



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

CARRERA: ENGLISH MAJOR

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PRESENCIAL**

TOPIC:

**“ENGLISH TEACHING MATERIAL TO DEVELOP READING
SKILLS BASED ON LOCAL CULTURAL ASPECTS FROM
CUELLAJE FOR 1st YEAR SECONDARY SCHOOL AT UNIDAD
EDUCATIVA CUELLAJE”**

Trabajo de titulación previo a la obtención del título de Licenciatura en Inglés

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

Autora: Suárez Poso Dayana Ruby

Director: MSc. José Miguel Obando

Ibarra - Septiembre - 2020

AUTORIZACIÓN DE USO



UNIVERSIDAD TÉCNICA DEL NORTE BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1003628896		
APELLIDOS Y NOMBRES:	Suárez Poso Dayana Ruby		
DIRECCIÓN:	Otavalo- Calle Juan de Dios Morales y Modesto Jaramillo		
EMAIL:	suarezruby272@gmail.com		
TELÉFONO FIJO:	062-679-005	TELÉFONO MÓVIL:	0939242798

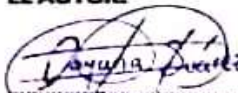
DATOS DE LA OBRA	
TÍTULO:	ENGLISH TEACHING MATERIAL TO DEVELOP READING SKILLS BASED ON LOCAL CULTURAL ASPECTS FROM CUELLAJE FOR 1 st YEAR SECONDARY SCHOOL AT UNIDAD EDUCATIVA CUELLAJE.
AUTOR (ES):	Suárez Poso Dayana Ruby
FECHA: DD/MM/AAAA	30 / 09 / 2020
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TÍTULO POR EL QUE OPTA:	Licenciada en Ciencias de la Educación, especialidad Inglés.
ASESOR /DIRECTOR:	MSc. José Miguel Obando

2. CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 30 días del mes de septiembre de 2020

EL AUTOR:


Suárez Poso Dayana Ruby

CERTIFICACIÓN DEL DIRECTOR

CERTIFICACIÓN DEL DIRECTOR

Ibarra, de 10 de agosto de 2020

MSc. José Miguel Obando Arroyo
DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.



0)
MSc. José Miguel Obando Arroyo
NOMBRE DEL DIRECTOR
C.C.: 1001512043

APROBACIÓN DEL TRIBUNAL

APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación "ENGLISH TEACHING MATERIAL TO DEVELOP READING SKILLS BASED ON LOCAL CULTURAL ASPECTS FROM CUELLAJE FOR 1st YEAR SECONDARY SCHOOL AT UNIDAD EDUCATIVA CUELLAJE" elaborado por la Srta. Suárez Poso Dayana Ruby, previo a la obtención del título de Licenciada en Ciencias de la Educación especialidad Inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte.

Ibarra, 30 de septiembre del 2020



(f):
MSc. José Miguel Obando Arroyo
(Nombre del Presidente del Tribunal)
C.C.: 1001512043



(f):
MSc. José Miguel Obando Arroyo
(Nombre del Director)
C.C.: 1001512043



(f):
MSc. Rubén Congo
(Nombre del Opositor)
C.C.: 1001417235



(f):
MSc. Gabriela Bastidas
(Nombre del Opositor)
C.C.: 1002238499

DEDICATORY

This undergraduate work is dedicated to my parents, who gave me life and guided my steps day by day. I would also like to dedicate to my son Alan, and my husband Darwin, the reason for my overcoming.

Dayana

ACKNOWLEDGMENT

My sincere thanks to the Universidad Técnica del Norte, for the excellent professional training I have received, and to the teachers who knew how to share their knowledge with me.

I would like to thank from the almighty God who gives me the chance and opportunity to finish the four years of education in English Major and write this thesis. My special thanks to my supervisors MSc. Fernando Flores and MSc. José Miguel Obando whose granted me his most valuable time, guidance, and support from the initial to the final of this research.

SUMMARY

The purpose of this research is to improve reading skills through the application of a didactic guide based on cultural aspects in 6 de Julio de Cuellaje town. This study was carried out during the 2019-2020 school year, with English teachers and students of the Unidad Educativa “Cuellaje”, from the Intag area, Cantón Cotacachi, Imbabura Province. The general objective of this research was to strengthen the English teaching material to improve reading skills for 1st secondary school students. The main beneficiaries of this work are 35 students surveyed and 3 English teachers who were interviewed. All the information was gathered through various instruments and techniques. Then, a didactic guide that contains a series of practical exercises based on Cuellaje information was designed to contribute to solving the identified problem.

KEYWORDS: Reading skills, didactic material, cultural aspects, technique, guide.

ABSTRACT

El propósito de esta investigación es mejorar las habilidades de lectura a través de la aplicación de una guía didáctica basada en aspectos culturales en el pueblo 6 de Julio de Cuellaje. Este estudio se llevó a cabo durante el año escolar 2019-2020, con profesores y estudiantes de inglés en la Unidad Educativa “Cuellaje”, del área de Intag, Cantón Cotacachi, provincia de Imbabura. El objetivo general de esta investigación fue fortalecer el material de enseñanza de inglés para mejorar las habilidades de lectura para los estudiantes de 1° de secundaria. Los principales beneficiarios de este trabajo son 35 estudiantes encuestados y 3 profesores de inglés que fueron entrevistados. Toda la información se reunió a través de diversos instrumentos y técnicas. Luego, se diseñó una guía didáctica que contiene una serie de ejercicios prácticos basados en información de Cuellaje para contribuir a la resolución del problema identificado.

PALABRAS CLAVE: Habilidad de lectura, material didáctico, aspectos culturales, técnica, guía.

CONTENT INDEX

AUTORIZACIÓN DE USO	i
CERTIFICACIÓN DEL DIRECTOR	ii
APROBACIÓN DEL TRIBUNAL	iii
DEDICATORY	iv
ACKNOWLEDGMENT	v
SUMMARY	vi
ABSTRACT.....	vi
CONTENT INDEX	vii
TABLE INDEX	ix
FIGURE INDEX.....	ix
INTRODUCTION	1
Research problem	2
Justification.....	2
Impacts.....	2
Linguistic impact	2
Academic impact	3
Cultural impact	3
Objectives	3
General Objective	3
Specific Objectives	3
Problems presented	3
CHAPTER I: THEORETICAL FRAMEWORK	5
1.1. Second language acquisition (SLA) theory	5
1.2. Method and approaches	6
1.3. Didactic materials	10
1.4. Learning from culture	11
1.4.1. Teaching culture through language.....	11
1.5. Contribution of the Foreign Language to the exit profile of high school students from Ecuador	11
1.6. Common European Framework of Reference (CEFR) for Languages.....	12
1.7. L2 high school result in Ecuador through the Ministry of Education regulations....	13
1.8. Content and Language Integrated Learning (CLIL)	14
1.8.1. Curricular Threads of high schools in Ecuador	15
1.9. Reading comprehension strategies.....	17
1.9.1. Pre-reading stage.....	17

1.9.2. During-reading stage.....	17
1.9.3. Post-reading stage	17
1.9.4. Skimming.....	18
1.9.5. Scanning.....	18
1.9.6. Reading for details	18
1.9.7. Reading for main ideas	19
1.9.8. Previewing	19
1.9.9. Predicting	19
CHAPTER II: METHODOLOGY	20
2.1. Research type.....	20
2.2. Techniques and instruments research	20
2.2.1. Survey	20
2.2.2. Interview	21
2.3. Research methods used	21
2.3.1. Inductive method	21
2.3.2. Deductive method	21
2.3.3. Statistics method	21
2.4. Research question	21
2.5. Operationalization matrix of variables	21
2.6. Population identification.....	22
2.7. Procedure and data analysis plan	22
2.7.1. Procedure	22
2.7.2. Data analysis	23
CHAPTER III: RESULTS AND DISCUSSION.....	24
3.1. Part one: Qualitative interpretation of interviews.....	25
3.1.1. English Teachers interview	25
3.1.2. Inhabitants of Cuellaje interview	25
3.2. Part two: Quantitative interpretation and analysis of the 1 st secondary school students' survey	26
3.2.1 English hours	26
3.2.2. Reading didactic material	27
3.2.3. Local information	29
3.2.4. Preference for using reading material containing local information	31
3.2.5. Acceptance of teaching material	33
CHAPTER IV: PROPOSAL	34
4.1. Proposal title	34
4.2. Proposal objectives	34

4.2.1. Proposal general objective	34
4.2.2. Proposal specific objective	34
4.3. Importance of the proposal	34
4.4. Proposal development.....	35
CONCLUSIONS	67
RECOMMENDATIONS	68
GLOSSARY	69
BIBLIOGRAPHY	70
ANNEXES	72
Annex 1: Techniques and instruments.....	72
English teacher's interview.....	72
1 st level students' survey	76
Annex 2: Socialization's documents.....	78

TABLE INDEX

Table 1 <i>Stages of Second Language Acquisition</i>	5
Table 2 <i>Methods and Approaches</i>	8
Table 3 <i>Common Reference Levels: global scale (CEFR)</i>	12
Table 4 <i>Curricular sub-threads for reading</i>	16
Table 5 <i>Matrix of variables</i>	22
Table 6 <i>Observation units</i>	22

FIGURE INDEX

Figure 1. <i>Ministry of Education L2 for high schools in Ecuador</i>	13
Figure 2. <i>Bloom's Taxonomy</i>	15
Figure 3. <i>Critical thinking skills, and curricular threads</i>	15
Figure 4. <i>English hours that students take per week</i>	26
Figure 5. <i>Use of reading material in class</i>	27
Figure 6. <i>Type of reading material used in class</i>	27
Figure 7. <i>Level of satisfaction of the material</i>	28
Figure 8. <i>Use of reading material based on local information</i>	29
Figure 9. <i>Importance of learn local things in English</i>	29
Figure 10. <i>Liking for reading information about culture</i>	30
Figure 11. <i>Preference of using material based on local information</i>	31
Figure 12. <i>Topics of preference</i>	31
Figure 13. <i>Acceptance of the teaching material</i>	33

INTRODUCTION

Ecuador has twenty-four provinces with a wide variety of attractions, whether natural, ethnic, and cultural, however, one of the most visited provinces is Imbabura. It is located in the northern part of Ecuador and is made up of 6 cantones: Ibarra, Antonio Ante, Otavalo, Cotacachi, Pimampiro and San Miguel de Urququí. This research was carried out in the Cantón Cotacachi, Intag area. Cotacachi is one of the most attractive places for its nature and culture, considered as the cultural capital of Ecuador. Within this canton, Cuellaje town has had a strong influx of tourists who are attracted by the friendliness of its people, traditions and a variety of activities that attract the attention of visitors. For the reasons mentioned above, this research was carried out at this location.

In the last ten years, Cotacachi has been one of the most visited cantons by tourists. It has been seen that there are tourists who have been interested in visiting the Intag area to know the tourist places and learn about the culture. It is important to mention that this area is a remote region of the Andes formed by eight towns. So, this research took place in 6 de Julio de Cuellaje which has eight communities La Loma, San Joaquín, El Rosario, Napoles, San Antonio, San Alberto, La Magdalena, and Playa Rica. Therefore, the importance of teaching English related to culture is seen.

According to Agreement No. MINEDUC-ME-2016-00020-A (2016) of the Ecuadorian's Constitution states in its articles No. 26 and 27 of the Constitution of the Republic define, education as a right of the Ecuadorian citizen and the inevitable and inexcusable obligation of the state to guarantee equality and social inclusion, as a priority area of public policies and as an indispensable condition for Good Living (Ministerio de Educación, 2016).

In addition, it indicates that all students from 1st EGB to 3rd BGU year must take English in the curriculum as a mandatory subject. So, All Ecuadorian educational institutions must structure the foreign language field into a general Baccalaureate, considering all the criteria to comply with the English Language Standard. The objectives, contents and methods of this framework are intended to measure the level of understanding and expression of a particular language, the Common European Framework of Reference for Languages (CEFR) will help students reach their English language comprehension scale A2.2 (Common European Framework of Reference for Languages, 2004).

Learning English as a foreign language includes proficiency in the four skills (speaking, listening, reading, and writing). Reading is known to be a highly complex cognitive process involving several mental operations, which gives meaning and purpose to every reader.

Thus, this project has been developed taking into account the most recent norms provided by the Ecuadorian Ministry of Education. Therefore, a methodological guide is provided to

improve reading skills with practical exercises based on local cultural aspects linked to each illustrative A2.2 scale.

Research problem

A considerable aspect of the lack of resources to teach English took place in 6 de Julio de Cuellaje town. The main research problem of this work is how to improve the English teaching material of the 1st secondary school students of the Unidad Educativa "Cuellaje", Cantón Cotacachi, to develop reading skills based on local cultural aspects through a didactic guide presented in this study.

Justification

It is important to point out that this study was conducted in Cuellaje town due to no research has been conducted to assist students who are attending this local school. Therefore, learners in the rural area are those who most need the support of people who can contribute to their academic training. Besides, it is necessary to emphasize that students learn from motivating material, so didactic materials play an important role in their learning. One of motivating material to learn are topics based on local culture, which help students to take an interest in the foreign language. There is a direct link between motivational materials and the outcomes of the learning process. Therefore, it is important to study this relation in detail to improve reading materials.

It is also important to mention that 1st secondary school students of the Unidad Educativa "Cuellaje" are the direct beneficiaries of this research because they will have the opportunity to experiment with the proposed didactic reading guide based on local cultural aspects to improve their reading comprehension as they develop their language skills. Besides, the indirect beneficiaries will also be English teachers and inhabitants of Cuellaje, who can now use different strategies to improve reading comprehension and learn about their roots of culture.

Impacts

The execution of this research project had important impacts in the linguistic, academic, and cultural fields.

Linguistic impact

The present research supported the 1st secondary school students of the Unidad Educativa "Cuellaje", Cantón Cotacachi, improving reading material based on local cultural aspects by applying methodological strategies to practice English foreign language.

Academic impact

By using methodological strategies, reading comprehension was improved in the 1st year secondary school students in the Unidad Educativa "Cuellaje" of the Intag area, Cantón Cotacachi. Thus, they can improve their performance in their education process and gain better scores that contribute to their academic record and personal development.

Cultural impact

The role played by culture in language learning is important. A good understanding of this will allow us to grow every day in a wide number of situations. So, it is necessary to encourage cultural knowledge so that students can understand their environment. Also, to learn to respect others starts with self-respect and all their culture.

Objectives

General Objective

- To improve English teaching material to develop reading skills based on local cultural aspects from Cuellaje for 1st year secondary school at Unidad Educativa "Cuellaje".

Specific Objectives

- To identify what kind of didactic material English teachers use to develop reading skills at 1st secondary school students.
- To determine the most relevant information about local cultural aspects from 6 de Julio de Cuellaje – Intag.
- To develop methodological guide based on local information to improve reading skills for 1st secondary school students.

Problems presented

Due to the location of the field of study, this current research had some difficulties because the Cuellaje town is located 64 km from the Otavalo city and 61 km from the Cantón Cotacachi, which represents a bus trip of 3 to 4 hours. The transport cooperative "Otavalo" offers its services to the inhabitants of the Intag area. This transport goes from the city of Otavalo to Cuellaje. Therefore, there are two established schedules to travel to that place. The first time is at 1 p.m. and the second at 5:30 p.m., which arrives directly at the site of this study. Therefore, it was difficult to access these travel schedules as there is no transportation to return on the same day. On the other hand, there was a difficulty in interviewing the English teachers because two of them were teaching in the communities of the Cuellaje town. However, the interview was carried out and everything went well.

This research is separate in four chapters as follows:

In **Chapter I**, provides a focused review on the theoretical framework, which gives details of the essential elements, concrete principles, and relevant information for validating the research.

In **Chapter II**, the research methodology is presented considering that this research is exploratory, narrative, and descriptive. That is to say, within the institution, the knowledge of the English language of the students who are the principals of this study, which allows developing an in-depth analysis of them and how to apply the educational improvement of reading skills.

In **Chapter III**, the analysis and interpretation of results were developed. It was used statistical graphs to represent the results of each of the questions asked in the surveys and the results of the interviews of English teachers.

Chapter IV, this chapter presents the research proposal, through the design of a reading guide material based on local cultural aspects, which the teacher can apply with the students. Besides, this material will contain examples and simple reading exercises that can be applied to the improvement of reading skills in teaching the English language.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Second language acquisition (SLA) theory

Second Language Acquisition (SLA) involves a study of a second language (L2) apart from the native language (L1). Garibaldi (2013) states that “second language acquisition, it is the process of learning any language after the first language whether it is the second, third or fourth language” (pág. 2). Anyone at any age can learn a second language, but it takes a lot of practice after their native language has been developed and learned.

Some are lucky enough to live in a multicultural community where more than one language has been used and in situations close to first language learning they can acquire a second language. It can be formal or informal, as in the classroom environment, such as when the learner is an active participant in society and learns any language voluntarily. This can be done by attending school in a foreign language country, watching TV, listening to conversations, or reading newspapers in L2 or also referred to as a target language (TL). Besides, each person can learn a second language either through a formal education complying with the country's curriculum or in an informal way such as traveling abroad, for the taste of the language or to get a better job.

In addition, the second language learning process in both children and adults refers to learning other languages apart from the mother tongue. Learning of second languages includes first language knowledge (L1) and involves a process through which people learn new language elements such as vocabulary, phonological parts, grammar, reading and writing. There are five predictable stages that students improve with practice to advance to the next step more effectively. The following table illustrates the prompts for each stage.

Table 1
Stages of Second Language Acquisition

Stage	Characteristics	Approximate time frame	Teacher prompts
Pre-production	The student Has minimal comprehension. Does not verbalize. Nods “Yes” and “No.” Draws and points.	0-6 months	Show me... Circle the... Where is...? Who has...?
Early production	Has limited comprehension. Produces one- or two-word responses. Uses key words and familiar phrases. Uses present tense verbs.	6 months 1 year	Yes/no questions Either/or questions Who...? What...? How many...?
Speech emergence	Has good comprehension.	1-3 years	Why...? How...?

	Can produce simple sentences. Makes grammar and pronunciations errors. Frequently misunderstands jokes.		Explain... Questions requiring phrases or short-sentence answers
Intermediate fluency	Has excellent comprehension. Makes few grammatical errors.	3-5 years	What would happen if...? Why do you think...? Questions requiring more than a sentence response
Advance fluency	The student has a near-native level of speech.	5-7 years	Decide if... Retell...

Taken from: The Stages of Second Language Acquisition (Hill & Björk, 2008).

The previous table describes the stages of second language acquisition that a foreign language student must follow to achieve a high level of the language. Thus, they need to practice both at school and at home doing autonomous work to reach the level of English they want. According to the Ecuadorian Ministry of Education, 1st secondary students high must reach a level A2.2 that is based on the understanding of sentences and expressions that they use most in daily life.

1.2. Method and approaches

Over the years, many researchers have tried to find the best way to understand the teaching of foreign languages by applying different methods and theories. These methods provide numerous insights and approaches that teachers can plan, present, and evaluate students in learning foreign languages. Therefore, the methods and approaches offer teachers a view into how language has developed in the teaching environment. There are many methods and approaches that support the development of English skills which are mentioned below.

- Cooperative Language Teaching (CLT)
- Community Language Learning (CLL)
- Suggestopedia, Multiple Intelligences
- Total Physical Response (TPR)
- Audio-Lingual Method
- The lexical Approach
- Task-Based Language Teaching
- The Natural Approach
- Whole Language
- Competency-Based Language Teaching (CBLT)

Teachers should choose the best methods and approaches to help students understand and facilitate their building and application of the content. Unfortunately, all these methodologies that lead to contribute to the development of English skills do not emphasis on reading skills and it is not necessary to detail because this study is based on reading. Therefore, these ones must not be examined in depth. However, there are other methods and approaches that focus on the mentioned skill.

A comparative table shows some of the methods used in the development of theoretical language ability for reading skills to students can practice and study foreign languages. The methods and approaches that help reading development are analyzed in the following table.

Table 2
Methods and Approaches

Methods	Approach	The role of the teacher	The role of the student	Student-Teacher interaction	Culture View	Language skill emphasized
Intercultural Approach	This approach is aimed at identifying and describing the language and actions of the target group to members of the "home" culture and vice versa.	The teacher provides materials about beliefs, values and institutions, and behaviors such as customs, habits, dress, foods, and leisure motivating students the language use.	The students will be interested in cultural topics and motivated by them.	The teacher of the students occupies most of the classroom.	The culture interaction in the classroom has a profound significance on the ultimate objectives of the language curriculum, which leads to consider why teachers teach students to interact in L2.	This approach works on all four skills (reading, writing, speaking, and listening).
Grammar Translation Method	Students will be able to read literature written in the target language.	The teacher is the authority in the classroom.	The students do as the teacher puts it so that they understand what they do.	<p>The interaction in the classroom is mainly from the teacher to the students.</p> <p>There is little initiation of students and little interaction between students.</p>	Culture is view as literature and fine arts.	<p>Vocabulary and grammar are emphasized.</p> <p>The main skills that students work on are reading and writing.</p>
The Silent Way	Students become independent by	The teacher is a technician or engineer.	To use their knowledge.	The teacher is quiet for much of the	Culture has a unique view of the world and is	All four skills are worked on from the beginning of the

	relying on themselves.	Working with them silently on their production by using non-verbal gestures and the tools available to them.	To free themselves from any barriers that interfere with the process of learning.	student-teacher contact. The teacher works with the student, the student works on the language.	inseparable from its language.	academic year. Although the students learn how to read and write in a sequence.
The Direct Method	Learners should learn to think in their target language.	The teacher directs the class activities.	The position of the student is less passive than in the Grammar-Translation Method.	The interaction is both between teachers and students as well as between students and teachers.	Culture contains the past of the people who speak the target language and the everyday life of the language speakers.	Vocabulary is emphasized over grammar. While work on all four skills (reading, writing, speaking, and listening). Thus, reading and writing exercises are based upon what the students practice orally first.

Taken from: Techniques and Principles in Language Teaching. Author: (Freeman, 2000) & An Intercultural Approach to English Language Teaching. Author: (Corbett, 2000)

It is important to note that approaches to teaching a language connect thinking and behavior between teachers and students. The teacher needs to create a favorable context so that students can feel inspired, encouraged, and confident to participate when they want to do so. The table above describes approaches that help to improve reading skills in a foreign language.

1.3. Didactic materials

Materials play a significant role in the learning process and are necessary for the educational field. Ali (2007) says “teaching materials are very important instruments to help the learners take part in the learning and teaching processes” (pág. s/p). Therefore, the teaching materials will facilitate learning and improve the progress of the students and the correct use of these materials are the absolute responsibility of the English teacher. Thus, one of the main tasks for teachers is to provide students with the best material for successful learning.

Among the variety of resources, it is important to mention that these materials can be printed, some of these also can be visual, auditory, and taken from the internet. Also, this may include games, videos, cards, project materials, books, worksheets and more. In general, teaching-learning materials refer to a variety of curricular resources used by educators to support specific learning objectives in the classroom, as established in the curricula. As mention above, the teaching materials are available in many shapes and sizes and all can help students to learn (Ministry of Education Guyana, 2016).

Regarding teaching material, various forms and resources are developed to be applied in education to improve student learning. Most resources also provide a wealth of knowledge and provide real-life facts in all subjects. The best-known teaching materials are:

1. Digital projector
3. Textbooks with many visual resources
4. The language lab
5. Journals
6. Brochures, leaflets, photocopies, advertisements
7. Vocabulary cards
8. Slideshow
9. Photos
10. Postcards
11. Posters
12. Cardboards
13. Recordings
14. Videos

The previous list of materials is essential to student performance progress and they must be done based on the needs and interests of the students. The educational elements of teaching planning and students’ success learning depend on the choice of teaching materials (Kenji & Kathleen, 1997). So, teachers can adapt, aggregate, and monitor the progress and needs of the students and evaluate them at the end to know if the applied material had success in the teaching-learning process.

1.4. Learning from culture

1.4.1. Teaching culture through language

In EFL classrooms, while teachers teach English, they automatically teach culture. So, all content including greetings, phrases that are found in dialogues and cultural aspects of a certain place represents cultural information. As Cakir (2006) noted “the culture of people refers to all aspects of shared life in a community” (pág. 156). Therefore, the contribution and learning of the student they obtain will depend on the type of information they will study in the classroom.

For this author students learn a language through culture, that is, a student feels interested in learning when there is local information and the student will be curious and put into practice the ability to read and learning will be significant; otherwise, the student will perform the activity mechanically but without acquiring knowledge. Besides, language and culture have a common and intertwined relationship, communication and cultural structures, since the form and content of the language are related to the attitudes, values , and needs present in the culture of its speakers (Cakir, 2006).

According to Cakir (2006), in foreign language schools, students will be as related to culture as possible. Therefore, the reasons for familiarizing students with cultural elements are therefore to be;

- Develop the communicative skills,
- Understand the linguistic and behavioral patterns both target and the native culture at a more conscious level,
- Develop intercultural and international understanding,
- Adopt a wider perspective in the perception of the reality,
- Make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, and translation and communication (pág. 157).

1.5. Contribution of the Foreign Language to the exit profile of high school students from Ecuador

The aim of the exit profile is to prepare Ecuadorian high school students with an emphasis on learning life skills, working skills and entrepreneurship to effectively participate in a globalized and democratic society in the 21st century (Ministerio de Educación, 2016).

EFL program includes learning the ability to think creatively and objectively, as well as the values, honesty, and intellectual integrity. In addition, the competencies are incorporated into the five curriculum lines, which allow students to act responsibly and value themselves and others while participating in the learning process.

This curriculum is designed to promote linguistic knowledge by interpreting language and recognizing written documents, which involve a basic understanding such as inference, interpretation, and synthesis of simple texts. Also, through the EFL curriculum, students can learn how linguistic diversity contributes to the construction of an intercultural, multinational, and global society. In addition, foreign language learning provides students with a better global view of the world in which we live and makes them socially responsible citizens.

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

Common European Framework of Reference (CEFR) is an international standard for the growth of language skills. So, when learning a foreign language, it is necessary to consider the Common European Framework to evaluate the levels of proficiency and development at each point of this process.

There are six levels A1, A2, B1, B2, C1 and C2 within the CEFR. Through these levels, you can easily develop your skills in 40 languages. Language students often use the levels loosely to illustrate their ability to speak, read, write, and understand a language. To continue, in the following table shows different levels and the possibilities at each level for students.

Table 3

Common Reference Levels: global scale (CEFR)

Proficient User	C2	Can understand almost anything that is heard or read with ease. Can assemble facts in a clear manner from different spoken and written sources to recreate arguments and accounts. Can express itself naturally, very smoothly and precisely, in even more complicated contexts, differentiating finer shades of competent language.
	C1	Can understand and recognize a wide range of challenging longer texts. It can speak fluently and spontaneously without the search for expressions being obvious. Can express yourself fluently and naturally without searching a very simple quest for word. May use language for social, academic, and professional purposes in a versatile and efficient manner. Can produce a simple, well organized, and in-depth text on complex subjects.
Independent User	B2	Can understand the key ideas in complex text, including technical discussions in his specialization area, on both practical and abstract topics. Can communicate with a level of fluidity and spontaneity which allows daily interaction with native speakers without any pressure. Can provide a clear, detailed text on a wide range of topical topics and explain an overview of the advantages and disadvantages of different options.
	B1	Can understand the principal elements of simple standard knowledge about common issues that occur frequently in work, education, leisure, etc. Can handle simple text with situations that connect with the family or personal interest. Can explain experiences and activities, desires,

	hopes, and goals and offer reasons for opinions and plans briefly. Can define events and experiences, dreams, hopes, goals, and offer reasons for views and plans.
A2	Can understand sentences and phrases often used in areas of greatest significance (e.g. very specific details on personal and family matters, shopping, local geography, work). Can express simple and routine tasks requiring a quick and clear exchange of information on common and routine issues. Can explain aspects of its context, its immediate environment, and problems in areas of urgent need in clear terms.
Basic User	
A1	Can comprehend and use daily common words and very simple sentences designed to meet needs. Can introduce yourself and others and pose and answer questions about personal information such as where you live and people you meet and things you have. Could quickly interact if the other person talks slowly and clearly and is willing to help.

Taken from: (Common European Framework of Reference for Languages, 2018)

1.7. L2 high school result in Ecuador through the Ministry of Education regulations

During their first years of secondary education, students will be taught new context and vocabulary that they have already learned in the previous school years. So, teaching is more formal in high school, assessment is more rigorous, the pace of the lessons is often faster, and students benefit from language recycling that already learned. The following diagram shows the levels of proficiency, which are expected for students at EGB and BGU.

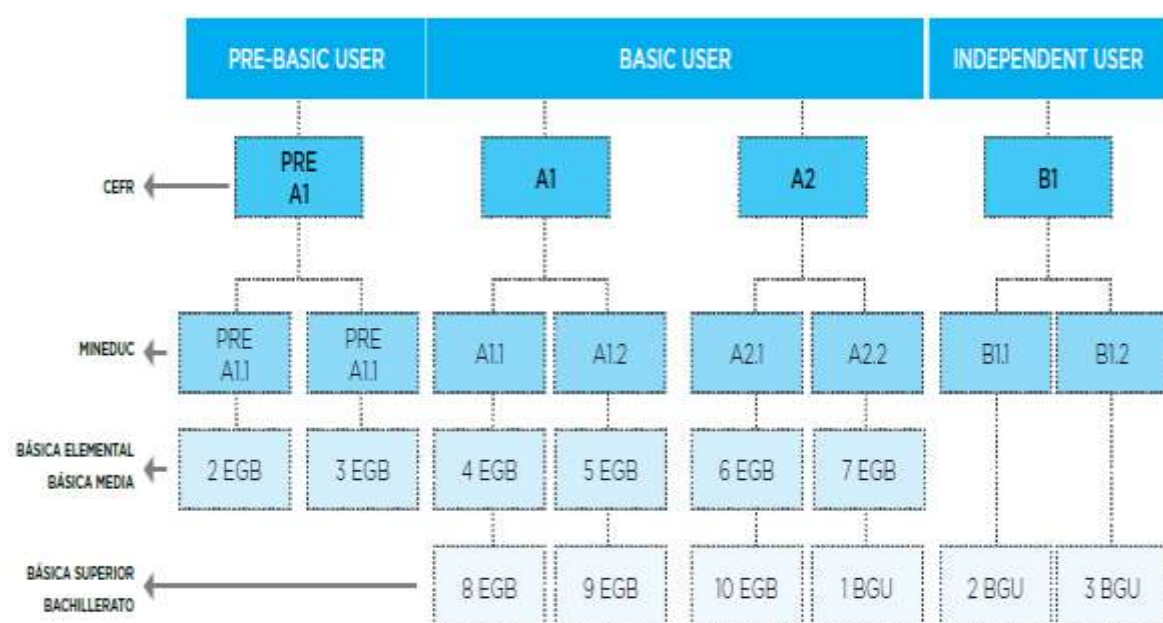


Figure 1. Ministry of Education L2 for high schools in Ecuador

Taken from: Ministry of Education of Ecuador (2019)

According to the new regulations provided by the Ecuadorian Ministry of Education, students of the 1st BGU must obtain A2.2 from the Common European Framework of Reference for Languages (CEFR), which states that students should read short and simple texts, find predictable information in simple everyday material such as advertisements, newspaper, leaflets, timetables and understand short simple personal letters, among others (European Union and Council of Europe, 2004).

So, according to Ministerial Agreement 2016-0020-A all students from 1st EGB to 3rd High School must learn English, so they have 5 class hours per week. In addition, according to Organic Law on Integral Education (LOEI) in its article N° 19 claims that the curriculum can be completed according to the cultural characteristics of the various educational institutions which form part of the national education system in the different regions, provinces, cantons and communities.

1.8. Content and Language Integrated Learning (CLIL)

According to Wiseman (2018) states that “Content and Language Integrated Learning (CLIL) is an approach where students learn a subject and a second language at the same time” (pág. s/p). Most teachers have seen to CLIL as a more natural way to study a language with a purpose to learn a subject and a language both at the same. So, to succeed, CLIL courses combine language and content, and success is decided when the subject and language are learned.

Since students have a real experience to learn the language, sometimes they feel more inspired to do it, because only if they understand the language that surrounds them will they understand the content. In addition, CLIL classes focus on content and add an additional dimension to class, especially when students are not excited to learn a language. It also benefits from the possibility to teach several topics in English, thereby increasing the student's exposure to the language, which means their language skills are faster.

Moreover, the Ministry of Education of Ecuador is focusing on the CLIL content which is oriented on critical thinking skills and Bloom's Taxonomy for educational goals. It is a method used to connect the skills of thought with results through the use of concise learning goals that are described as verbs that are reflective of certain fields: remember, understand, apply, examine, evaluate and develop. The diagram below will show the scale of the critical thinking skills.

Bloom's Taxonomy

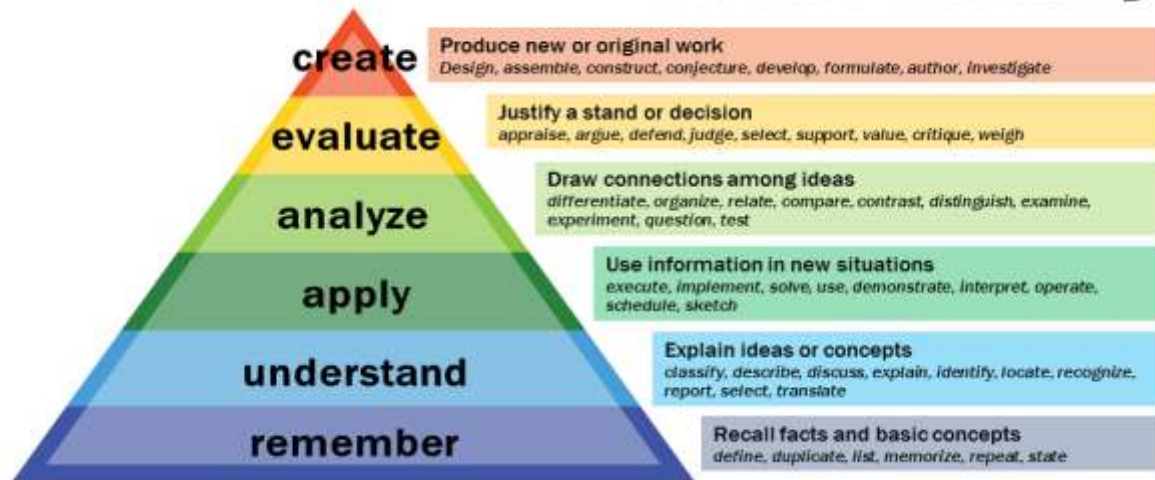


Figure 2. Bloom's Taxonomy

Taken from: Vanderbilt University Center for Teaching (2016)

EFL classrooms in Ecuador has a curriculum that incorporates the education of critical thinking teaches all fields, by using lower order thinking to promote the development of higher order skills while at the same time promoting a range of cognitive processes and language communication by functions. So, the previous hierarchical graphic as a pyramid underlines the value of scaffolding for creating important critical thinking skills of students.

1.8.1. Curricular Threads of high schools in Ecuador

English Language Teaching divisions (ELT) for Educación General Básica (EGB) and Bachillerato General Unificado (BGU) are divided into five divisions. These are Communication and Cultural Awareness, Oral Communication (Listening and Speaking), Reading, Writing, and Language through the Arts. Each of these divisions, as shown in the following figure, can in turn be further divided into subdivisions:

CUJL	4Cs	Curricular Threads	Sub-Threads	
	Culture / Citizenship	Communication and Cultural Awareness	Intercultural Awareness and Identity	
		Oral Communication: (Listening and Speaking)	Social Competence and Values	
			Listening Skills	
	Communication		Spoken Production	
			Spoken Interaction	
	Cognition	Reading	Literacy-rich Environment	
			Reading Comprehension	
	Content	Writing	Use of Resources & Study Skills	
			Cross-curricular Content	
Initial Literacy				
Text Production				
Language through the Arts		Literary Texts in Context		
	Creative Writing			
	Creative Thinking Skills			

Figure 3. Critical thinking skills, and curricular threads

Taken from: Ministry of Education of Ecuador (2016)

Content and Language Integrated Learning (CLIL) is a means to understand and study English in a real and practical sense for Ecuador's English as a Foreign Language (EFL) curriculum. Therefore, the emphasis is not on the material but on the use of language and vocabulary. CLIL and critical thinking skills are regularly communicated in conjunction with the student's outcomes within each sub-thread, considering the interconnectedness of these factors to make language development and learning possible.

The previous graph describes the curricular threads that teachers must achieve with students. According to English Language Teaching (ELT) curriculum, it is important to states that the main objective of the curriculum of reading is the development of students who are prepared and able to autonomously interact with written texts to do a range of tasks, such as extracting information, learning more about them and communicating with others. The following table illustrates the sub-threads about reading in A2.2 according to CEFR applied to 1st level students.

Table 4
Curricular sub-threads for reading

CURRICULAR THREAD			
Reading			
Literacy rich in literature	Reading Comprehension	Usage of tools and skills	Cross-curricular Content
Create access to a specific culture, the "print culture," that views writing as social practice.	Improve their critical thinking skills, develop coding and decoding skills, improve study skills, and use reading texts as sources of information.	Use of the diverse resources and information sources which surround us daily.	Overlap subject content from the other curricula of EGB and BGU onto English language use.
Self-expression and a better understanding of the world.	Skimming for gist, scanning for specific information.	Use of libraries and internet access.	Create interest, increase motivation to learn.
Explore the wide variety of opportunities offered by foreign language print culture.	Through reading, learners can improve grammar, spelling, vocabulary, and punctuation.	The skills needed to be able to recognize, select, compile, organize and interpret information using these tools.	Establish an authentic context for foreign language communication.

Taken from: Ministry of Education of Ecuador, Bachillerato General Unificado, English as a Foreign Language (Currículo de los Niveles de Educación Obligatoria, 2019)

1.9. Reading comprehension strategies

Reading comprehension consists of understanding what is read, both as far as the meaning of the words forming a text and the general understanding of the written content is concerned. In fact, society promotes the conscience and the value of reading, and encourages the cultural development of young people, demonstrating their way of thinking and taking into account reading as a key tool in the development of social and cultural people's progress.

Besides, reading habits may not be perceived effectively, but keep in mind that interest in exploring topics that attract the reader's attention is at least one way to represent new constructive ideas that have social value. The description of these processes allows for the analysis of certain information strategies and techniques used to gain comprehension complemented by the inferences while reading. Following that, some stages are presented:

1.9.1. Pre-reading stage

Reading comprehension strategies consisted of promoting and integrating the interests of the students by identifying their previous knowledge. According to Tsai (2010) states that “in this stage were to stimulate students' interests through identifying their background knowledge and incorporating it into new information” (pág. 80). Therefore, it can be said the activities carried out before reading the students should organize ideas about reading and making predictions according to the title.

1.9.2. During-reading stage

Tsai (2010) says that “use different types of cues to solve unfamiliar words, parse complicated sentences, reread, annotate, and summarize strategies” (pág. 80). In other words, readers make predictions while reading a text and then confirm or refuse their predictions about reading. Also, during the reading process, students develop reading strategies, strengthen foreign language control, and decipher difficulty passages in the text. It can be difficult to help students use strategies when reading because students monitor and need different strategies.

1.9.3. Post-reading stage

As Tsai says (2010) “students would try out new knowledge, and practice new skills supported by the teacher and peer feedback” (pág. 80). So, this strategy provides students a way to summarize, analyze, and challenge what they already read. Besides, this strategy includes distinguishing between facts and opinions, understanding the author's objectives, evaluating the credibility of the sources of information, that is, criticizing the author and whether the reader is really satisfied with the need to expand or improve your knowledge.

1.9.4. Skimming

Asmawati (2015) “skimming is a strategy in looking for a text to get a quick idea of the gist of a text” (pág. 71). In other words, this strategy consists to quickly move the eyes over the text to find general overview of the material. So, students should consider reading the first and last passages, using the titles as a guide and summarizing the text. Also, it is a fast reading technique to locate the information key which helps students to provide an idea about what the text is about and this technique helps students to create an image and understanding of a text. There are some steps that students need to apply this strategy, these are:

1. Read the title
2. Read the introduction
3. Read the first paragraph if there are subheadings of each main paragraph
4. Look for clue words and read the final paragraph completely.

1.9.5. Scanning

As Asmawati (2015) explains “scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning” (pág. 71). Therefore, this strategy helps students to find specific facts or part of information without reading all text. When scanning the text, the reader can only selectively read and quickly search for the information that interests him, whether or not it is in the text and the doubts acquired in texts of great value are overcome without wasting time so that he can apply fast reading. Based on this knowledge, students may conclude that most of the texts can be comprehended through skimming and scanning strategies. There are some steps that students need to know to use this reading strategy, these are:

1. Look for repeated phrases
2. Search terms
3. Look for phrases or words in bold
4. Check numbers

1.9.6. Reading for details

Westbrook (2014) explains that “reading for details means reading the text carefully to extract important details which help with understanding the text” (pág. 112). In other words, this is a slower reading strategy since it starts from the beginning of the reading and continues until the end. When reading in detail, students should read each sentence in greater detail, but should not search for the exact meaning of each word. However, students can try to guess the meaning of unknown words from the context which is a valuable ability of each learner.

1.9.7. Reading for main ideas

As we read, understanding the main ideas in the text is crucial. A section of a text typically has one main idea and by reading the topic sentences we can find the key ideas of every paragraph (O'Neill, 2015). Thus, most of the main ideas are found in the first or the last sentence of each paragraph. The authors give information to help to give the main idea, they give supporting information so that the text has coherence. There are some key points that students should know to find the topic sentence of a paragraph or text, these are:

1. Read the text carefully
2. Note the text title
3. Pay attention to the information provided in the text
4. Ask yourself what the main topic of the text is?
5. Take your own decision and consider the possible answers

1.9.8. Previewing

Previewing strategy may be helpful to think about your own experience and opinions on any topic before reading a text. Also, ask yourself if there are any questions the text can answer. This will help increase your interest in the text and allow you to understand it quickly (Sowton, 2014). This strategy helps readers to think before reading a text. So, the reader attempts to gather as many details as they can and this information collection allows the reader to obtain an overview of the text. Following, there are five important points that readers should follow when applying this strategy.

1. Look and read the title
2. Read the titles and subtitles
3. Look at the photographs provided in the text
4. Scan special words (words in bold)
5. Skim the review questions

1.9.9. Predicting

In agreement with the Texas Education Agency, predicting strategy is applied when the student is reading a text actively. It can be used for short or long reading (Agency, 2002). Thus, it is a good idea to predict by looking at the images and headings before you start reading to familiarize yourself with the text. Readers can use text knowledge including headings, names, pictures, and diagrams and predict what they are reading or what will happen in the story. Besides, learners use their previous experience to predict content and ask questions about the topic making that they are active with the teacher.

CHAPTER II: METHODOLOGY

This chapter will show the research methods that were applied in this study answering the research problem which is to improve reading skills in the 1st secondary school students of the Unidad Educativa “Cuellaje” through practical exercises based on local information that is presented in the didactic guide.

2.1. Research type

The project will be reached with a mixed approach, which has a combination of a quantitative and qualitative approach. Besides, it includes a series of procedures in which numerical and non-numerical data are collected, analyzed, and linked to solve the problem already presented.

According to Sampieri (2014), “qualitative research focuses on understanding and exploring the opinions and contexts of the interviewees in a natural environment” (pág. 33). It comes from a face-to-face interview in which the interviewed responds to the interviewer. In this case, three English teachers were interviewees to collect data on the materials that teachers use for teaching and to measure the variables through statistical methods to reach one or several conclusions.

On the other hand, this research also has a quantitative approach that generates quantifiable data from the 1st secondary school students of the Unidad Educativa “Cuellaje” through a structured survey, so, the results can be analyzed and presented with numbers.

Likewise, this research is exploratory, descriptive, and narrative, since it is presented in the reality that is felt within the institution whose problem is the implementation of teaching material for the improvement of reading skills. In the follow-up study, it is considered field research and it can relate directly to the research place. Besides, needs are treated, problems identified in the same place where an alternative solution is possible.

2.2. Techniques and instruments research

2.2.1. Survey

Data collection will be done through a survey technique applied to 1st secondary school students to find out the situation about the use of English reading material related to local information used by English teachers. As an instrument, a structured questionnaire was prepared with questions about the reading material that is most used in the class. So, this technique will generate research data that are used to design a didactic guide.

2.2.2. Interview

To explore in-depth information regarding subjects' attitudes toward the conditions of what kind of reading material teachers use, a semi-structured interview was employed in the study. The researcher interviewed three English teachers to answer six predetermined questions, which mainly focused on present experiences and opinions about how useful will be teaching reading through culture. Besides, an interview was also applied to some inhabitants of the town to collect local information which was done face-to-face.

2.3. Research methods used

2.3.1. Inductive method

The inductive method was applied in the research of the first-year high school students of the Unidad Educativa "Cuellaje", which is intended to order the information to conclude in a general way. Therefore, by observing reality, it is proposed to implement didactic material based on local cultural aspects to improve reading skills.

2.3.2. Deductive method

The hypothetical-deductive method, where the situation assumes this form. In other words, what happens in the institution is assessed as real or unreal or when a set of knowledge has a series of limitations to research the circumstances of the problem found.

2.3.3. Statistics method

The analysis of a certain function in a population is performed. That is, data, tabulation, visual representation, and interpretation are collected to conclude the said population where the research is carried out. In other words, quantitative and qualitative data processing are statistical methods through the compilation, counting, display, and discussion about the results of surveys and interviews.

2.4. Research question

What kind of reading materials that contain local information do English teachers use to reinforce motivate English learning for 1st secondary school students in the Unidad Educativa "Cuellaje" of the Intag area in Imbabura?

2.5. Operationalization matrix of variables

The process of operationalization of the variables is the strict definition of each variable in measurable factors. So, it is detailed in the following table.

Table 5
Matrix of variables

MATRIX OF VARIABLES			
Variable	Indicators	Data collection techniques	Information sources
English teaching material	Type of teaching material used by English teachers to improve reading skills.	Interview	English teachers from “Cuellaje” Educational Unit
Reading skill	Percentage of students that read in English based on local information.	Survey (Questionnaire)	1st year secondary school students

Author: Dayana Suarez - English major student 2020. Taken from: Research project

2.6. Population identification

Based on Morales (2012) “when the sample is very small, it is advisable to analyze the entire population” (pág. 10). For this research, the sample was small and the entire universe under study was used, in this case, all English teachers and all students of the first year of the Unidad Educativa “Cuellaje” in the 2019-2020 school year.

Table 6
Observation units

EDUCATIONAL UNIT	YEAR	CLASS	STUDENTS	TEACHERS
“Cuellaje”	1 st	1	15	3
		2	20	
	Total		35	3

Author: Dayana Suarez - English major student 2020. Taken from: Secretariat Educational Unit “Cuellaje”. 2020

Etikan and Bala (2017) noted that “non-probability sampling is a sampling procedure that will not bid a basis for any opinion of probability that elements in the universe will have a chance to be included in the study sample” (pág. 125). So, non-probabilistic analysis is a sampling technique whereby, instead of making random choices, the researcher selects samples based on a subjective judgment. Therefore, this research will take into account 3 English teachers and two courses of first year of high school students.

2.7. Procedure and data analysis plan

2.7.1. Procedure

The population for this research includes all the 1st secondary school students of the Unidad Educativa “Cuellaje” in the academic 2019-2020 year. Sampling was done by the

convenience method. So, two courses were chosen based on their willingness and availability to take part in this research. So, a class of 15 students and the other of 20 students who attended that year.

2.7.2. Data analysis

In order to collect data, from the responders a Likert 5-point scale was developed taking into account the main variables: English hours, reading didactic material, local information, preference for using reading material containing local information, acceptance of teaching material. The variables were described first and then the teacher interview questions and the survey questions for the students were designed to answer this current study.

First, a pilot study was conducted in the Unidad Educativa "Jacinto Collahuazo". Due this is the beginning of the research and it can provide us outcome information about results. Once the interview is conducted and the student is evaluated, the results of the analysis will be decided by tabulation or interpretation of the data collected using excel software.

In addition, an interview was done to elder people from Cuellaje. As Etikan and Bala (2017) say “the sample selection is by the convenient door of the researcher, any person or individual was mistakenly seen with the same characteristics will be asked pertaining the subject of the research for inclusion” (pág. 215). So, this research will have information from elder inhabitants to gather information about local cultural aspects from Cuellaje – Intag.

CHAPTER III: RESULTS AND DISCUSSION

To complete this research properly, it is necessary to analyze the data collected to provide suggestions to find a solution to the research problem. The present chapter comprises the analysis and interpretation of the results of this study, in which data is interpreted concisely. The findings are analyzed and interpreted in two sections. The first part is based on the responses from the English teachers of the Unidad Educativa "Cuellaje" after conducting a semi-structured interview. Then, the results of the 35 students of the first secondary school of the Unidad Educativa "Cuellaje" are presented.

To carry out this analysis, it was necessary to order the semi-structured interviews that were applied to three English teachers. Then, the survey sheets applied to the 1st secondary school students with their respective interpretations. In addition, statistical graphics were applied, grouping the questions in the same variable for a better presentation of the data obtained that supports the work done.

3.1. Part one: Qualitative interpretation of interviews

3.1.1. English Teachers interview

Nancy Zacarias, Cristina Arias, and Margarita Pineda, English teachers of the Unidad Educativa "Cuellaje", agree with the fact that there is not enough information based on local cultural aspects and most of the activities to develop reading skills are taken from the government book. They try to balance these problems using short readings, images with small texts, and copies taken from other textbooks to make students link the new vocabulary with English language surrounding. When evaluating reading comprehension, they prefer to do it by simple readings taken from the Internet with a basic vocabulary. In addition, they consider that it should be important and necessary to implement new reading material based on cultural aspects that serve to help all students to have a better knowledge about their culture and they can provide information to foreigners who visit the town. Therefore, they consider that it would be very useful to have educational material with local information since this institution provides an education related to tourism in which students must be in contact with knowledge of the culture.

3.1.2. Inhabitants of Cuellaje interview

The interview applied to Edmundo Varela and Manuel Bosmediano, inhabitants of Cuellaje, allowed obtaining information on the foundation of the town and some cultural aspects. In addition, data was obtained from notable people in the city of Cuellaje, tourist places, local animals, customs and traditions, and activities carried out by the inhabitants of that sector to obtain money. Therefore, young people should know all this information, since the only educational institution in this city trains students in an education related to tourism. In conclusion, the older inhabitants of Cuellaje hope that today's students have knowledge about the development that this town. So, they will be able to transmit this information from generation to generation.

3.2. Part two: Quantitative interpretation and analysis of the 1st secondary school students' survey

3.2.1 English hours

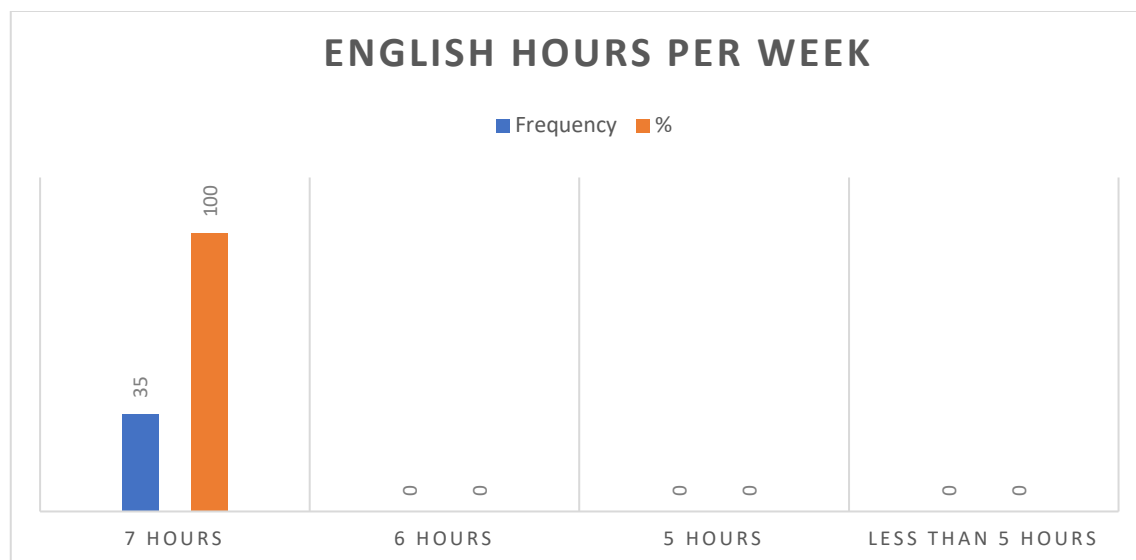


Figure 4. *English hours that students take per week*

Taken from: Inquest

Author: 8th Level Student - English Major. (2020)

Interpretation

This bar chart illustrates the English hours that students take per week. Most educational institutions have at least five hours of English. So, based on the theoretical framework and according to Organic Law on Integral Education (LOEI) in its article N° 19, claims that the curriculum can be completed according to the cultural characteristics of the various educational institutions which form part of the national education system in the different regions, provinces, cantons, and communities.

The students of the Unidad Educativa "Cuellaje" take seven hours of English a week. This educational institution trains students with a specialty in tourism, for this reason, two hours were implemented in the academic curriculum of the foreign language. Therefore, authorities and English teachers hope that these hours will be sufficient for students to learn and improve their language skills.

3.2.2. Reading didactic material

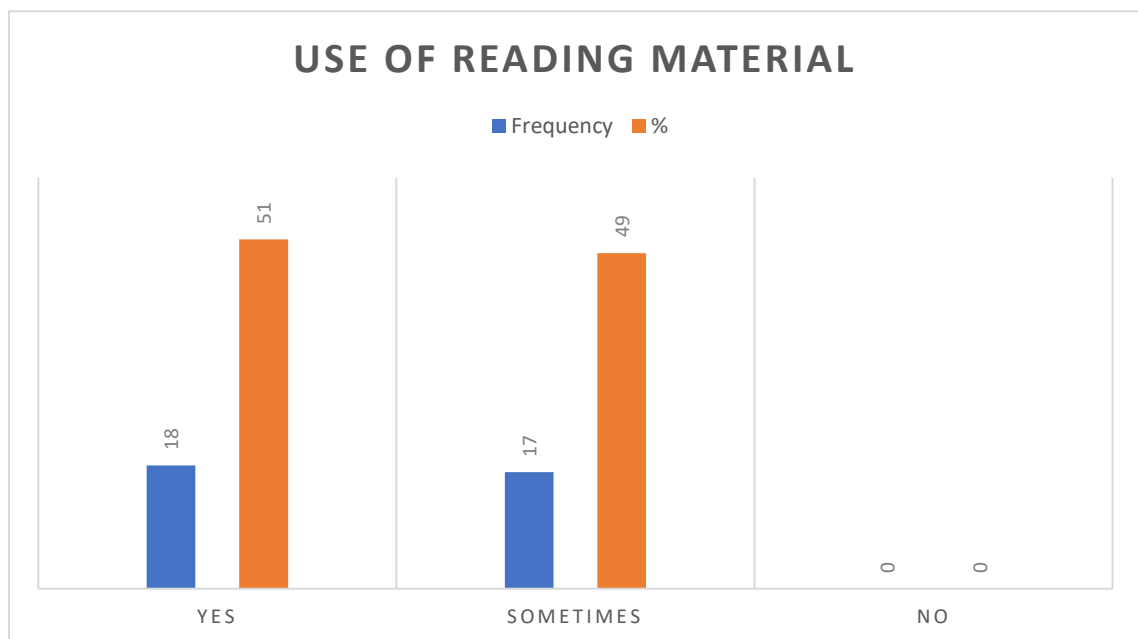


Figure 5. *Use of reading material in class*

Taken from: Inquest

Author: 8th Level Student - English Major. (2020)

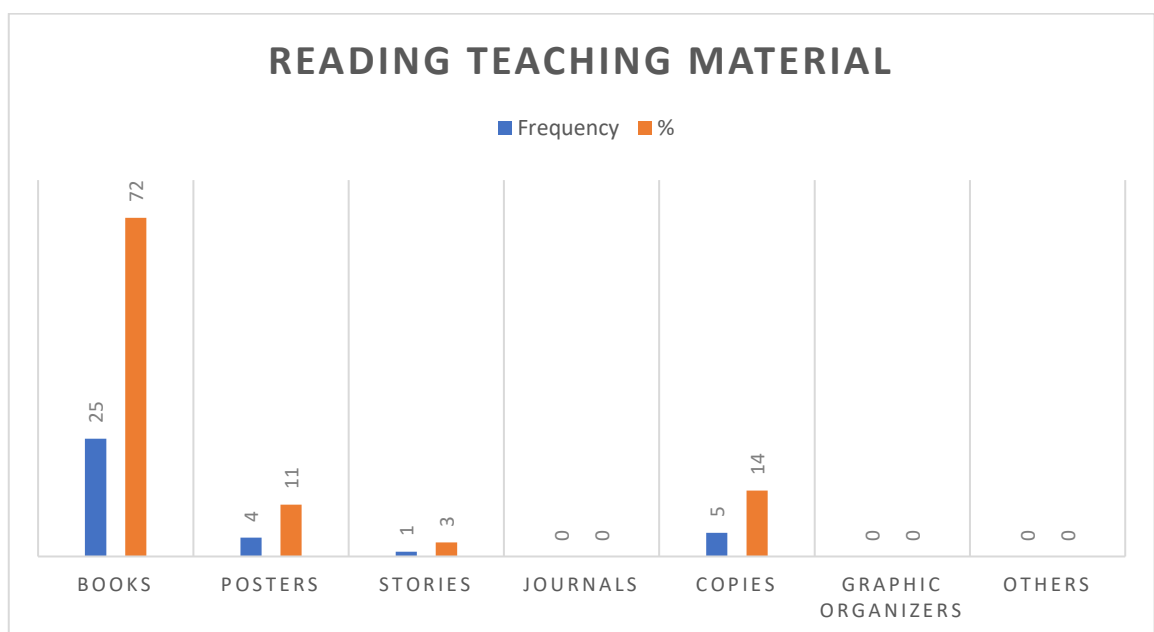


Figure 6. *Type of reading material used in class*

Taken from: Inquest

Author: 8th Level Student - English Major. (2020)

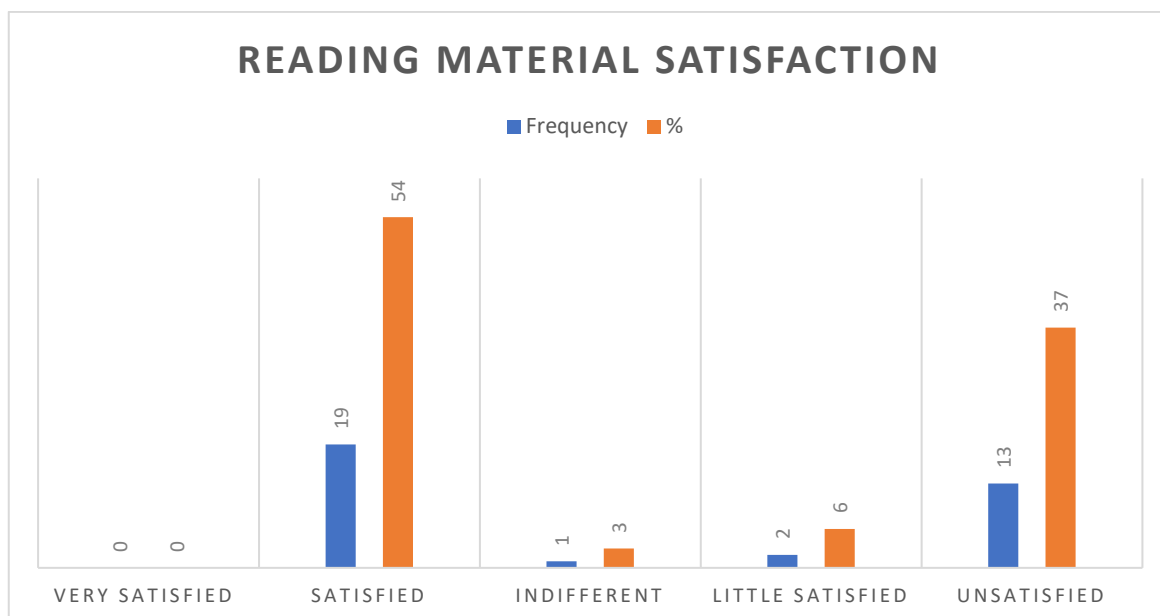


Figure 7. *Level of satisfaction of the material*
 Taken from: Inquest
 Author: 8th Level Student - English Major. (2020)

Interpretation

It can be seen in Figure 5 that teachers use reading material to develop reading skills. According to data collected, there is 51% of students who use reading material in class. However, 49% of the participants affirm that they sometimes use this kind of material. Therefore, students are in contact with this resource to improve their reading comprehension.

Figure 6 shows the reading teaching material used in the English class. According to the data collected, the largest part of the kind of material used in class are books, at 72%. That is more than half of the use of this material. Following that, copies with 14% and posters with 11% which represents the percentage of the use of these materials. The remaining 3% belongs to the use of stories as reading material. On the other hand, journals and graphic organizers have not been part of the materials used by the surveyed students.

Figure 7 shows the level of satisfaction students have with the reading material they use in classrooms. According to the data collected, there is 54% of students that feel satisfied with the material used in class. On the other hand, 37% of students surveyed feel unsatisfied with these materials. The percentage of students who feel a little satisfied is 6%. Finally, the participants who feel indifferent while use reading material is 3% of the total.

Overall, it is evident that many participants are satisfied with the material they have used with their teacher. However, some of them are not satisfied with this material. Therefore, it is necessary to implement reading material with more information that helps students improve reading comprehension and learn about culture.

3.2.3. Local information

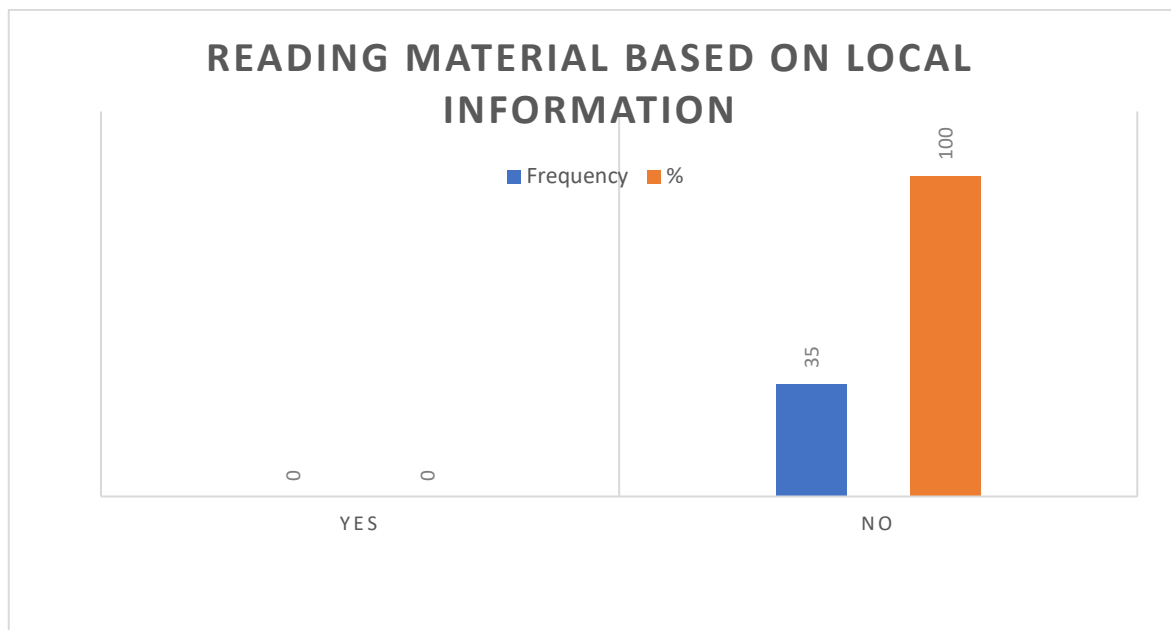


Figure 8. *Use of reading material based on local information*
Taken from: Inquest
Author: 8th Level Student - English Major. (2020)

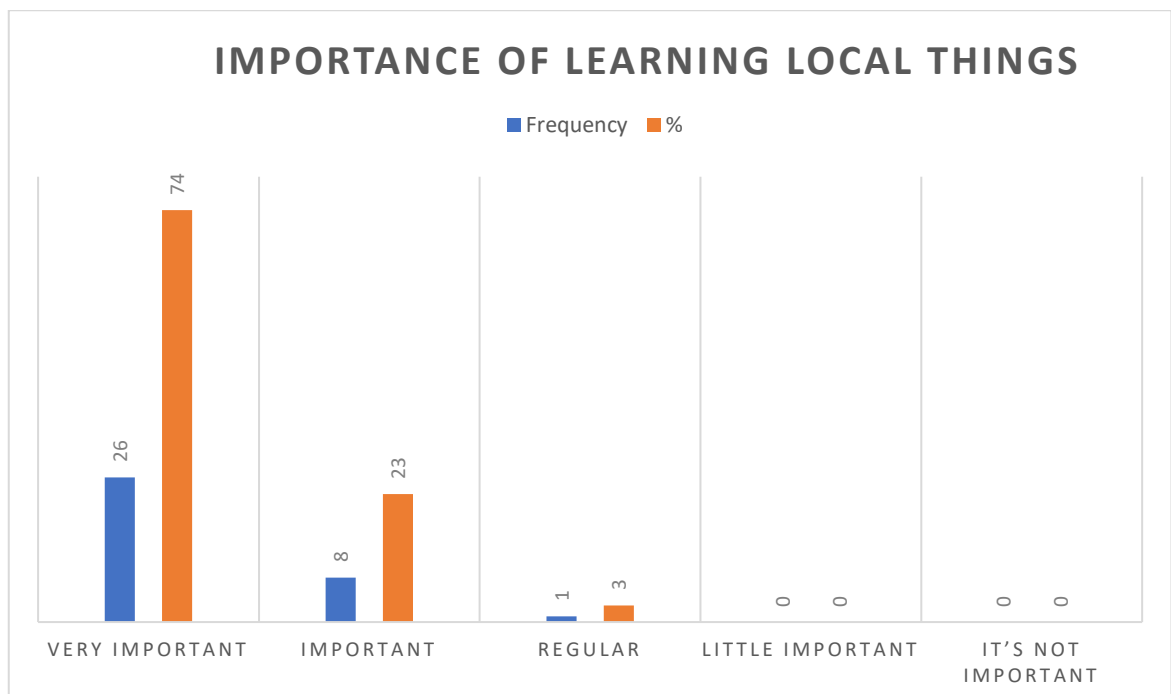


Figure 9. *Importance of learn local things in English*
Taken from: Inquest
Author: 8th Level Student - English Major. (2020)

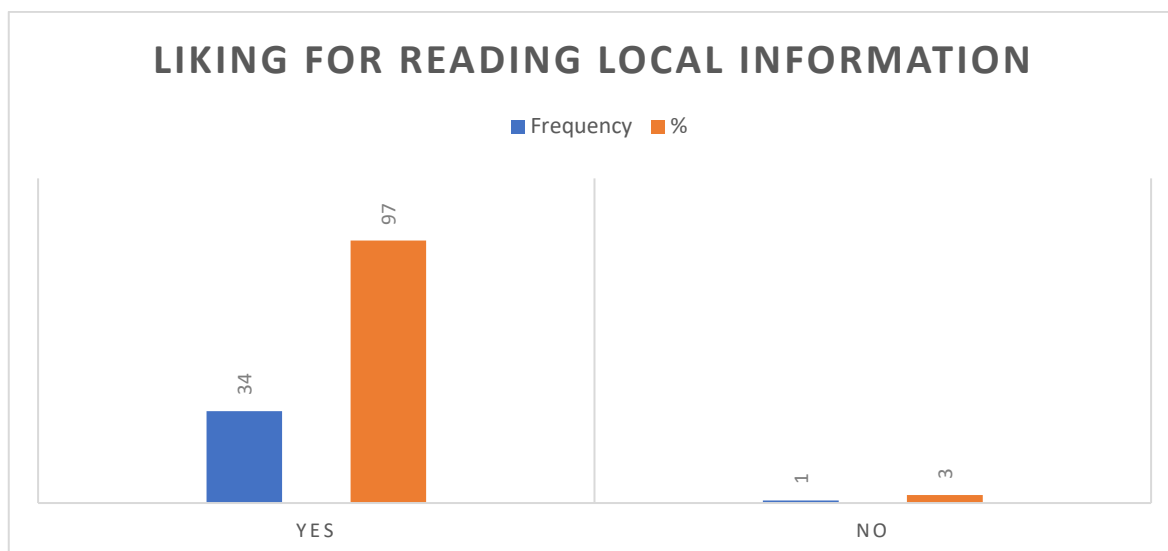


Figure 10. *Liking for reading information about culture*
 Taken from: Inquest
 Author: 8th Level Student - English Major. (2020)

Interpretation

Figure 8 illustrates that English teachers do not use reading material based on local cultural aspects to develop reading skills. Based on the theoretical framework and Cakir's theory, the language and culture have a common and intertwined relationship, communication and cultural structures, since the form and content of the language are related to the attitudes, values, and needs present in the culture of its speakers. According to the data collected, all 1st secondary school students have not had the opportunity to improve reading skills using local information. Therefore, as you can see from that figure, students need a variety of information to put this skill into practice and make it meaningful learning.

Figure 9 shows the importance of learning local things in English. According to the data collected, there is 74% of students who think that learn from culture is very important. However, the percentage of students who think that it only important is 23% of the total. The remaining 3% belongs to students who think that learn local things has a regular meaning for them.

Figure 10 illustrates the liking for reading information based on local cultural aspects. According to the bar chart, the majority of students would like to read local things in English. The remaining 3% of participants said they are not interested in reading this kind of information.

In summary, the students have not used didactic material related to culture. However, the participants consider that learning from local things is very important because this information can be transmitted from person to person. Also, surveyed are interested in reading local things and improving their reading comprehension based on this information.

3.2.4. Preference for using reading material containing local information

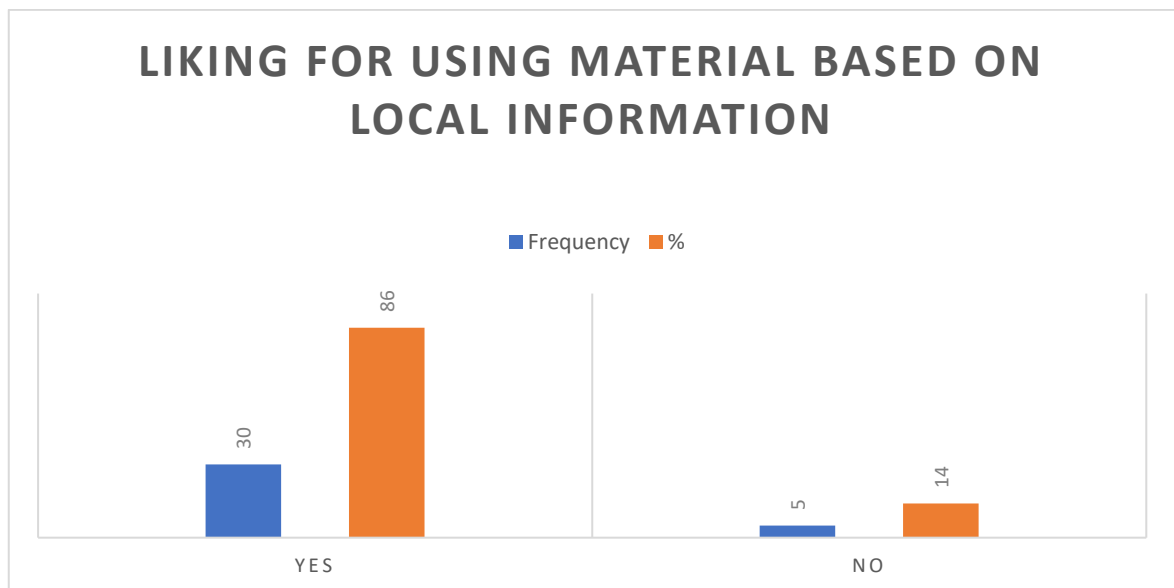


Figure 11. *Preference of using material based on local information*

Taken from: Inquest

Author: 8th Level Student - English Major. (2020)

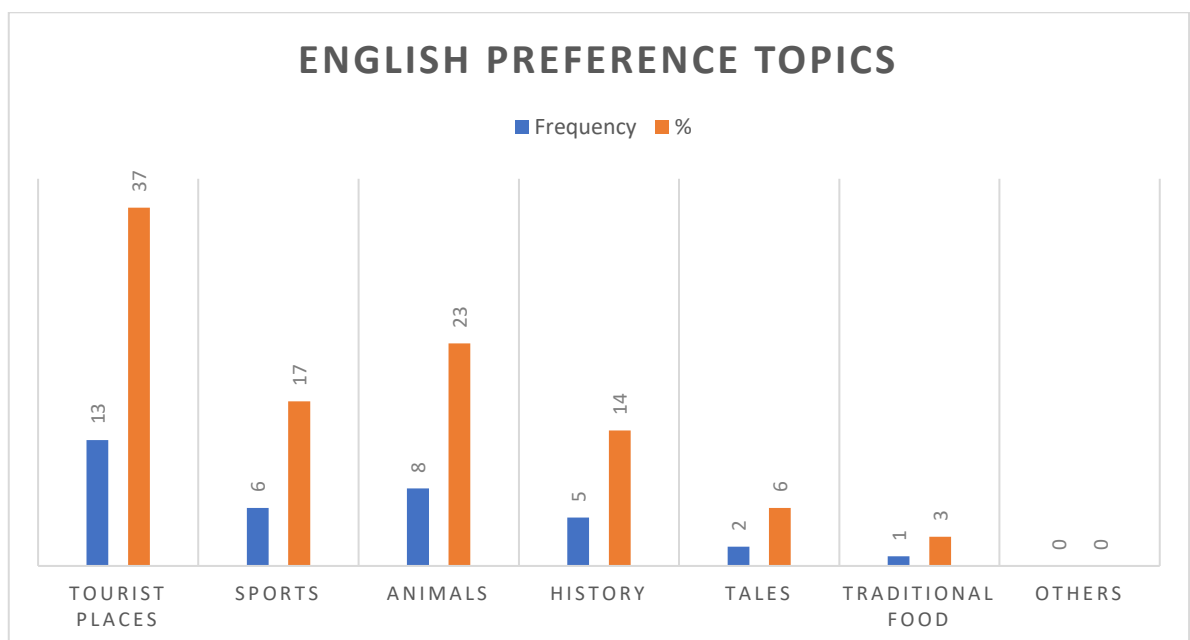


Figure 12. *Topics of preference*

Taken from: Inquest

Author: 8th Level Student - English Major. (2020)

Interpretation

Figure 11 illustrates the preference for using reading material containing local information. According to the data collected, there is 86% of students surveyed would like to use material with local things in English. However, 14% of the total would not like to use this kind of material with this information.

Figure 12 shows the results in which students were asked about the topics that they are interested in. It can be seen that 37% of participants prefer to read about tourist places. Next, there is 23% of students who would like to read about local animals. On the other hand, sports have 17% of acceptance by surveyed students. Also, there is 14% of students prefer to read about the history of this town. Finally, there is 6% of liking for reading tales and another 3% of students who want to read about traditional food.

Overall, it is evident that a significant number of learners would like to use material related to local things. Also, the participants are interested in reading about tourist places and local animals. On the other hand, a minor number of them prefer to learn about tales and traditional food. However, most of the topics suggested to students will be taken into account when designing the didactic material.

3.2.5. Acceptance of teaching material

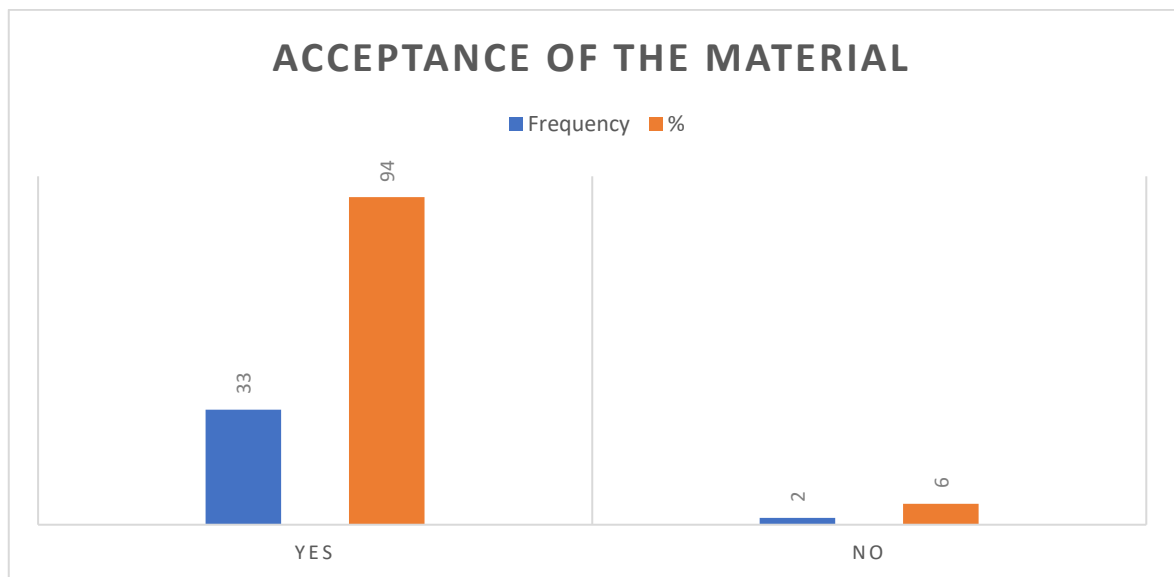


Figure 13. *Acceptance of the teaching material*
Taken from: Inquest
Author: 8th Level Student - English Major. (2020)

Interpretation

This bar chart illustrates the acceptance of the teaching material to use in class. The large percentage of 94% of the students agree with the support of this didactic material to strengthen reading skills. On the other hand, there is a minimum percentage of students who do not agree with the use of this material.

In conclusion, a great percentage of respondents accept this didactic material to improve their reading skills. However, there are a few students who do not agree with this material at all.

CHAPTER IV: PROPOSAL

4.1. Proposal title

“Let’s Read Culture in English”, reading material guide that offers 1st year secondary school students of the Unidad Educativa "Cuellaje", Cantón Cotacachi, Intag area, with activities based on local information aimed to improve reading skills.

4.2. Proposal objectives

4.2.1. Proposal general objective

- To design didactic material guide based on local information to strengthen reading skills of the 1st secondary school students.

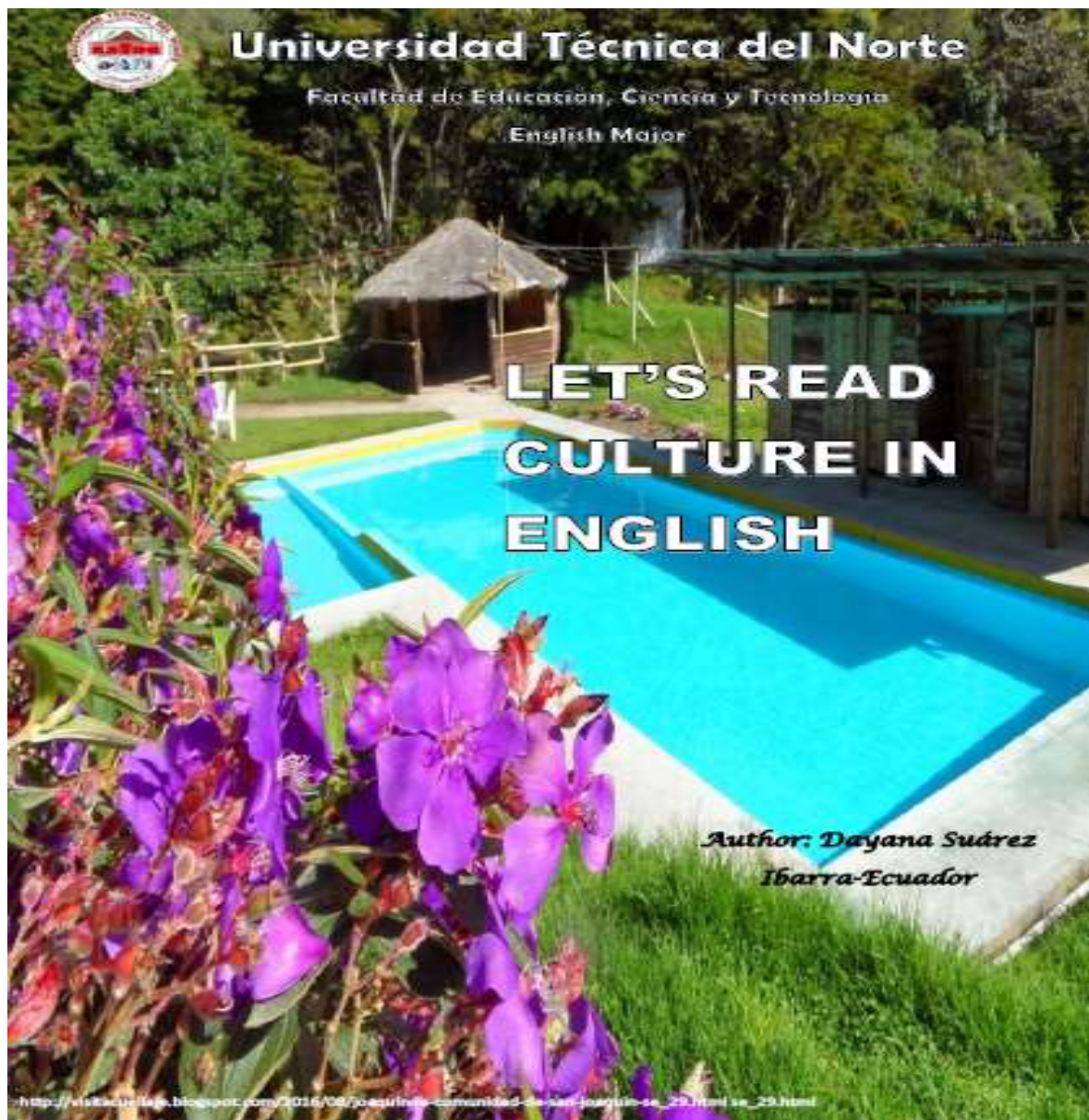
4.2.2. Proposal specific objective

- To identify topics that students are interested in reading to improve reading skills of foreign language.
- To implement activities based on local information to improve reading skills in the 1st secondary school students of the Unidad Educativa “Cuellaje” of the Cantón Cotacachi, Intag area.

4.3. Importance of the proposal

The elaboration of this guide has an important value because it has linguistic, academic, and cultural impact. At the first impact, it is important to reinforce and increase interest in reading local things in a foreign language. Next, the academic increases the success of the students in their formative phase and improves the grades both in reading and in other English skills. Finally, in the culture field, students will encourage cultural knowledge so that learners can understand their environment.

4.4. Proposal development



CONTENTS			
Lesson and Objectives	Reading	Vocabulary	Grammar
Unit 1: Tourist places and sports			
Learning objective: Talk about tourist places and sports			
Lesson 2A Describe tourist places in Cuzco	Key reading techniques <ul style="list-style-type: none"> Scanning for numbers Scanning to predict content 	Vocabulary to describe places (e.g. exciting, natural, beautiful, park, beach, orchid, housing)	<ul style="list-style-type: none"> Nouns, verbs and adjectives
Lesson 1B Learn about sports and this region	<ul style="list-style-type: none"> Understanding key vocabulary Scanning specific details 	Vocabulary to use prepositions of movement (e.g. across, under, along)	<ul style="list-style-type: none"> Preposition of movement
Unit 2: Animals			
Learning objective: Talk about exotic animals			
Lesson 2A Identify different animals around the town	Key reading techniques <ul style="list-style-type: none"> Reading for details 	Vocabulary to describe animals (e.g. zebrano, exotic, habitat, hunt)	<ul style="list-style-type: none"> Review of verbs
Lesson 2B Describe interesting animals of the community	<ul style="list-style-type: none"> Skimming Using clues to predict content 	Vocabulary to compare animals (e.g. faster, smaller, bigger, heavier)	<ul style="list-style-type: none"> Comparative adjectives
Unit 3: Customs and traditions			
Learning objective: Talk about customs and traditions of Cuzco			
Lesson 3A Learn about traditional celebrations in Cuzco	Key reading techniques <ul style="list-style-type: none"> Skimming Scanning to predict content 	Vocabulary to use preposition "on" date, day (e.g. anniversary, tag-day, fireworks)	<ul style="list-style-type: none"> Preposition: on (date, day)
Lesson 3B Talk about people's trades	<ul style="list-style-type: none"> Skimming 	Vocabulary to describe people's trades in Cuzco (e.g. farmer, merchant, raising cattle)	<ul style="list-style-type: none"> must /have to/ can
Unit 4: History			
Learning objective: Talk about history of Cuzco and remarkable people			
Lesson 4A Identify remarkable people of this town	Key reading techniques <ul style="list-style-type: none"> Understanding key vocabulary 	Vocabulary to describe remarkable people (e.g. noble, friendly, heroic, faithful)	<ul style="list-style-type: none"> Verb patterns
Lesson 4B Talk about history of Cuzco	<ul style="list-style-type: none"> Using prior knowledge to predict content 	Vocabulary to describe ancient things or events (e.g. feast, period, territory, land)	<ul style="list-style-type: none"> Simple past

Introduction

Since Cakir's theory states that a language is learned and used with a context, drawing from the culture distinctive meanings and functions which must be assimilated by language learner (Cakir, 2006). This guide has been developed taking into account the type of material that students use to improve their reading skills based on local cultural aspects. Also, by agreement No. MINEDUC-ME-2016-00020-A and Content and Language Integrated Learning (CLIL) which is the approach used by the Ministry of Education of Ecuador.

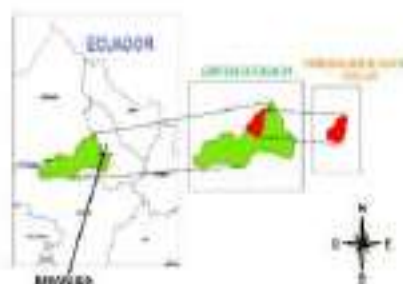
In addition, it is important to note that when it comes to the learning process, each student has a different way of learning. Therefore, the current teaching guide is designed to help students improve their reading comprehension with exercises containing local information on topics in which students suggest they are interested in.

Proposal general objective

- *To design didactic material guide based on local information to strengthen reading skills of 1st year secondary school students.*

Proposal specific objectives

- *To identify topics that students are interested in reading to improve reading skills of foreign language.*
- *To implement activities based on local information to improve reading skills in the 1st secondary school students of the Unidad Educativa "Cuellaje" of the Cantón Cotacachi, Intag area.*





UNIT 1: Tourist places and sports

Learning Objectives: Talk about tourist places and sports.

Reading techniques

- ✓ Scan for numbers
- ✓ Scanning to predict content

GETTING STARTED

Look at the photo and answer to questions.

- ✓ Where is the place in the picture?
- ✓ What activities can you do in this place?
- ✓ How far do you think this place is from Cuellaje?

Answer the questions below.

- ✓ Who do you like to spend time with in this place?
- ✓ What can you say to the tourists who visit this place?
- ✓ What kind sport would you like to practice in this place?

READING 1

1. Match the words (1-9) to their definitions (a-j)

1. fishing
2. waterfall
3. lagoon
4. housing
5. beautiful
6. orchids
7. pool
8. cabana
9. path

- a. a house made of wood
- b. water, especially from a river or stream
- c. very attractive or pleasant
- d. the sport or job of catching fish
- e. an area of sea water separated from the sea by a reef
- f. house for people to live in
- g. a beautiful kind of flower
- h. tank to swim
- i. narrow road

2. Write at least five words that come to your mind. What do you think wonderful means?

1.
2.
3.
4.
5.

3. Read the text and write the words from the box in the correct place in the table below.

good accommodation	variety of flora and fauna	it is like a paradise
	suitable for canyoning	enjoying with family and friends
lagoons of different sizes	trout production	people find forests of wildlife

Place	Description
San Antonio	
San Joaquin	
El Rosario	
Piñan	



WONDERFUL PLACES TO VISIT IN CUELLAJE

San Antonio community is located 11.50 kilometers from Cuellaje. There is a waterfall 30 meters high. This place is surrounded by flora and fauna typical of the place such as bamboo, orchids, zuro, guayacán, cedro, among others. The entrance can be done by a bridle path. This site is suitable for canyoning and orchid watching.



El Rosario is located 9.50 kilometers from Cuellaje. This place has several tourist places to visit with family or friends. One of them is the Lodge Wasi Purina house. This attraction has food and accommodation services and it has a carrying capacity of 20 people. Also, this cabana has hot water, cable TV, and a heated pool.



This is a technical construction designed to breed trout. Each pool is 8 meters length, 2.50 meters wide, and the depth of each is 1.50 meters. The water that connects these pools is taken directly from the San Joaquín river. The breeding capacity is 20 thousand trout a year. The stipulated time to be commercialized in 5 months. Also, this place offers fishing rods and the price is \$ 1.50 for each trout caught.



Piñan is located 14.7 kilometers from Cuellaje. In this place there is a lagoon that is surrounded by permanent lagoons of different sizes. In the winter season, there are up to 35 lagoons. People who visit the lagoon can find forests of wildlife and paramo straw on their path. People who have visited this paradise say that it has a spectacular view that anyone wants to return to the place.



Scanning for numbers

Scanning helps learners to find specific information or details in the text.

4. Find and write all the numbers of the previous text.

.....

5. Write a number from the text in each gap to complete the notes.

1. Location of San Antonio from Cuellaje town:
2. capacity of people that can be accommodated:
3. Pool length: meters
4. Pool wide: meters
5. Pool depth: meters
6. Production capacity of trout a year: thousand
7. Price of each trout caught: dollars
8. Piñan is located: kilometers
9. There are up to: lagoons

NOUNS, VERBS AND ADJECTIVES

6. Match the sentence halves.

- | | |
|--------------------------------|-------------------------------|
| 1. A noun is a word that | a) describes a noun |
| 2. A verb is a word that | b) refers to a place or thing |
| 3. An adjective is a word that | c) describes an action |

7. Write the words from the box in the correct place in the table below.

town	live	house	walk	truss	El Rosario
exciting	different	have	family	friends	Piñan
visit	see	offer	is-are	wonderful	beautiful

Noun	Verb	Adjective



Unit 1: Tourist places and sports

Lesson 1A: Tourist places

Planning			
Learning objectives	Activities	Key vocabulary	Technique
✓ This lesson will enable learners to talk about tourist places and popular sports.	✓ Describe tourist places. ✓ Identify nouns, verbs and adjectives.	✓ exciting, natural, beautiful, flora, fauna, orchid, housing.	✓ Reading for main ideas. ✓ Scanning for numbers. ✓ Scanning to predict content.

Warm up: Invite students to describe the different places that they can find around their community. Ask a couple of questions and encourage opinions without rejecting any. If there is any volunteer invite her/him to tell you something and write key words on the board to visualise the variety of places that people can visit: waterfalls, rivers, pools, lagoons, etc.

Presentation: Invite students to review the text visually before start doing the activities. Ask them what is the topic about? What is your opinion about the places around your community? Let them focus on the pictures representing different places. Ask them some words related to tourist places and write these words on the board. Then, explain them about nouns, verbs, and adjectives.

Practice: Ask students to read and complete each word and the meaning from exercise 1. Then, make students complete the activity number 2. Encourage them to complete the activities.

Application: Let students read and practice their reading comprehension. Explain students about scanning technique and tell them that this helps learners to find specific information or details in the text. Once the students read the text, let them to complete the activities, 3, 4, 5, 6 and 7.

ANSWERS

1. 1d - 2b - 3e - 4f - 5c - 6g - 7h - 8a - 9i

2.

Answers may vary

3.

Place	Description
San Antonio	variety of flora and fauna, suitable for canyoning
San Jacinto	fruit production
El Rosario	good accommodation, enjoying with family and friends
Pinar	It is like a paradise, lagoons of different sizes, people find forests of wildlife.

4. 1) 50 - 20 - 9,50 - 20 - 8 - 3,50 - 1,50 - 20 - 1,50 - 14,7 - 25

5. 1) 11,50 2) 20 3) 8 4) 3,50 5) 1,50 6) 20 7) 3,50 8) 14,7 9) 25

6. 1b - 2c - 3a

7.

Noun		Verb		Adjective
town	friends	live	offer	exciting
house	Pinar	walk	is-are	different
tree		have		wonderful
El Rosario		visit		beautiful
family		see		

Lesson 18: Sports

Planning			
Learning objectives	Indicators	Key vocabulary	Technique
✓ This lesson will enable learners to learn about sports and this region	✓ identifying different prepositions of movement.	✓ across, under, along, between, around, over, though, away from	✓ Understanding key vocabulary ✓ Scanning specific details

Warm up: Invite students to talk about what is your favorite sport? What is the most popular sport in your community? Ask any volunteer and write on the board all kind sports that students suggest you. Then, bring flashcard about different sports that young people like to do.

Presentation: invite students to look at the picture and establish the topic to the conversation. Ask them Who are the people? Where are they? What kind of sport they are going to do? After they answer the question, explain students about the preposition of movement.

Practice: Let students read the text. Tell students they not to worry about words they do not understand. Encourage them to keep reading when they see new words. Then, help them with the new vocabulary.

Application: Let students read and practice their reading comprehension. First, let them start with the activity number 1 in pairs and then with the activity 3, 4, 5, and 6.

ANSWERS

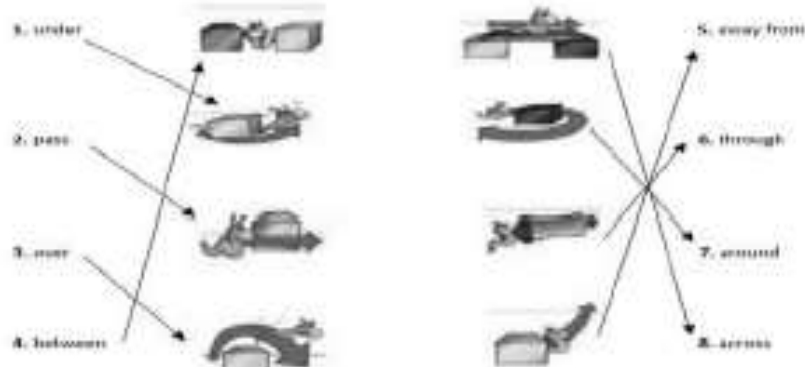
¹ Answers may vary.

2. 3c-3b-3d-4a-5f-6a-7g

1

[illegible]

4



5. 1) under 2) part 3) over 4) along



READING 2

1. Work with a partner and discuss the questions below.

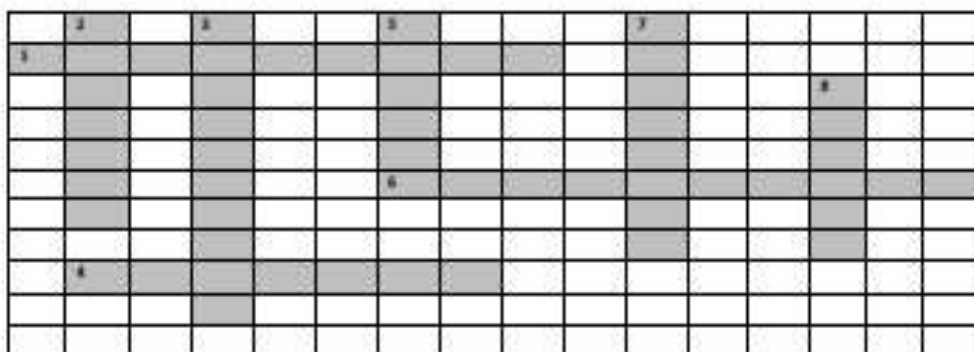
1. Do you play any sports? Why? Why not?
2. Do you like watching sports? If so, which sports do you enjoy watching?
3. Which sports are popular in your community?

2. Match the words (1-7) to their definitions (a-g)

1. a race
2. biking
3. competitor
4. rafting
5. canyoning
6. football
7. gymnastics

- a. the use of a rubber raft to travel with the current of a river, especially as a sport
- b. the sport of riding a bicycle
- c. a competition in which people try to be the fastest
- d. a person, team or company that is competing against others
- e. a game played between two teams of eleven people
- f. sport that uses a cover attached to a seat or bed
- g. physical exercises and activities performed

3. Complete the crossword with the name of some sports.



Across



Down





ADVENTURES IN THE WATER

Every year a group of 10 young people like to go rafting on the Intag river. The route is approximately 2 hours in the river that comes from Pitán and the Cotacachi volcano. This group of fenders have to go under a bridge. Then, they have to go over several rocks that are in the river. Also, this group must go past La Esperanza community. Finally, they have to go along the Cristopamba river until reach the Nangulí pools. This route is an environment of fun, adrenaline and safety.



Prepositions of movement: We use prepositions of movement to describe where somebody or something is going and to give directions.

4. Match each picture to the correct preposition.

1. under



5. away from

2. past



6. through

3. over



7. around

4. between



8. across

5. Read the text. Where do young people have to go when they go rafting? Write the prepositions in the gaps to complete the sentences below.

1. go the bridge
2. go La Esperanza community
3. go several rocks
4. go the Cristopamba river





UNIT 2: Animals

Learning Objectives: Talk about exotic animals.

Reading techniques

- ✓ Read for details
- ✓ Using visuals to predict content
- ✓ Skimming

GETTING STARTED

Look at the photo and answer to questions.

- ✓ Do you know the name of this bird?
- ✓ Have you ever seen this bird? If so, where?
- ✓ What kind of food do you think this bird eats?

Which sentence is true for you?

- ✓ This specie is a cock-of-the-rock.
- ✓ This bird is a sickle-winged guan (Pava de Monte).
- ✓ This kind of bird is a parrot.
- ✓ This is a flytrap - yellow chest (Pecho Amarillo).

<https://www.facebook.com/endeaf.org>

2A

Animals around the communities

READING 1

1. In the following wordsearch, find 10 names of animals that people find around the communities of Cuellaje. Then, write the words that you find. One of them has been made for you.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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

Irregular verb: is a verb that does not follow the usual rules for verb forms. Also known as a strong verb. Verbs in English are irregular if they don't have the conventional -ed ending (such as asked or ended) in the past tense and/or past participle forms.

2. Look at the irregular verbs. Find the three forms of them and put into the correct part of the table (simple present, simple past or past participle). The first one has been done for you.

was/ were	become(x2)	been	begin	choose	eat	spoke		
sleep	wrote	eat	be	became	begun	chosen	ate	written
began	eaten	speak	slept(x2)	write	eat(x2)	spoken	chose	

Simple present (SP)	Simple past (SPt)	Past participle (PP)
sell	sold	sold




3. Read the text and underline key words to know what is the reading about.

THE LIFE OF AN OPOSSUM (raposa)

The opossum known as raposa or zarigüeyas. It is a medium-sized mammal between 15 and 40 centimeters. This is a nocturnal animal that has a long and pointed jawbone. Most of these species live in small burrows far from the village. However, some of them live under old wood houses. This animal is very cunning and voracious. It has an opposable finger that helps him climb trees and hunt chickens, insects, and sometimes catches wild berries such as blackberries, native tree seeds from the region, and guavas.

<https://www.facebook.com/andymf.proano>



Reading for details

This technique helps us to find the information that we need through key words.

4. Read the text again and write true (T) or false (F) next to the sentences below.

1. The opossum is a daytime animal. _____
2. Some of opossums live around the old houses. _____
3. These animals are very cunning and voracious. _____
4. Opossums do not hunt chickens and insects. _____
5. During the night this species try to hunt. _____

5. Read the text again and correct the incorrect form of the verb in bold (SP, SPl, PP).

1. The opossum is **know** as zarigüeyas. _____
2. This nocturnal animal **have** a long and pointed jawbone. _____
3. This animal **are** very cunning and voracious. _____
4. They sometimes **catches** wild berries such as blackberries, native tree seeds from the region, and guavas. _____

Unit 2: Animals

Lesson 2A: Animals around the communities

Planning			
Learning objectives ✓ This lesson will enable learners to identify different animals around the town.	Activities ✓ Identify different animals. ✓ Identify irregular verbs.	Key vocabulary ✓ jawbone, exotic, habitat, hunt, village.	Task/aim ✓ Reading for details.

Warm up: Invite students to talk about animals that there are around the communities. If students feel shy, make a list of animals to propose to some outgoing volunteers and encourage students to participate. Possible list: snake, bear, bird, horse, bull, tiger, lion, monkey, cock-of-the-rock, etc.

Presentation: Ask students: Do you like to see colorful birds? What kind of animals have they seen in the forest? What kind of food do you think these animals eat? Invite any volunteer to write some verbs to describe animals. Check the words on the board and give students the meaning of these verbs. Ask them to read each verb and give them the correct pronunciation. Direct student's attention to the exercise 1 and 2 and give an explanation with examples about irregular verbs.

Practice: Ask students to read carefully each word to their meaning. Make students complete the activity number 1 and 2. Encourage them to complete the activities.

Application: Let students read and practice their reading comprehension. Once the students read the text, let them to complete the activities 4 and 5. Check the answers with the whole group.

ANSWERS

1.

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

2.

Simple present	Simple past	Past participle
sell	sold	sold
be	was/ were	been
become	became	become
begin	began	begun
eat	ate	eaten
choose	chose	chosen
write	wrote	written
speak	spoke	spoken

3. Possible answer: The opossum known as raposa or catigoyas, 15 and 40 centimeters, nocturnal animal, live under old wood houses, climb trees and hunt chickens, insects.

4. 1) F: This is a nocturnal animal. 2) F: Some of them live under old wood houses. 3) T. 4) F: They hunt chickens and insects. 5) T.

5. 1) known 2) live 3) is 4) catch



Lesson 28: A toucan barbet is faster than the sickle-billed guan.

Planning			
Learning objectives	Indicators	Key vocabulary	Technique
✓ This lesson will enable learners to describe animals to enhance comprehension.	✓ Identify comparative adjectives.	✓ faster, smaller, bigger, weightier.	✓ Skimming ✓ Using visuals to predict content

Warm up: Invite two volunteers and bring them in front of the class. Ask the rest of the class what differences the two students have? Start motivating them and give an example, Marco is taller than Andre. Ask them Who is smaller? Who is older? Take note of all the differences that students begin to say.

Presentation: Invite students to look at the picture and discuss with a partner the questions of the exercise 1. Tell students that they will use the technique to find out a general overview of the text. Also, give students an explanation about the use of comparative adjectives and make them take notes.

Practice: Invite students to read all the text silently and make them to underline the words they do not understand. Explain to them when they perform while-reading activities, their concentration is focused on the text because they have to achieve a previously established goal. Also, explain students, the importance of using visuals to predict content. This technique helps readers can use text knowledge including headings, names, pictures, and diagrams and to predict what they are reading or what will happen in the story. After that, make them to complete the activity number 2.

Application: Start a discussion on what is the text about. What did you know about this species? What else can you tell us about these animals? Go over the questions of the exercise 3 and 4. Then, invite students to pay attention to the green chart. Once all that you have explained make students complete the exercise 5.

ANSWERS

1. Answers may vary

2. 1) These animals are between 51 to 64 centimeters. 2) People hunt this type of bird to eat.

3. 1) Because people hunt them. 2) The barbet toucan is faster than the sickle-billed guan. 3) The sickle-billed guan is bigger than the barbet toucan.
4) The sickle-billed guan is weightier than the barbet toucan.

4. a) The barbet toucan and the sickle-billed guan are different in size. b) The barbet toucan and the sickle-billed guan are similar in food.
c) The barbet toucan and the sickle-billed guan are different in habitat.

One-syllable adjective	Two- (or more) syllable adjective	Two-syllable adjective ending with -y	They are neither suffixed with -er nor -est
Adjective + -er + than	more/less + adjective + than	Adjective + -ier + than	Irregular adjectives
1. smaller than	4. more/less common	6. busier than	8. better
2. bigger than	5. more/less beautiful	7. weightier than	9. worse
3. faster than			

5. Answers may vary



A toucan barbet is faster than the sickle-bellied guan.

sickle-bellied guan

READING 1

1. Work with your classmate. Look at the pictures and discuss the questions below.

1. What are the animals in the pictures?
2. Do you have them in your community?
3. Which animal is faster to fly? Why do you think this is?



LEAVING THE FOREST TO SURVIVE

The barbet toucan lives in humid forests. This type of bird is seen in the communities of the Cuellaje town. However, some of these individuals are seen in places where farmers plant tomatoes, naranjilla, granadilla, and other products. In contrast, the sickle-bellied guan lives in the depth forests and fly from one tree to another.

On first sight, both species are similar. The height of the toucan barbet is between 15 to 20 centimeters while that the sickle-bellied guan is between 51 to 64 centimeters long. Both of them have beautiful plumage, feed on insects and tree seeds, and can fly. However, the barbet toucan can fly at high altitude between 11 and 20 meters. Compared to this, the toucan barbet is a faster bird.

So why is the sickle-winged guan leaving its habitat to survive? Size is a factor. The sickle-bellied guan is seen as food for humans. This means that people hunt this type of bird to eat. Therefore, ecologists prohibit the hunting of these types of birds that are being an endangered species.



Skimming: This technique helps us to promote quick and efficient reading in order to get a general overview of the material.

Using visuals to predict content: Readers can use text knowledge including headings, names, pictures, and diagrams and to predict what they are reading or what will happen in the story.

2. Skim the previous text and find two reasons why the sickle-bellied guan is leaving the forest to survive.

3. Read the text again and answer the questions.

1. Why the sickle-winged guan is being an endangered species?
2. Which of the two species is faster?
3. Which of them both is bigger?
4. Which of them both do you think is weightier?

4. Write a sentence for each feature to explain the birds are similar or different.

- a) Size:
- b) Food:
- c) Habitat:

Comparative adjectives: are used to compare differences between the two objects they modify (smaller, faster). They are used in sentences where two nouns are compared, in this pattern: Noun (subject) + verb + comparative adjective + than + noun (object).

Irregular adjectives: They change their form. They are neither suffixed with -er nor -est.

5. Use comparative forms from the table to complete the sentences below.

small	weight	good	fast	
common	bad	busy	big	beautiful

One-syllable adjective	Two- (or more) syllable adjective	Two- syllable adjective ending with -y	They are neither suffixed with -er nor -est
Adjective + -er + than	more/less + adjective + than	Adjective + -ier + than	Irregular adjectives
1.	4.	6.	8.
2.	5.	7.	9.
3.			

6. Write nine sentences using the previous adjectives.

.....

.....

.....

.....

.....

.....



UNIT 3: Customs and Traditions

Learning Objectives: Talk about customs and traditions of Cuellaje.

Reading techniques

- ✓ *Previewing*
- ✓ *Scanning to predict content*
- ✓ *Skimming*

GETTING STARTED

Look at the photo and answer to questions.

- ✓ What type of decoration can you see in the picture?
- ✓ What materials do you think it is made with?
- ✓ Would you buy this decoration? if so, what would you use it for?

What are your two favorite things to do with material from your community? Here are some ideas:

- ✓ clay pots
- ✓ cabuya fiber sandals
- ✓ San Francisco seeds necklace
- ✓ dye clothes with walnut
- ✓ something else?

<http://www.facebook.com/mamituayadadota>

READING 1

1. Match and write the words (1-6) to each picture (a-f).

1. wooden racing cars
2. marbles
3. parade

4. greasy pole
5. stilts
6. spinning top



Previewing

This strategy helps to think about your own experience and opinions on any topic before reading a text.

Preposition ON (date, day): Prepositions of time can tell you about when something happens.

Use on + date/day for example:

We return to school on Monday. / We return on February 08. (on February eighth)

2. Match the cardinal number with the ordinal number. The first one has been made for you.

one
two
three
four
five
six
seven
eight
ten
twenty
twenty-two
thirty
thirty-one

twenty-second
first
sixth
fifth
thirty-first
second
third
eighth
fourth
seventh
twentieth
thirtieth
tenth

3. Read the different celebrations of Cuellaje (1-4) and write in each paragraph (a-d).

1. New Year's Eve
2. Carnival
3. Cuellaje anniversary
4. Pilgrimage of the Virgin del Quinche



a) _____

It takes place the first week of August of each year. These festivals are organized by the parish government. The duration of the festivities is 5 days. Various activities are carried out, such as bullfights, gastronomic fair, horse race and others.



b) _____

It is a tradition to dress like a woman. The men go out to the street. Also, a rag-doll or old year is burned representing the year that ends and at midnight a testament is read where the purposes for the new year are told.



c) _____

This festival is celebrated on November 24th. The devotees of this image take a walk from the Rosario community to the Cuellaje church, located 9.50 kilometers from the town. Catholic people come to this activity to "thank or ask for a special favor."



d) _____

The festival takes place between February and March. It is a party that consists of getting wet and painting the face between friends. Some of them celebrate by throwing flour, eggs or foam. Overall, it is a celebration full of joy, costumes, parades, music, others.



4. Write which celebration do you like most and why?



Unit 3: Customs and traditions

Lesson 3A: Celebrations in Cuellaje

Planning			
Learning objectives	Activities	Key vocabulary	Technique
✓ This lesson will enable learners to learn about traditional celebrations in Cuellaje.	✓ Identify preposition "on" date, day. ✓ Talk about celebrations of the town.	✓ anniversary, rag-doll, fireworks, carnival, parade, greasy pole, stilt, spinning top.	✓ Previewing ✓ Scanning to predict content

Warm up: Students have to talk about traditional celebration in Cuellaje. Bring some pictures about the different festivals and make students guess the correct name of the celebration. Then ask for volunteers to post in front of the class to make a list of the celebrations in Cuellaje.

Presentation: Invite students to read the vocabulary from Exercise 1. Have them look at the pictures of the same exercise and establish the topic of the conversation. Ask: What are these participants doing? What traditional game do you think it is? Have you participated in one of these games? Help students to identify the correct name of each traditional game and give them the meaning of each one. Make them take notes of new vocabulary. Also, give students a brief explanation about prepositions of time and give some sentences using real examples.

Practice: Invite students to test their knowledge of how to write cardinals and ordinal numbers. Call students' attention to the writing and make them to complete the exercise 2. Explain them about the previewing strategy they will use. Tell student that this strategy helps to think about your own experience and opinions on any topic before reading a text. After that, make students to read the different celebrations in Cuellaje to complete the exercise 3 and encourage them to start reading. Tell them that they have to underline unknown words.

Application: Let students read again to complete the exercise 3. Make students work in pairs if they prefer to complete the exercise 4. Finally, remind them the importance of know culture.

ANSWERS

1. 1d - 2b - 3f - 4c - 5e - 6a

2.

one	→	twenty-second
two	→	first
three	→	sixth
four	→	fifth
five	→	thirty-first
six	→	second
seven	→	third
eight	→	eighth
ten	→	fourth
twenty	→	seventh
twenty-two	→	twentieth
thirty	→	thirtieth
thirty-one	→	tenth

3. 1b - 2d - 3a - 4c

4. Answers may vary



Lesson 28: People's trades

Planning			
Learning objectives	Indicators	Key vocabulary	Technique
✓ This lesson will enable learners to talk about people's trades.	✓ Describe different people's trades in Cuernavaca. ✓ Identify the use of must / have to / can	✓ farmers, merchants, raise livestock, raising cattle, wholesale.	✓ Skimming

Warm up: Invite students to discuss the trades of people in this town. Encourage some volunteers to write down on the board all of people's trades and professions. After that, invite students to think about what trades are common in this town. Then circle the trades the students tell you. Have them work in pairs making a small dialogue about what parents do to earn money.

Presentation: Ask students to look the pictures to understand the topic. Ask them what kind of fruits people cultivate in Cuernavaca. Then make students read about what people do to earn money. Also, ask students what profession would they like to become. After that, explain students about the use of must, have to, and can. Give them some examples and make learners to write some examples on their notebook. Also, explain them that in this lesson they will apply skimming technique, it helps students to promote quick and efficient reading in order to get a general overview of the material.

Practice: After students write their examples, have them read the text about people's trades. Make them to read quickly in order to get an idea about the text. Then make students complete the exercise 2. It is optional if you as a teacher make students underline unknown words to enhance their vocabulary.

Application: Let students complete the exercise 3. Then give students time to complete exercise 4 and give them a reward for their effort.

ANSWERS

1. Answers may vary

2. b

3. 1c - 2a - 3d - 4b

4. Answers may vary



READING 2

1. Look at the pictures. Which jobs can you see?



THE HARDEST TRADES

The main economic activities that are carried out in Cuellaje are, 71% of the population is dedicated to agriculture, production such as beans, tree tomato, granadilla, naranjilla, lemon, avocado and sugar cane which are cultivated in this territory. The 6% of people work to the wholesale fruit trade that is commercialized in the cities of Otavalo, Ibarra and Quito. On the other hand, 15% of people are dedicated to raising cattle. The 5% of the inhabitants make domestic activities and the remaining 3% of the inhabitants make panels to sell. These trades are the main sources of money for the people who inhabit this place.

2. Read the text quickly and choose what is the reading about?

a. People's professions

b. Cuellaje people's trades

c. Youth jobs

must / have to / can

These modals are used to say what is possible, not possible, necessary, not necessary, or prohibited.

3. Look at the sentences and match the words in bold with the meanings

1. To become a professional, you **have to** do well at school.
 2. You **don't have to** study in the university to become a farmer.
 3. Merchants **must** know mathematics to make accounts.
 4. You **can** study hard to get good grades.
- a. _____ = this is not necessary
 - b. _____ = this is possible
 - c. _____ = this is necessary
 - d. _____ = this is very strong

4. Choose the two jobs that you think are most common in this town and write two advantages and two disadvantages for each job.

- Bricklayer
- Carpenter

- Farmer
- Plumber

- Truck-driver
- Other

UNIT 4: History

Learning Objectives: Talk about history of Cuellaje and remarkable people.

Reading techniques

- ✓ *Understanding key vocabulary*
- ✓ *Using your knowledge to predict content*



GETTING STARTED

Look at the photo and answer to questions.

- ✓ What character do you think is in the monument?
- ✓ Have you paid attention to what he carries on his back?
- ✓ What work tools can you see in this character?

Answer the questions below.

- ✓ What do you know about your town?
- ✓ Do you know who were the owners of this land?
- ✓ Do you remember the people who have contributed to the development of this town?

READING 1

1. Look at the pictures. Label them with the adjectives from the box.

lively faithful humble attentive happy intelligent friendly calm



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Pay attention to the grammar chart and internalize the information with you classmates.

Verb patterns		
Verbal patterns are grammatical structures formed by two successive verbs and they have special combinations that you need to learn.		
Only gerunds	Gerunds and infinitives	Gerunds after prepositions
You <u>finished doing</u> your project. I <u>imagine travelling</u> to Galapagos Island.	I <u>like cleaning</u> my room. I <u>like to clean</u> my room. He <u>loves to get up</u> early. He <u>loves getting up</u> early.	I went to the cinema <u>after doing</u> homework. My father is thinking <u>of having</u> a new cellphone.

2. Circle the word that completes each sentence correctly. The first one had been made for you.

- She wants buying to buy a new notebook.
- Students are interested in to study / studying languages.
- My father enjoys to play / playing chess.
- They like having / to have friends who care about the planet.
- My brother made a party after to win / winning the race.
- Please stop to make / making that noise!
- My father is planning to visit / visiting to his mother.
- We should avoid to be / being irresponsible of our actions.
- Excuse me! I need using / to use the bathroom.
- Why did not you help me to do / doing the project.
- Alan promised to take / taking me to the cinema.

Understanding key vocabulary

It helps students understand and learn new words, make sense of new vocabulary by integrating it with what they already know.

3. Read about two remarkable people from Cuellaje. Pay attention to the words in bold. Underline the verb patterns.

Have you ever heard something about them? If so, what do you know?

REMARKABLE PEOPLE FROM CUELLAJE



<https://www.facebook.com/RichardGuevara88>

Richard Guevara was born in Cuellaje in 1978. He had a degree in Graphic Design. He was a kind, intelligent and friendly person. He worked in the "José L. Moreno" school for several years. He loved his work. He was a leader who fought for the education of the youngsters of this town. He loved to manage all festivals in this town. In his free time, he liked to travel by bicycle to know new places. He died in 2016 due to a disease.



Efren Angulo was born in Cuellaje in 1964. He graduated as a teacher of Physical Education. He was an active, attentive and strict person. He worked at "José L. Moreno" school. He liked to share time with his students. He loved taking the students to run to the park and make feel them free of the classroom. He loved his people. In his free time, he liked to play soccer with his friends. He died in 2000 due to a traffic accident.



4. Read the text again and complete the information in the table below.

Name	Place of birth	Year of birth/ death	Profession	Behavior	Hobby

Unit 4: History

Lesson 4A: Remarkable people of this town

Planning			
Learning objectives	Indicators	Key vocabulary	Technique
✓ This lesson will enable learners to identify remarkable people of this town.	✓ Describe remarkable people of this town. ✓ Identify verb patterns.	✓ lively, friendly, humble, faithful, happy, attentive, faithful, calm, strict.	✓ Understanding key vocabulary

Warm up: Bring students some pictures related with people who has contribute to the develop of this town. Ask them tell you something interesting about their lives. Monitor the use of adjectives to describe a person. Also, help them the use of verb patterns.

Presentation: Invite students to look at the pictures and let them to read the adjectives of the exercise 1. Help them to translate each word to make clear their meaning. Make students take notes about these words. After that, tell students the importance of understand key vocabulary when they are going to read any text. Also tell this strategy helps students understand and learn new words, make sense of new vocabulary by integrating it with what they already know. Then, direct students' attention to the grammar chart, explain them the different verb combinations with gerunds and infinitives. Ask students to identify these combinations with some main verbs (like, enjoy, hate, prefer, finish, be interested in). Ask them what kind of combination they need to do with these verbs. After that, invite any volunteer to read the grammar chart. Make sure students identify the main verbs. Once students have identified the principal verbs and their combinations, then start explaining that some verbs like love, like and prefer can be follow by a gerund or an infinitive. Give them some examples using these verbs: I love listening romantic music. If you have time make students write their own examples and then check the answers.

Practice: Make students discuss the questions of the exercise 2 before start reading. Ask students some opinions and then ask them to read about two remarkable people. Make them pay attention to the words in bold and help them with the meaning of each word. Ask them to underline the verb patterns that are in the text. Explain the meaning of each verb pattern. Once students have finished this exercise make them read again and make them to complete the exercise 4. Finally, check answers with the whole group.

Application: Make students complete the table of exercise 2 about remarkable people. Encourage students to write their own examples using the combination of verb patterns.

ANSWERS

- 1) a) attentive 2) calm 3) intelligent 4) faithful 5) happy 6) humble 7) lively 8) friendly
- 2) b) studying c) playing d) having / to have e) winning f) making g) to visit h) being i) to do k) to take
3. loved to manage liked to travel liked to share loved taking liked to play

	Name	Place of birth	Year of birth/ death	Profession	Behavior	Hobby
4.	Richard Guevara	Cutiño	1978 - 2014	Graphic Design	Kind, intelligent and friendly	To travel by bicycle to know new places.
	Efraín Angulo	Cutiño	1961 - 2000	Teacher of Physical Education	Active, attentive and strict.	To play soccer with his friends.



Lesson 48: History of Guellaje

Planning			
Learning objectives	Indicators	Key vocabulary	Technique
✓ This lesson will enable learners to talk about history of Guellaje.	✓ Describes ancient events. ✓ Identify structures of simple past.	✓ field, period, territory, land	✓ Using your knowledge to predict content.

Warm up: Let students play the hang man game. Write on the board the name of the first people who lived in this town and their relatives. For example: Alejandro Ayala, Eloiza Álvarez, Esther Ayala, Virginia Ayala or Pedro Varela. Start motivating students by telling them a little about the history of this town. Tell them that Mr. Alejandro Ayala and his wife Eloiza Álvarez were the owners of this town. They were very kind and friendly people. Her children were Virginia Ayala, Esther Ayala and others whose identification is unknown. The only direct family of the owner of the city is Mrs. Esther Ayala, who is still alive and lives with her daughter Elizabeth Varela.

Presentation: Invite students to read the questions of the exercise I and let them to discuss with a partner. Then, explain them the use of simple past is used to talk about things that happened before now. In other words, simple past is about a PAST or FINISHED action at a certain moment or a period in the past using time expression like a week, a month, a year ago / last year, last week, last month / yesterday. For example: / had a meeting last Monday. Also explain the use of simple past with verb TO BE and with the rest of the verbs. Tell them that they can use the verb TO BE in simple past with the following formula (Affirmative sentences) S + was/were + C. Anna was my best friend. (Negative sentences) S + was not / were not + C. She was not my teacher. (Questions) Was / Were + S + C? Were they your classmates? Make students write some examples. Once students have identified the use of simple past with verb TO BE introduce the use of simple past with the rest of the verbs. (Affirmative sentences) S + V-ed + C. My mother visited to my grandfather yesterday. Let's them practice writing their own examples. Next, explain the use of (Negative sentences) S + did not + V (base form) + C. He didn't finish the project. Give them a list of verbs and make them write negative sentences. Finally, explain the use of questions (Questions) Did + S + V + (base form) Did you come to school yesterday? If you have time make students write sentences using simple past with verb TO BE and with the rest of the verbs.

Practice: Let students discuss in pairs the questions of the exercise I. Then, make students to read the text and ask them their opinion about this topic. Ask these questions: What is your opinion about it? Did you know this information about your town? Did you know there was a library in this town? (answers vary)

Application: Let students read again. Ask them to write all verbs in simple past that they found in the previous text. Then, make them to write a short paragraph about something interesting that their parents or grandfathers have told them. Answers will be interesting.

ANSWERS

1.

Answers may vary

2. was - translated - traveled - located - arrived - lived - saw - went - proposed - accepted - built - worked - planted - died - made
wanted - took - started - grew - reached - came - seeded - hired - used - contributed.

3.

Answers may vary



READING 2

1. Work with your partner and discuss the question below.

Where do you think the photo was taken?

Can you recognize that old house?

What do you think that house was used for?



HISTORY OF CUELLAJE

Cuellaje is a derivation of the Chapala language. This language was spoken by the Chechis. "Tucsa" (wealth and treasure) translated into Spanish as Cuellaje. This name was given by a hunter who was the first person to live in this territory.

After a time, Mr. Alejandro Ayala traveled to Cuellaje. He and his entire family arrived to La Esperanza. This place is located 1.5 kilometers from Cuellaje. After several days of reaching this territory, he saw a huge palm with smoke coming out. He went to the site of the smoke and saw the hunter. Alejandro Ayala proposed that all these lands should be sold to him and the hunter accepted to sell him.

Alejandro Ayala built a house made of wood. He and his family lived in this town when it was a territory full of jungle. Several men worked with him. They planted sugar cane, beans, corn, tree tomatoes and potatoes. The owner of these lands was very kind and solidary. When the planted product was ripe, he went to Quito to donate to a church. This trip lasted a week because he went by horse.

When Mr. Alejandro Ayala died, his wife Eloisa Álvarez was unable to manage these lands. So, she took the decision to split up the whole territory in three parts: San Joaquín was given to Yepes family, El Aguacito sector was given to Angulo family and La Esperanza community was to the Panamá family.

Mrs. Eloisa Álvarez hired an architect and made a plan with everything that her husband and she wanted to have in this town, such as the school, a church, and a vigil room. People who came to this town started buying lands at a very low price, like \$50 in today's currency. This is how the city grew until it reached what is today a beautiful town full of friendly people.

So, what worked in the beige house? Many years ago, in this house next to the church there was a library. In this place the students of the "José L. Moreno" School researched and did their homework. When a student needed a book, they used to present their student card to take the book. The person who worked in this place was Mr. Jamil Vargas. A person who contributed a lot to the development of this educational institution.



Using your knowledge to predict content

When making predictions, students envision what will come next in the text.



Simple past: We use simple past to talk about a PAST or FINISHED action at a certain moment or a period in the past: a week, a month, a year ago / last year, week, month / yesterday, In... (past date).

2. Write all the verbs in past which are in the text.

3. Write a short paragraph about something interesting that your parents or grandparents have told you about Cuellaje. You can use some verbs that you already found on the previous text.





GLOSSARY

Vocabulary

Definition

Unit 1

excite (ad)	to make someone have strong feelings of happiness and enthusiasm.
natural (n)	as found in nature and not involving anything made or done by people.
flora (n)	all the plants of a particular place or from a particular time in history.
fauna (n)	all the animals that live wild in a particular area.
orchid (n)	a plant with beautifully coloured flowers that have an unusual shape.
housing (n)	buildings for people to live in.
lagoon (n)	an area of sea water separated from the sea by a reef.
across (adv, prep)	from one side to the other of something with clear limits, such as an area of land, a road, or a river.
under (adv, prep)	in or to a position below or lower than something else, often so that one thing covers the other.
along (adv, prep)	from one part of a road, river, etc. to another.
pass (adv, prep)	to go past something or someone or move in relation to it, him, or her.
race (n)	a competition in which all the competitors try to be the fastest and to finish first.
competitor (n)	a person, team, or company that is competing against others.

Unit 2

jawbone (n)	the bone that forms the shape of the lower part of the face.
exotic (ad)	unusual and exciting because of coming (or seeming to come) from far away, especially a tropical country.
habitat (n)	the natural environment in which an animal or plant usually lives.
hunt (v)	to chase and try to catch and kill an animal or bird for food, sport, or profit.
fast (ad)	moving or happening quickly, or able to move or happen quickly.
small (ad)	little in size or amount when compared with what is typical or average.
big (ad)	large in size or amount.
wood (n)	a hard substance that forms the branches and trunks of trees and can be used as building material.
blackberry (n)	a small dark purple fruit that grows wild in Europe and is usually cooked before being eaten.
seed (n)	a small, round or oval object produced by a plant and from which, when it is planted, a new plant can grow.

Unit 3

custom (n)	a way of behaving or a belief that has been established for a long time.
tradition (n)	a belief, principle, or way of acting that people in a particular society or group have continued to follow for a long time, or all of these beliefs, etc.
marble (n)	a type of very hard rock that has a pattern of lines going through it, feels cold, and can be polished to become smooth and shiny.
parade (n)	a large number of people walking or in vehicles, all going in the same direction, usually as part of a public celebration of something.
stilts (n)	long pieces of wood with supports for the feet on which someone can stand and walk, or long pieces of wood that support small buildings above the ground or above water.
carnival (n)	a special occasion or period of public enjoyment and entertainment involving wearing unusual clothes, dancing, and eating and drinking, usually held in the streets of a city.
farmer (n)	someone who owns or takes care of a farm.
merchant (n)	a person whose job is to buy and sell products in large amounts, especially by trading with other countries.



cattle (n)	a group of animals that includes cows, buffalo, and bison, that are often kept for their milk or meat.
sugar cane (n)	is a tall perennial grass grown in warm temperate to tropical regions in Australia and worldwide.
trade (n)	the activity of buying and selling, or exchanging, goods and/or services between people or countries.
bricklayer (n)	a person who builds walls or buildings using bricks, especially as a job.
plumber (n)	a person whose job is to supply and connect or repair water pipes, baths, toilets, etc.
truck-driver (n)	a person who earns a living as the driver of a truck (usually a semi-truck, box truck or dump truck).

Unit 4

lively (ad)	full of energy and enthusiasm; interesting and exciting.
friendly (ad)	behaving in a pleasant, kind way towards someone.
humble (ad)	not proud or not believing that you are important.
faithful (ad)	firm and not changing in your friendship with or support for a person or an organization, or in your belief in your principles.
disease (n)	an illness of people, animals, plants, etc., caused by infection or a failure of health rather than by an accident.
field (n)	an area of land, used for growing crops or keeping animals, usually surrounded by a fence.
period (n)	a length of time.
territory (n)	(an area of) land, or sometimes sea, that is considered as belonging to or connected with a particular country or person.
land (n)	the surface of the earth that is not covered by water.
owner (n)	someone who owns something.
ripe (ad)	(of fruit or crops) completely developed and ready to be collected or eaten.
vigil room (n)	it allows space for acceptance of what has occurred. Most people experience a sense of peace and spiritual presence pervading the room.
currency (n)	the money that is used in a particular country at a particular time.



References

- http://visitaucellaje.blogspot.com/2016/08/joaquin-la-comunidad-de-san-joaquin-se_29.html
- <https://www.facebook.com/profile.php?id=100016054327013>
- https://www.pinterest.com/pin/702843085569135297/?mz_v1=1&mlr1U3N%2FoaFBo6VH8pou40%2FFUie8927hkm5%2Bp8Nn0V001aPvFr9FFc3Hyba3q
- <https://www.pinterest.es/pin/711216966133843353/?>
- <https://www.slideshare.net/Xfsams/adjectives-11719248>
- <https://dictionary.cambridge.org/es/>
- <https://www.facebook.com/richardguevera>
- <https://www.shutterstock.com/es/image-vector/reading-student-funny-cartoon-vector-character-62757100>
- <https://www.brickfieldidioms.com/info-de-interes-positions-of-movement/>
- <https://h301363blog.wordpress.com/2015/11/19/describing-people/>
- <https://www.facebook.com/ramiro.avilaavila>



CONCLUSIONS

This research was focused on the designing of a guide to reinforce the reading didactic material based on cultural aspects of the 6 de Julio de Cuellaje town. In the development of this study, the literature was reviewed, a detailed field research and a narrative study were carried out on the inhabitants of Cuellaje. Therefore, the conclusions of this research are the following:

- Intercultural Approach, Grammar Translation Method, The Silent Way, The Direct Method, Content Language Integrated Learning (CLIL), all these approaches encourage the development of reading comprehension.
- Learning about culture is an important factor to encourage reading in English and doing activities effectively in class.
- Most of the time, English teachers of the Unidad Educativa "Cuellaje" use the government book as a unique resource to develop reading skills, and unfortunately, they do not use any complementary material to develop this skill. Consequently, the students of this institution do not have a variety of learning resources to improve their reading comprehension.
- Learners of the Unidad Educativa "Cuellaje" have never used extra reading material related to local information.
- Students are interested in reading information associated with their culture and the tourist area.

RECOMMENDATIONS

Some recommendations are based on the results of the research, which allowed the design of reading materials related to local information and the use of appropriate strategies to reinforce students' reading skills. These recommendations are:

- Intercultural Approach, Grammar Translation Method, The Silent Way, The Direct Method, Content Language Integrated Learning (CLIL), must be considered to establish some strategies that could strengthen reading comprehension of the foreign language.
- Culture can be taught through dynamic, pleasant, and fun activities which are presented in the methodological guide.
- English teachers should use different didactic materials according to the needs and interests of the students to improve their performance.
- English teachers and students should share information about their local community to establish a friendly environment.
- English teachers of the Unidad Educativa “Cuellaje” should apply activities that involve information about this town.

GLOSSARY

The following words were derived from the definitions of the following consultation and/or dictionaries, Ezequiel, Education Dictionary, Cambridge Dictionary, and several internet links.

1. **Curriculum material:** Curriculum materials are educational resources that provide curriculum and instructional experiences for preschool through 12th grade (P-12) students. These materials are used by educators to develop curricula and lesson plans and may also be used in actual instructional situations with P-12 students.
2. **Critical thinking:** Critical thinking is a process that aims to analyze, understand and evaluate the way in which the knowledge that is intended to be interpreted and represented in the world is organized, in particular the opinions or statements that in daily life are generally accepted as true.
3. **Culture:** the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.
4. **Didactic:** That which is suitable and suitable for teaching. In reference to teachers can facilitate the learning of others.
5. **Learning:** Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences.
6. **Intelligence:** Intelligence has been defined in many ways, including: the ability of logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving.
7. **Methodology:** The methodology is one of the specific stages of a work or project that starts from a theoretical position and leads to a selection of specific techniques (or methods) about the procedure to perform the tasks related to research, work or project. study of the method by levels.
9. **Skimming:** Skimming is reading rapidly to get a general overview of the material.
10. **Scanning:** Scanning is reading a text quickly to find specific information, e.g. figures or names. It can be contrasted with skimming, which is reading quickly to get a general idea of meaning.

BIBLIOGRAPHY



- European Union and Council of Europe*. (2004). Retrieved from European Union and Council of Europe: <https://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>
- Agency, T. E. (2002, s.f s.f). *Reading Rockets*. Retrieved from Reading Rockets: <https://www.readingrockets.org/article/key-comprehension-strategies-teach>
- Armstrong, P. (2016, 09 06). *Center for Teaching*. Retrieved from Center for Teaching: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- Asmawati, A. (2015, 06 01). *English, Teaching, Learning, and Research Journal*. Retrieved from English, Teaching, Learning, and Research Journal: <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/2409/2323>
- Bala, I., & Etikan, K. (2017, 05 04). *Biometrics & Biostatistics International Journal*. Retrieved from Biometrics & Biostatistics International Journal: <https://medcraveonline.com/BBIJ/BBIJ-05-00149.pdf>
- Cakir, I. (2006, 07 09). *Turkish Online Journal of Distance Education*. Retrieved from Turkish Online Journal of Distance Education: <https://dergipark.org.tr/en/pub/tojde/issue/16925/176666>
- Corbett, J. (2000). *EBook*. Retrieved from EBook: https://books.google.com.ec/books?id=yU6a4xuZ960C&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- Ecuador, M. d. (2016, 03 s/f). *Educacion.gob*. Retrieved from Educacion.gob: <https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf>
- Educación, M. d. (2019, 09). *Currículo de los Niveles de Educación Obligatoria*. Retrieved from Currículo de los Niveles de Educación Obligatoria: <https://educacion.gob.ec/wp-content/uploads/downloads/2019/09/EGB-Superior.pdf>
- Espinosa, A. (2016, 02 17). *Ministerio de Educación*. Retrieved from Ministerio de Educación: <https://educacion.gob.ec/wp-content/uploads/downloads/2017/02/Acuerdo-Ministerial-Nro.-MINEDUC-ME-2016-00020-A.pdf>
- Etikan, I., & Bala, K. (2017, 05 04). *MedCrave*. Retrieved from MedCrave: <https://medcraveonline.com/BBIJ/BBIJ-05-00149.pdf>
- Europe, C. o. (2018, 05 17). *Common European Framework of Reference for Languages*. Retrieved from Common European Framework of Reference for Languages: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bc7b>
- Europe, C. o. (2018, 05 17). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*. Retrieved from Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR): <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>
- Europe, E. U. (2004). *Common European Framework of Reference for Languages*. Retrieved from Common European Framework of Reference for Languages: <https://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>
- Freeman, D. L. (2000). *Techniques and Principles in Language Teaching*. China: OXFORD University Press.
- Garibaldi, E. (2013, s/f s/f). *Skemman*. Retrieved from Skemman: <https://skemman.is/bitstream/1946/15018/1/BA%20EinarG.pdf>

- Hill, J. D., & Björk, C. L. (2008). *ASCD LEARN, TEACH, LEAD*. Retrieved from ASCD LEARN, TEACH, LEAD: <http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language-Acquisition.aspx>
- Kenji, K., & Kathleen, K. (1997, 04 04). *TESL Journal*. Retrieved from TESL Journal: <http://iteslj.org/Articles/Kitao-Materials.html>
- Mehmet, A. (2007, 02 16). *Eric*. Retrieved from Eric: <https://files.eric.ed.gov/fulltext/ED497456.pdf>
- Miao, R. (2015, s/m s/d). *ScienceDirect*. Retrieved from ScienceDirect: <https://www.sciencedirect.com/topics/psychology/second-language-acquisition>
- Ministerio de Educación. (2016). Retrieved from Ministerio de Educación: <https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf>
- Ministry of Education Guyana. (2016, 06 15). Retrieved from Ministry of Education Guyana: <https://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/2036-the-importance-of-learning-materials-in-teaching>
- Miranda, I. (2017, 11 23). *Monografias.com*. Retrieved from Monografias.com: <https://www.monografias.com/docs115/materiales-didacticos-ensegnanza-ingles/materiales-didacticos-ensegnanza-ingles.shtml>
- Morales, P. (2012, 12 13). *Estadística Aplicada a las Ciencias Sociales*. Retrieved from Estadística Aplicada a las Ciencias Sociales: <http://data.evalua.cdmx.gob.mx/docs/gral/taller2015/S0202EAC.pdf>
- n/a. (2019, 09). *Currículos de los Niveles de Educación Obligatoria*. Retrieved from Currículos de los Niveles de Educación Obligatoria: <https://educacion.gob.ec/wp-content/uploads/downloads/2019/09/EGB-Superior.pdf>
- O'Neill, R. (2015). *Unlock Reading and Writing Skills 2*. United Kingdom: Cambridge University Press.
- Ortiz, E. (2018, 09 01). *ProQuest*. Retrieved from ProQuest: <https://search.proquest.com/openview/43554eab6ffaf9bb424a2749ad12562/1?pq-origsite=gscholar&cbl=4400984>
- Sampieri, R. (2014). *Metodología de la investigación*. Mexico: Miembro de la Cámara Nacional de la Industria Editorial Mexicana, Reg. Núm. 736.
- Sowton, C. (2014). *Unlock Reading and Writing Skills 4*. United Kingdom: Cambridge University Press.
- Teaching, V. U. (2018). *Amazonaws*. Retrieved from Amazonaws: https://s3-us-west-2.amazonaws.com/prodengblogs/assets/2018/07/29428436431_170dc675d7_o1.png
- Tomlinson, B. (2011). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press.
- Tsai, Y.-L. (2010, 03 06). *The Impact of Content-Based Language Instruction*. Retrieved from The Impact of Content-Based Language Instruction: <http://old.staff.neu.edu.tr/~cise.cavusoglu/Documents/Advaced%20Research%20Methods/Mixed%20Methods/Tsai%20Mixed%20methods%203.pdf>
- Westbrook, C. (2014). *Unlock Reading and Writing Skills 3*. United Kingdom: Cambridge University Press.
- Wiseman, J. (2018, 07 25). *Pearson, Content and Language Integrated Learning*. Retrieved from Pearson, Content and Language Integrated Learning: <https://www.english.com/blog/content-and-language-integrated-learning/>

ANNEXES

Annex 1: Techniques and instruments

English teacher's interview

	<p style="text-align: center;">UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</p> <p style="text-align: center;">LICENCIATURA EN INGLÉS TRABAJO DE GRADO</p> <p style="text-align: center;">“ENGLISH TEACHING MATERIAL TO DEVELOP READING SKILLS BASED ON LOCAL CULTURAL ASPECTS FROM CUELLAJE FOR 1st YEAR SECONDARY SCHOOL AT UNIDAD EDUCATIVA CUELLAJE”</p>	
<p>Fecha de entrevista: 23 de enero del 2020</p> <p>Entrevistado: Lic. Nancy Zacarias</p> <p>Cargo: Docente de área de inglés</p>		
<p>Objetivo</p> <p>La presente entrevista tiene como finalidad, la recolección de datos para identificar los tipos de material didáctico de lectura que utilizan los docentes de inglés para motivar el aprendizaje, en los estudiantes de 1ero de Bachillerato de la Unidad Educativa “Cuellaje” del cantón Cotacachi, con el propósito de realizar una guía que contenga información local para mejorar las habilidades de lectura de la lengua extranjera.</p>		
<p>Preguntas</p> <p>P1. ¿Utiliza material didáctico para desarrollar habilidades de lectura con sus estudiantes? Sí, generalmente trato de buscar lecturas cortas con vocabulario básico para que los estudiantes puedan entender las lecturas.</p> <p>P2. ¿Qué tipo de material de lectura suele usar con sus estudiantes? A veces uso diapositivas, tarjetas, copias y el libro del gobierno.</p> <p>P3. ¿Alguna vez ha usado material de lectura basado en aspectos culturales locales con sus estudiantes? No, no realmente. He usado los temas del libro del gobierno porque no hay material relacionado con la cultura. Es decir, no hay información del pueblo la cual se pueda dar uso del material.</p> <p>P4. Como profesor de inglés, ¿Qué tan importante cree usted que los estudiantes aprendan inglés basado en la cultura? Bueno, es muy importante porque los estudiantes pueden aprender de su cultura y costumbres para compartir con personas extranjeras.</p> <p>P5. ¿Qué temas le gustaría tener como material didáctico para compartir con sus estudiantes? Tal vez aquí en esta parroquia es importante saber acerca de los recursos naturales como ríos, montañas y lugares turísticos debido a que esta institución les brinda a los estudiantes una educación relacionada con el turismo.</p> <p>P6. ¿Le gustaría tener material de lectura basado en aspectos culturales locales? Sí, porque es importante saberlo. Sin embargo, no hay mucha información sobre esta ciudad, pero si puede diseñar material de lectura con lecturas cortas, será útil para nosotros.</p>		



LICENCIATURA EN INGLÉS
TRABAJO DE GRADO
“ENGLISH TEACHING MATERIAL TO DEVELOP READING SKILLS BASED ON LOCAL CULTURAL ASPECTS FROM CUELLAJE 1st YEAR SECONDARY SCHOOL AT UNIDAD EDUCATIVA CUELLAJE”

Fecha de entrevista: 23 de enero del 2020

Entrevistado: Lic. Cristina Arias

Cargo: Docente de área de inglés

Objetivo

La presente entrevista tiene como finalidad, la recolección de datos para identificar los tipos de material didáctico de lectura que utilizan los docentes de inglés para motivar el aprendizaje, en los estudiantes de 1ero de Bachillerato de la Unidad Educativa “Cuellaje” del cantón Cotacachi, con el propósito de realizar una guía que contenga información local para mejorar las habilidades de lectura de la lengua extranjera.

Preguntas

P1. ¿Utiliza material didáctico para desarrollar habilidades de lectura con sus estudiantes?

Solo uso el libro del gobierno.

P2. ¿Qué tipo de material de lectura usa con sus estudiantes?

Utilizo flashcards, fotos grandes y actividades del libro. Usualmente traigo algunas copias para mostrar a mis estudiantes. La mayoría de las veces uso imágenes debido a que yo enseño a niños de 3°, 4°, 5°, 7° y 8°. Ellos aun no pueden leer apropiadamente y aun no conocen estructuras de oraciones. Sin embargo, a los estudiantes de 7° y 8° trato de buscar lecturas cortas con vocabulario muy básico.

P3. ¿Alguna vez ha usado material de lectura basado en aspectos culturales locales con sus estudiantes?

No, no realmente, porque no hay información relacionada con esta parroquia. Además, porque me concentro en el plan de estudios y los temas del libro. A veces, es difícil terminar estos temas. Al momento de evaluar la habilidad de lectura, trato de buscar lecturas con vocabulario simple. Entonces, me doy cuenta si entienden el contenido de la lectura.

P4. Como profesor de inglés, ¿Qué tan importante cree usted que los estudiantes aprendan inglés basado en la cultura?

Desde mi punto de vista, y teniendo en cuenta que los estudiantes estudian turismo, deben conocer información sobre su pueblo y sus comunidades, al menos saber cómo llegar a algún lugar. En el futuro, pueden ofrecer paquetes turísticos porque muchas personas extranjeras vienen aquí y les gusta saber qué lugares turísticos pueden visitar.

P5. ¿Qué temas le gustaría tener como material didáctico para compartir con sus estudiantes?

Tomando en cuenta que los estudiantes estudian turismo, los temas que más útil podrían ser sobre lugares turísticos, historia, y leyendas que las personas mayores suelen contar a los nietos.

P6. ¿Le gustaría tener material de lectura basado en aspectos culturales locales?

Por supuesto, sería bueno. Los estudiantes se sentirán motivados aprendiendo de cosas que una vez les contaron sus abuelos. En especial, los estudiantes de bachillerato son los que deben saber

toda esa información partiendo de la historia de este pueblo. Además, ese material sería muy útil para nuestra institución ya que se enseñará tomando información real y no del internet que a veces escriben cosas que no es verdad con imágenes tomadas en otros lugares, no es lo mismo que alguien investigue y tome fotos reales del lugar y escriba los datos del lugar contados de los dueños de la finca donde se encuentra el lugar o a las personas mayores de aquí de la parroquia.

¡GRACIAS POR SU COLABORACIÓN!



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**



**LICENCIATURA EN INGLÉS
TRABAJO DE GRADO
“ENGLISH TEACHING MATERIAL TO DEVELOP READING SKILLS BASED ON LOCAL
CULTURAL ASPECTS FROM CUELLAJE FOR 1st YEAR SECONDARY SCHOOL AT
UNIDAD EDUCATIVA CUELLAJE”**

Fecha de entrevista: 23 de enero del 2020

Entrevistado: Lic. Margarita Pineda

Cargo: Docente de área de inglés

Objetivo

La presente entrevista tiene como finalidad, la recolección de datos para identificar los tipos de material didáctico de lectura que utilizan los docentes de inglés para motivar el aprendizaje, en los estudiantes de 1ero de Bachillerato de la Unidad Educativa “Cuellaje” del cantón Cotacachi, con el propósito de realizar una guía que contenga información local para mejorar las habilidades de lectura de la lengua extranjera.

Preguntas

P1. ¿Utiliza material didáctico para desarrollar habilidades de lectura con sus estudiantes?

Sí, yo suelo lecturas cortas de acuerdo con la gramática y el vocabulario que los estudiantes ya aprendieron.

P2. ¿Qué tipo de material de lectura suele usar con sus estudiantes?

Bueno, generalmente hago que lean oraciones, lecturas tomadas de internet, copias y hojas de trabajo para enseñarles vocabulario nuevo. Entonces, pueden completar estas lecturas.

P3. ¿Alguna vez ha usado material de lectura basado en aspectos culturales locales con sus estudiantes?

No siempre, pero a veces tengo que enseñarles sobre lugares turísticos. Debido a la necesidad de los estudiantes la institución tiene dos tipos de inglés. Me refiero al inglés aplicado al turismo e inglés con los temas que tiene el libro del gobierno. Por lo tanto, el inglés aplicado con el turismo tenemos que enseñar cómo encontrar un lugar y dar direcciones usando preposiciones. Pero como puedes ver, no sé mucho sobre este pueblo. Sin embargo, tengo que leer la poca información que hay en internet para enseñar a mis estudiantes. Me gustaría decir algo más, algunos estudiantes me han dicho que cuando están haciendo prácticas, tuvieron la oportunidad de hablar con personas

extranjeras y dijeron que no podían hablar debido a la falta de conocimiento, por lo que nos dimos cuenta de que se debe aumentar más horas de inglés.

Cuando enseña sobre lugares locales, ¿Cómo hace trabajar a sus alumnos?

Aunque no sé exactamente dónde está algún lugar, les enseño qué frases usar para que puedan dar información sobre cómo llegar, qué tipo de ropa pueden traer, qué pueden llevar y qué otros lugares están cerca. Cuando hago evaluaciones de lectura trato de buscar las más fáciles para saber si los estudiantes están entendiendo el tema y contenido de la lectura.

P4. Como profesor de inglés, ¿Qué tan importante cree usted que los estudiantes aprenden inglés basado en la cultura?

Bueno, como dice usted, este es un lugar turístico y los estudiantes se dan cuenta de que hay muchas personas interesadas en visitar este lugar. Por ejemplo, gente local y también gente extranjera. Por lo tanto, los estudiantes necesitan y deben saber que tienen alrededor de su parroquia para que puedan guiar a las personas que visitan el lugar.

P5. ¿Qué temas le gustaría tener como material didáctico para compartir con sus estudiantes?

Realmente, este pueblo tiene lugares interesantes y la gente tiene muchas cosas que ver, como tipos de animales, flores, ríos y montañas. Sería bueno que haya información sobre todos los lugares turísticos que tiene cada comunidad, porque en todas las comunidades hay diferentes lugares que a veces los estudiantes no saben que existe.

P6. ¿Le gustaría tener material de lectura basado en aspectos culturales locales?

Sí, será una clase dinámica. Los estudiantes disfrutarán aprendiendo de su cultura. Hoy en día, solo les enseñamos información tomada de Internet y, a veces, esa información no es cierta. Porque no es lo mismo si les muestro una cascada tomada de otro lugar en vez de mostrar una foto tomada de cualquiera de las cascadas que tienen las comunidades. Además, la historia de este pueblo. Con ese material, se podría comenzar en español y luego hacer que traduzcan. Será genial e interesante.

¡GRACIAS POR SU COLABORACIÓN!

1st level students' survey

CUESTIONARIO

Estimado (a) Participante:

El presente cuestionario tiene como propósito la realización de un trabajo de investigación sobre el tipo de material didáctico que el profesor de inglés utiliza en sus clases para reforzar este idioma y si este material didáctico contiene información sobre temas locales. Se le solicita además que concentre su atención en cada una de las preguntas estructuradas y abiertas para que cada respuesta sea fiable y confiable.

Instrucciones:

Existen de 3 a 7 alternativas de respuesta, responda según su apreciación.

- Señale con una **equis (X)** en la casilla que crea correspondiente
- Asegúrese de marcar una **sola alternativa** para cada pregunta
- Por favor, **no deje ningún ítem sin responder**
- Si surge alguna duda, consulte al encuestador

1. ¿Cuántas horas de inglés tiene a la semana?

- ☐ 7 horas
- ☐ 6 horas
- ☐ 5 horas
- ☐ Menos de 5 horas

2. ¿Utiliza su profesor material de lectura en las clases de inglés?

- ☐ Si
- ☐ A veces
- ☐ No

3. ¿Qué tipo de recursos didácticos de lectura se utiliza en sus clases de inglés?

- ☐ Libros
- ☐ Carteles
- ☐ Cuentos
- ☐ Revistas
- ☐ Copias
- ☐ Organizadores Gráficos

4. ¿Qué tan satisfecho se siente con el material de lectura que comparte su profesor en las clases de inglés?

- ☐ Muy satisfecho
- ☐ Satisfecho
- ☐ Indiferente
- ☐ Poco satisfecho
- ☐ Insatisfecho

5. ¿Ha utilizado material de lectura en inglés referente a su parroquia?
- ☐ Si
☐ No
6. ¿Qué tan importante considera usted aprender cosas de su propia parroquia o comunidad en inglés?
- ☐ Es muy importante
☐ Es importante
☐ Regular
☐ Es poco importante
☐ No es importante
7. ¿Le gustaría leer cosas de su parroquia en inglés?
- ☐ Si
☐ No
8. ¿Le gustaría usar material didáctico que contenga información sobre su parroquia?
- ☐ Si
☐ No
9. ¿Qué temas sobre su parroquia le gustaría conocer en inglés? Puede escoger 5 ítems.
- ☐ Lugares turísticos
☐ Deportes
☐ Animals
☐ Historia
☐ Leyendas
☐ Comida tradicional
10. ¿Ayudaría a elaborar este material didáctico para su escuela y parroquia?
- ☐ Si
☐ No

¡Muchas gracias por su colaboración!

Annex 2: Socialization's documents

Permit office



Ibarra, 2 de Enero de 2020

Licenciada
Elizabeth Varela
Rectora de la Unidad Educativa "Cuellaje"
Presente

Estimada Licenciada:

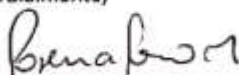
Reciba un cordial saludo. La presente carta tiene como objetivo informarle que la estudiante Suárez Poso Dayana Ruby, con cédula de identidad 1003628896 de la Universidad Técnica del Norte de la Carrera de Licenciatura en Inglés, se encuentra realizando su trabajo de investigación para titulación. El tema de este trabajo es "Historical Rescue of Local Cultural Aspects and Places of Interest from Cuellaje – Intag to Develop English Learning Material" (Rescate histórico de aspectos culturales locales y lugares de interés de Cuellaje - Intag para desarrollar material de aprendizaje de inglés), y se relaciona con el proceso enseñanza-aprendizaje del idioma Inglés. En tal virtud, solicito su autorización para que la mencionada estudiante recabe información en la institución que usted dirige para sustentar su investigación.

Se garantiza que los aportes de todos los miembros de la institución serán anónimos y tendrán uso y destino exclusivamente académico. Además, este estudio no conlleva ningún riesgo, el participante no recibirá ningún beneficio o compensación económica por su contribución. Como aporte a la institución educativa, se garantiza también el pleno derecho de los participantes a conocer los resultados de esta investigación, en tal virtud la estudiante se compromete a retribuir los siguientes productos:

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

Si tiene alguna pregunta sobre esta investigación, se puede comunicar con la Dra. Lorena Toro Mayorga docente de la asignatura de Trabajo de Grado al correo electrónico: ltoro@utn.edu.ec.

Cordialmente,


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





Universidad Técnica del Norte

Carta de Consentimiento Informado

Se me ha informado a las autoridades de la Institución la realización de la investigación titulada "Historical Rescue of Local Cultural Aspects and Places of Interest from Cuellaje - Intag in order to Develop English Learning Material" (Rescate Histórico de Aspectos Culturales Locales y Lugares de Interés de Cuellaje - Intag para Desarrollar Material de Aprendizaje de Inglés) correspondiente a la estudiante de pregrado Suárez Poso Dayana Ruby.

La colaboración solicitada consiste en responder una encuesta que le tomará alrededor de 15 minutos, para ello, le informamos lo siguiente:

1. La colaboración será totalmente libre y voluntaria, y la puede suspender en cualquier momento, sin que esto traiga ningún tipo de consecuencias negativas para usted, ni la Institución educativa.
2. Este estudio no presenta riesgos identificables para su integridad física o psicológica.
3. Los datos solicitados para la aplicación de este cuestionario son anónimos, serán manejados bajo absoluta confidencialidad y los nombres de los participantes no aparecerán en ninguna parte del estudio o publicación de sus resultados.

Nombre: Lic. Elizabeth Varela

Fecha: 23-01-2020

Firma



Topic modification

UNIVERSIDAD TECNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

Universidad acreditada Resolución Nro. 001-073-CEAACES-2013-13 IBARRA-ECUADOR

H. CONSEJO DIRECTIVO

Resolución 59 -20 - HCD

El H. Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología en sesión ordinaria de 29 de enero de 2020, trató el of. s/n, referente a modificación del tema de trabajo de grado, al amparo del Art. 38 numeral 11 del Estatuto Orgánico, RESOLVIÓ:

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

TÉMA APROBADO
"ENGLISH TEACHING MATERIAL TO DEVELOP READING SKILL BASED ON LOCAL CULTURAL ASPECTS FROM CUELLAJE-INTAG FOR 1st. YEAR SECONDARY SCHOOL".

NOTIFIQUESE. - Con el contenido de la presente Resolución a la Srta. Dayana Suárez Poso, autora del trabajo de grado y estudiante de la carrera de Ingles.

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

Particular que comunico para los fines legales pertinentes.

Atentamente,
CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO


Dr. Ricardo León
SECRETARIO JURIDICO
Anexo. Documentación


Msc. Raimundo López
PRESIDENTE HCD-FECYT



Annex 3: Photographs



Options of tourist places offered by Cuellaje town



Unidad Educativa "Cuellaje"



1st secondary students' survey