objectives that teachers set for the teaching of this language.

- Vocabulary is the basis of the language in which a set of experiences and knowledge is created, and there is a great diversity of strategies that can be used to teach it. On the other hand, the lack of a comprehensive lexicon makes the learning process complex, and the language is not acquired correctly.

- The application of traditional customs has a great impact on the acquisition of new knowledge. This can be achieved thanks to the knowledge or base that the students possess. Therefore, it gives way to the active participation of students where they play an active role and make their reality known in a second language.

RECOMMENDATIONS

- The implementation and adaptation of resources in which the students are immersed will allow them to inquire, project reality, and have a broader vision of the language. This will not only strengthen the individual knowledge of the students but also create spaces to extend the knowledge.
- Strengthening students' interest in acquiring the language should be the main objective. The teacher should be the one who uses different methods to focus attention on recognizing the language.
- The focus given to vocabulary should be meaningful because with this foundation, the student can acquire mastery of the language. On the other hand, the expansion of strategies focused on teaching vocabulary should be adapted to the students' needs.
- The use of traditional customs in the classroom has a direct connection to autonomous learning. The implementation of this type of content will contribute to improving vocabulary as students have knowledge of these and can express them through words, sentences, and phrases in English. The adaptation of new resources strengthens the students' interest in learning.

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ANNEXES

Ibarra, 5 de noviembre de 2024

Magister

José Miguel Obando

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto TRADITIONAL CUSTOMS FROM OTAVALO TO IMPROVE VOCABULARY IN NINTH-GRADE STUDENTS AT JACINTO COLLAHUAZO HIGH SCHOOL. Previo a 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,

Cinthya Soledad Panamá Santillán

C. C.: 1050386547

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés

SURVEY FOR STUDENTS

Title: TRADITIONAL CUSTOMS FROM OTAVALO TO IMPROVE VOCABULARY IN NINTH-GRADE STUDENTS AT JACINTO COLLAHUAZO HIGH SCHOOL

Objective: Identify the strategies and materials used by the teacher to improve students' vocabulary at the Jacinto Collahuazo High School.

Directions:

- Read carefully each question and answer with honesty.
- Use a pen to select your answer.
- Mark with an X the answer that you think is appropriate, except for questions 4 and 7, in which you can select more than one item.
- The data collected will be used in the development of the final degree report.

1. **Do you like English?**

    - Yes ☐
    - No ☐

2. **How many hours per week do you have English classes?**

    - 3 hours ☐
    - 6 hours ☐
    - 9 hours ☐
    - Other_____ hours.

3. **Is it difficult for you to learn English?**

    - Yes ☐
    - No ☐

4. **What activities in English classes help you improve your vocabulary? Select three options.**

- Body language ☐
- Interactive Games ☐
- Role play ☐
- Mimes ☐
- Working groups ☐

5. **What materials have you used to acquire vocabulary in English classes?**

- Didactic guide ☐
- Games ☐
- Pictures ☐
- Apps ☐
- Dictionary ☐

6. **In your opinion, do traditional customs help you improve your vocabulary in English classes?**

- Yes ☐
- No ☐

7. **Would you like to learn English through traditional customs?**

- Yes ☐
- No ☐

8. **When you hear traditional customs, what comes to your mind? Select three options.**

- Food ☐
- Clothing ☐
- Religion ☐
- Traditional festivals ☐
- All above ☐

9. **Would you like your teacher to use a didactic guide with traditional customs to help you increase your vocabulary?**

- Yes ☐
- No ☐

THANK YOU VERY MUCH

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

INTERVIEW FOR TEACHERS

Title: TRADITIONAL CUSTOMS FROM OTAVALO TO IMPROVE VOCABULARY IN NINTH-GRADE STUDENTS AT JACINTO COLLAHUAZO HIGH SCHOOL

Objective: Determine the strategies and materials used by the teacher to improve students' vocabulary at the Jacinto Collahuazo High School.

Guideline

- It is recommended that teachers answer consciously and honestly. The results and opinions obtained will be used for academic purposes only.

General Information

- **Name:**
- **Gender:**

1) **How long have you been working as an English teacher?**

……………………………………………………………………………………………….…
……………………………………………………………………………………………….…
………………………………………………………………………………………………..

2) **Why did you decide to become an English teacher?**

………
………
………

3) What levels of English have you taught during your teaching experience?

………
………
………

4) Do you consider vocabulary to be important for English language acquisition?

………
………
………

5) What are the main problems you have identified in your English class concerning your students' vocabulary?

………
………
………

6) What strategies do you use for teaching vocabulary in English lessons?

………
………
………

7) Have you ever used traditional customs to teach English vocabulary?

………
………
………

8) Would you be willing to use a guide to assess your students' acquisition of English vocabulary through traditional customs?

………
………
………

THANK YOU VERY MUCH

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

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

Observaciones:

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

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

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

Firma del Evaluador

JOSE MIGUEL OBANDO ARROYO

C.C.: ……………………………………………………..

Apellidos y nombres completos	José Miguel Obando
Título académico	Magister
Institución de Educación Superior	Universidad técnica del Norte
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Fecha de envío para la evaluación del experto:	5 de noviembre del 2024
Fecha de revisión del experto:	6 de noviembre del 2024

Oficio nro. **UTN-FECYT-D-2024-0206-O**
Ibarra, diciembre 06 de 2024

ASUNTO: Trabajo de integración curricular Srta. Cinthya Soledad Panamá Santillán

MSc.
Adriana Chicaiza Hermosa
RECTORA DE LA UNIDAD EDUCATIVA "JACINTO COLLAHUAZO"

De mi consideración:

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que se brinde las facilidades del caso a la Srta. Cinthya Soledad Panamá Santillán, Estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "TRADITIONAL CUSTOMS FROM OTAVALO AS A COMMUNICATIVE STRATEGY TO DEVELOP SPEAKING SKILLS IN NINTH GRADE STUDENTS AT UNIDAD EDUCATIVA "JACINTO COLLAHUAZO".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2024.12.06 14:50:47 -05'00'

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Autorizado
28-01-2025

RECTORADO

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

Página **1** de **1**

INSTRUMENT APPLICATION

Students' survey

Teachers' interviews

Socialization Evidence

Constancia de la entrega de la guía didáctica "EXPLORING ENGLISH WITH CULTURE"

DATOS INSTITUCIONALES

Coordinación Zonal	1	Provincia	Imbabura	Código distrital	10D02
Nombre de la institución educativa	Unidad Educativa "Jacinto Collahuazo"	AMIE:	10H00410	Período Académico	2024-2025

Fecha:	Descripción:	Firma entregada:	Firma de recibido:	
01 de mayo del 2025	English Didactic Guide	01/05/2025	01/05/2025	

Este documento es constancia de que la guía "**EXPLORING ENGLISH WITH CULTURE**" fue entregada y socializada en la Unidad Educativa "Jacinto Collahuazo" como parte del trabajo de Integración Curricular con el tema **TRADITIONAL CUSTOMS FROM OTAVALO TO IMPROVE VOCABULARY IN NINTH-GRADE STUDENTS AT JACINTO COLLAHUAZO HIGH SCHOOL.**

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

Página 1 de 1   Ibarra-Ecuador

SOCIALIZACIÓN

NOMBRES Y APELLIDOS	CARGO	FIRMA
Meri Zoraya Nogales Robles	DOCENTE DE INGLÉS	
Gladys Lizeth Cortés Dorosa	Docente de Inglés	
Edwin Fabián Colaracha Morán	Docente da Inglés	
Diana Patricia Bastidas Jurma	Docente de Inglés	
Elena Guanoluisa Yandatipan	Docente de Inglés	
Martha Rocío Soto Cartagena	Docente de Inglés	
Escobar Yépez Pablo Josel	Docente de Inglés	
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Teléfono: (06) 2997-800 RUC: 1060001070001 www.utn.edu.ec

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UNIDAD EDUCATIVA
"JACINTO COLLAHUAZO"
AMIE 10H00410

REPUBLICA
DEL ECUADOR

Ministerio de Educación

CERTIFICACIÓN

A petición del interesado (a) y en mi calidad de RECTORA de la UNIDAD
EDUCATIVA "JACINTO COLLAHUAZO" del Distrito 10D02 Otavalo – ANTONIO
ANTE con código AMIE 10H00410 de la provincia de Imbabura, cantón Otavalo,
tengo a bien

CERTIFICAR

Que, el/la Señor (ita) PANAMÁ SANTILLÁN CINTHYA SOLEDAD   con C.C.
1050386547, estudiante de la Universidad "Técnica del Norte" de la carrera de Pedagogía
de los Idiomas Nacionales y Extranjeros, realizó la socialización de su propuesta titulada
EXPLORING ENGLISH WITH CULTURE, perteneciente al trabajo de integración
curricular, TRADITIONAL CUSTOMS FROM OTAVALO TO IMPROVE
VOCABULARY IN NINTH-GRADE STUDENTS AT JACINTO COLLAHUAZO
HIGH SCHOOL, en el área de inglés de la Institución el día jueves 1ro. de mayo del 2025
a las 12:00 PM

Particular que pongo a su conocimiento para los fines consiguientes.

Atentamente.

Mgtr. Vanessa Chicaiza.
RECTORA UNIDAD EDUCATIVA JACINTO COLLAHUAZO
C.C. 1002525762
Correo: Adriana.chicaiza@educacion.gob.ec
Teléfono: 062921623

RECTORADO

EL NUEVO
ECUADOR