



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

MODALIDAD PRESENCIAL

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de
Licenciada en Ciencias de la Educación

Mención: Inglés.

Theme:

“CULINARY HERITAGE AND THE INTI RAYMI FESTIVAL”.

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Ambato – Ecuador

2020-2021

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CERTIFY:

I, Edgar Guadia Encalada Trujillo holder of the I.D. No.0501824171, in my capacity as supervisor of the Research dissertation on the topic: **“CULINARY HERITAGE AND THE INTI RAYMI FESTIVAL”** investigated by **Lissette Paulina Chango Cerón** with I.D No. **050332987-2** confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it, is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



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DEDICATION

TO:

God for his unconditional love and for leading me on the path of good throughout my life; my beloved parents, siblings and especially to my wonderful daughter Emily Valentina, who is my inspiration, at her tender age was my companion for long days of study, and it gave me the strength to resume my studies, you motivated me to keep going and fulfill this goal so longed for the people who love us.

Family no matter the circumstances we always have and always will be there for each other.

Your smile makes me very happy; princess of God.(E.V)

Lissette

ACKNOWLEDGMENTS

TO

God who is my guide and has given me many blessings throughout my life: faith, health love and happiness but above all he has given me a beautiful family to which I am thankful.

My beloved parents Luis and Piedad who are my example of work, dedication and always they have educated me with love and patience. Thanks daddy, mommy for having led to achieve what seemed impossible.

My worshipped siblings Vane, Sol and Junior who have been the best friends I have ever had and the most wonderful gift that God gave me.

I express my sincere thanks to Mg. Edgar Encalada Trujillo, tutor of my research work who with motivation, support and patience, has helped me to carry out this investigation. Also I express my thanks to the sweet Mg. Cristina Jordán Buenaño and patient Mg. Marbella Escalante, I will always regard you as excellent teachers.

I want to deeply thank to my Universidad Técnica de Ambato and teachers who have shared their knowledge and wisdom.

My gratitude to each of you.

Lisette

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ABSTRACT

Theme: “Culinary heritage and the Inti Raymi festival”

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Date: August ,1st ,2020

The objective of this research is to help students academically to increase cultural awareness, identity and vocabulary according to the curricular axis one from the English Ecuadorian curriculum titled “Communication and cultural awareness” that is comprised of two aspects: Intercultural Awareness and identity. Generally, students will develop wider perspective of reality as well as cultural sensitivity of Ecuadorian traditions. On the other hand, Ecuador keeps gastronomic and cultural traditions in a large part of their indigenous communities, the culinary heritage representative is in its typical food and preparations containing native legumes vegetables and animals. Therefore, this research project investigates the relationship between Culinary Heritage and the Inti Raymi in the acquisition of food vocabulary at Escuela Particular Eugenio Espejo, Ambato – Tungurahua. The 20 students are in ninth grade and they learn English as a foreign language. The effectiveness of this research was based on qualitative-quantitative approach, an information survey of students was carried out to measure the level of knowledge about traditional that is part of the gastronomic heritage. This investigation developed a gastronomic inventory of the preparations that are made during the festivity, beginning with a survey of information through the quantitative method, after obtaining this information the (tam) methodology was applied to measure the technological acceptability of the website that contains five gastronomic inventories of the preparations that are made during Inti Raymi festival.

Key words: culinary heritage, Inti Raymi, English language

INTRODUCTION

It is important to state that currently students are unaware of such important topic that are part of our cultural identity, so this investigation contributes to the educational area in our country in order to increase cultural awareness and identity. For this reason, the present research work has been carried out with the theme **CULINARY HERITAGE AND THE INTY RAYMI FESTIVAL** This present investigation consists of four chapters; each one has straight relation to the subject to be investigated.

Chapter I

This chapter contains the investigative background, which serves as a guide for the development of the present research. In addition, it establishes the general objective and three specific objectives that are that has been achieved in the development of this research work.

Chapter II

In this chapter it is explained materials and methods used for the development of the research, it also describes the research approach, type or research, population information collection and data analysis that have been used assertively in order to achieve the objectives.

Chapter III

Results and discussion describes the analysis and data interpretation of results obtained in student's surveys in order to determinate the verification of the hypothesis. The results of the research presented in chapter III are related to the operationalization of the variables, the graphics and tables were designed based on the information provided and contain the percentages.

Chapter IV

The last chapter but not the least chapter five contains important conclusions and recommendations.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Today in our increasingly globalized world intercultural awareness is more important than ever because “To communicate internationally inevitably involves communicating intercultural as well” (Cakir), 2006, (pag.1). This present research work is carried out to contribute to the educational area because the diffusion of the culinary heritage in our country it has a high cultural significance in our identity as Ecuadorians, knowing that the Inti Raymi it is a traditional festival of our indigenous nationalities and communities. In this way, the research contributes significantly in the learning of the English language through culture. There are no documents in which we find a precise translation of some words that comes from the kichwa language but I would use an equivalent word for each item.

The following research project and the information obtained from some documents are used as the starting point for an analysis of the culinary heritage and the Inti Raymi festival, also this research is focused on culture and education importance that represents the Inti Raymi festivity. Therefore, it is relevant to emphasize that academic articles, magazines, and papers contain similar topics to this work, which had been carried out by different authors whose digital investigation is freely accessible.

Firstly, according to Torres, (2018) in her research entitled *“Investigación del patrimonio cultural gastronómico de la fiesta del Inti Raymi en la localidad de Cayambe”* determines a gastronomic inventory of typical dishes that are made during this famous festivity . Therefore, the researcher applied a quantitative method compiling information, about preparations that are made in this locality. This data analysis was carried out through interviews, in which the researcher stablished a gastronomic inventory of typical dishes

of the Inti Raymi. The research work points to several gastronomic inventory of the dishes, this helped the researcher to conclude that this festivity does not have its own gastronomy, it means that no specific dish was found during the investigation and other typical dishes are consumed during this festivity.

In this way, the research mentioned above is considered very pertinent for this project because it is straight related to both variables that are part of this investigation and contributes significantly with real information and allows us to establish a guide of information about culinary heritage of the Inti Raymi for the development of this work.

Following, the study carried out by Mars, (2010) in her research topic: *"Inti Raymi : A dialogue with Pachamama"*. The author discusses the connection between indigenous identity and cultural rights through the famous indigenous celebration of Inti Raymi. The thesis delimited with a general objective to identify the concepts; indigenous identity, indigenous celebrations and cultural rights. The author describes the concepts as a triangular relationship and firmly related to each other. This investigation reflects on indigenous aspects of identity that indigenous citizens perceive through the culture of indigenous ancestors so the history of this festivity has become a symbol of culinary heritage.

Thus, this research illustrates a process of how indigenous leaders recuperated part of their culinary identity using different elements that are harvested from the field or taken from Pachamama. This concept is an important aspect of daily life in meetings of Ecuadorian communities, there is an example: when animals die; these will be offered to pachamama as a symbol of appreciation for the crops and alimentations they have obtained during the year. As a conclusion indigenous people from the communities has a traditional alimentations during this festivity, which are products of corn, guinea pig and the traditional drink that is call chicha.

The previous research also has a great importance since it has one variable present research project and the author conducted a field investigation because it took place in an Ecuadorian community where the author applied direct observation in order to obtain real information. The conclusions indicate that indigenous food in the Inti Raymi festivity is part of their culinary identity and has a spiritual meaning, they had to go back to their own traditional food in order to recuperate their culinary heritage that is part of their history which is linked to the Inti Raymi festival.

“Los paisajes de la cultura: la gastronomía y el patrimonio culinario” Fusté, (2016) states that culinary heritage “is an element of cultural communication which channels cultural traditions and natural idiosyncrasies of a place “ and adds that “cuisine and gastronomy implies food heritage for the creation of different type of landscapes“ (pg.2). The main objective of this investigation is to make know that gastronomy emerges in different ways, the attractions derived from the culinary heritage are infinite ,with landscapes so diverse. One of the keys for this research is the management of gastronomic appeal that should focus on a solid relationship between culture and heritage, in understanding their passion, learning about the products and later sharing the stories that surround culinary heritage. All of them are motivating factors that helps us to continue with the investigation what culinary heritage really means. It is from this perspective that the objective of the article is built to consider gastronomy as one of the fundamental elements of any culture and to relate the links between food and culture. Consequently, it understands culture as the set of components that make up identity of people.

From the conclusions that the author explains that the relationship between culture and culinary heritage share similar elements such as identity traditions or living expressions inherited from ancestors and transmitted to descendants, such as oral traditions performing arts, social uses, rituals, festive events. Second the description of the culinary heritage as part of intangible cultural heritage of different communities that promotes respect for other ways of life.

Also, the importance of intangible cultural and culinary heritage does not lie in cultural manifestations itself, but in the wealth of knowledge that are transmitted from generation to generation. In addition, the research employs descriptive and bibliographic information as a support. The data collection was done analyzing reflective journals and research by different authors and its approach is qualitative-quantitative since it is based on real data.

This is how can be concluded that culinary heritage is one of the fundamental elements of any culture and gastronomy emerges in different ways. In Ecuador the whole communities help to transmit the knowledge about their culinary traditions during the Inti Raymi festivity. In addition, around our country in schools and high schools that are located in the indigenous communities, organize traditional dances and typical food to celebrate and spread their cultural identity. Culinary heritage is part of intangible cultural heritage of different communities that promotes respect for other ways of life and rescue the values of the indigenous people with celebrations such as the Inti Raymi festival.

1.2 Objectives

1.2.1 General objective

It was possible to achieve the objective of disseminating the use of specific vocabulary about the culinary heritage and the Inti Raymi festival because a group of students in the 9th year at Escuela Particular Eugenio Espejo were exposed to a virtual space that contains information about culinary heritage and the Inti Raymi festival.

1.2.2 Specific objectives

- The objective of identifying Ecuador's culinary cultural strengthening was met because various studies and previous articles related to this theme were found. Consequently, those investigations contained important concepts, information, data and definitions regarding the diffusion of culinary heritage and the Inti Raymi festival and this gave sustenance to the present research project.
- The objective of describing the culinary heritage and the Inti Raymi festival was reached since a survey was applied to the students at the beginning of the research. This allowed to know their knowledge about the topic in order to proceed properly with the application of culinary heritage. Thus through the survey it was found that most students had a low level of knowledge and they are interested in learning about it.
- The objective of developing a virtual space that promotes the use of vocabulary understanding of one's own culture was accomplished through the creation of a web page with learning content. It allowed to learners can become aware of their own cultures by understanding where they come from and will develop a wider perspective of reality.

1.3 Technical – Scientific foundation

1.3.1 Technical –Scientific foundation on the independent variable:

Intangible cultural heritage

According to Unigarro, (2010) Intangible cultural heritage refers to representations and expressions in which people recognize as part of its cultural heritage, it is transmitted through generations and provides a sense identity; thereby fostering respect for cultural diversity and human creativity.

The culinary tradition of Ecuador

The culinary tradition of Ecuador provides a complete sensory experience in each city of the Ecuador. The concept of local food that makes reference to culinary dishes of a geographical area that connects gastronomic culture and the culinary specialties. The cuisine has knowledge and information about culture, traditions and the identity of the different communities López, (2018).

Food Cultural Heritage

Food cultural heritage refers to all processed or cooked products that have a cultural and symbolic importance, it means that each typical dish or food has a story and an important value for a country, a city or a community. Food cultural heritage it refers to natural products with which is prepared using different foods. Thus, ingredients can be part of the natural food heritage; everything that concerns the preparation, knowledge and tradition to prepare typical dish, is considered as a cultural food heritage. Patrimonio, (2016)

Culinary Heritage

The culinary heritage is an element of cultural communication and manifests cultural traditions, it means that gastronomy is social and tourist developed in each place where it promotes. The cuisine and everything related to food is part of the heritage and development of societies anywhere in the world. United Nations Educational, Scientific and Cultural Organization (UNESCO) formally recognizes gastronomy as a category

within the Intangible Culinary Heritage of Humanity, this organization has been beginning to recognize immateriality within the cultural context.

Cultural heritage is not only monuments and collections of objects, this concept also includes traditions or living expressions that have been inherited from ancestors and transmitted to descendants, such as oral traditions, show arts, festive events, knowledge and practices relating to nature and the universe, and knowledge and techniques linked to traditional craftsmanship.

The understanding of the intangible cultural heritage of different communities contributes to dialogue between cultures and promotes respect to other ways of life. The importance of intangible cultural heritage is not all related to cultural manifestation, also cover the collection of knowledge and techniques that are transmitted from generation to generation. The social and economic value of this transmission of knowledge is relevant in each continent, country, region or city. Fusté, (2016).

1.3.2 Technical –Scientific Foundation on the dependent variable:

Inti Raymi

The definition of the kichwa word Inti Raymi has its origin in two words *Inti* means god *sun* and *Raymi* means *festival; god sun festival*. According to Tuaza, (2017)Inti Raymi it is a traditional religious ceremony of the indigenous of South American Andes. This festival was the celebration of the winter solstice and the Inca new year and takes place on June twenty-four to July first. The Inti Raymi contributes to the construction of the multinational state since over time it will stablish as a national festival, commemorated by all Ecuadorians. Tuaza, (2017).

In Ecuador, in the week of July 21 to 25; the Ministry of Culture, the Department of Culture, Government and the ministry of Education organized the celebration of the Inti Raymi throughout the national territory. According to the institutions that sponsor and organize the festival, celebrating this holiday is the way to value indigenous people and to recover the traditions of ancestors.

Typical gastronomy of the Inti Raymi

The definition of typical gastronomy refers that in Ecuador the whole communities help with the preparation of the food, which is really important for these festivities. Next to the community-feeling, also family bonds are getting stronger during the celebrations of Inti Raymi, thus the festival has a huge social meaning. The period of Inti Raymi is the strongest of the year which refers to the harvest period of the communities. This makes clear that the indigenous festival does have a social meaning and in this way Inti Raymi is important for the social bounds between and in the communities.

During the festivity the typical gastronomy is corn (ritual and consumer product) and tubers, such as potatoes, *mashua*, *mellocos*, *ocas* and variety of foods that are obtained from agriculture, in addition, several vegetables such as beans, watercress, quinoa, fruits such as blackberry and uvillas. Merchán & Pinto, (2017).

Around the Ecuador in schools and high schools that are located in the indigenous communities, teachers and students organize the Inti Raymi celebration. For this festivity they interrupt classes because they need time to prepare traditional dances and food. On June 24th, they had the ritual ceremony with the collaboration of the whole community. Tuaza, (2017)

Gastronomic managers

According to Torres, (2018) gastronomic managers are people who live culture and gastronomy from the other side of history, in the author's investigation she found an autonomous group of indigenous women residents of the Chimba community called Dolores Cacuango. This group has more than 35 years of experience preparing typical dishes and preserving the identity and culture of indigenous women, among its mains activities is the preparation of the ancient cuisine of the locality.

Gastronomy of the Inti Raymi festival

Table 1

Gastronomy

Gastronomic preparations	Ingredients
Chicha de jora	jora flour ,cinnamon ,clove,spanish anise,ishpingo
Caldo de gallina criolla	hen,pea,coriander ,carrots,water,salt,potatoes,eggs ,garlic,scallion.
Colada de uchu jacu – mazamorra	uchu jacu flour,sheep meat ,pork rib ,potatoes,carrots,garlic,scallion.tomatoes,corn and lettuce.
Tortillas de tiesto	wheat flour,yeast ,water,butter.
Cariucho	guinea pig , scallion,onion,potatoes,eggs,avocados

Author: Chango, L. (2020)

Source: Descriptive research

CHAPTER II
METHODOLOGY

2.1 Resources

Table 2
Resources

Institutional	Human Resource	Material	Economic
Universidad Técnica de Ambato	Researcher	Notebook, pen, pencil, folders and sheet of papers.	Prints
Facultad de Ciencias Humanas y de la Educación	Research tutor	Internet service, electric light Cd's, laptop, flash memory.	Transportation
Carrera de Idiomas			
Escuela Particular Eugenio Espejo	Authorities, students and teachers from Eugenio Espejo		

Source: General Information
Author: Chango, L. (2020)

2.2 Basic mode of investigation

In this investigation different research methods were used, for the development of each chapter. First, the approach of this investigation is a mix of qualitative-quantitative. It is qualitative, because data collection has been used to discover details that help us explain the level of knowledge that children have in the 9th year according to the proposed theme. Secondly, this research has a quantitative approach because the information and bibliographic sources were analyzed. In addition, a survey with ten relevant question was used to efficiently collect the required information to continue the investigation in order to create a virtual space that promotes the use of vocabulary about culinary heritage and the Inti Raymi festival and comprehend the role of diversity in building Ecuadorian traditions.

2.3 Research Modality

The investigations types used in the present research were Field and Bibliographical research. Field research mainly because the place where the investigation took place was straight with students to analyze the level of knowledge about culinary

heritage and the Inti Raymi festival and then transmit the use of vocabulary understanding of one's own culture.

Having said that the Bibliographical research was used to collect information from different documents such as, books, magazines, newspapers, articles among others resulting in a compilation of information that theoretically supports the Inti Raymi festival and its gastronomy and allowed me to develop this research.

2.4 Level or type research

2.4.1 Descriptive Research:

The realization of this project is required as it helped students to know the importance of the diffusion of the culinary heritage and the usefulness of analyze the intercultural competence about Inti Raymi festivity. Participants will be able to access and disseminate information when learning about the culture of our country.

2.5 Population Sample

2.5.1 Population

To achieve this investigation successfully there were some necessary human resources listed above. A sample of twenty students from Escuela Particular Eugenio Espejo located in Ambato, will be taken into consideration. To be more specific twenty ninth-graders will participate in this study. Their ages ranging from fourteen to fifteen years old, mostly female, as there will be eleven female students and nine male students. One important thing to remark is the fact that students do not manage a good English level because the school has reduced hours of the language.

Table 3
Participants

Teachers	1
Students	20
Total	21

Source: List of students of ninth level
Author: Chango, L. (2020)

2.6 Information Gathering Plan

Some important information and data were collected to reach the objectives of this investigation. The participants of this research were 20 students and one Spanish teacher of Escuela Particular Eugenio Espejo, in which this investigation was applied. All human resources were very helpful in the development of this investigation because they were so collaborative who transmitted their knowledge to evaluate and correct some details that this research work could contain.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter the statistical results obtained from the research are presented, supported by the information obtained through the research instruments and techniques that were proposed in the research methodology for the development of the project. In order to carry out a gastronomic list of the most important food of the Inti Raymi Festival in Ecuador, a previous investigation was carried out that allowed us to learn about the history, tradition and changes that have arisen through time and how these have influenced Ecuadorian culinary heritage during these festivities.

For the development of the analysis of the results of the survey, the most relevant questions of this have been taken into consideration. The level of reliability of the measurement scales has been quantified using an observable magnitude constructed from the n observed variables (Kolmogorov -Smirnov test).

The following statistical graphics and tables were designed based on the information provided and contain the percentages of student's responses surveyed around each question proposed for each variable, this parts describes the questions that were taken from the survey carried out on a sample of 20 students from the Eugenio Espejo Private School. Finally, the information obtained responds to the objectives proposed in the investigation work.

3.2 Data Interpretation

3.2.1 Result of the student's survey

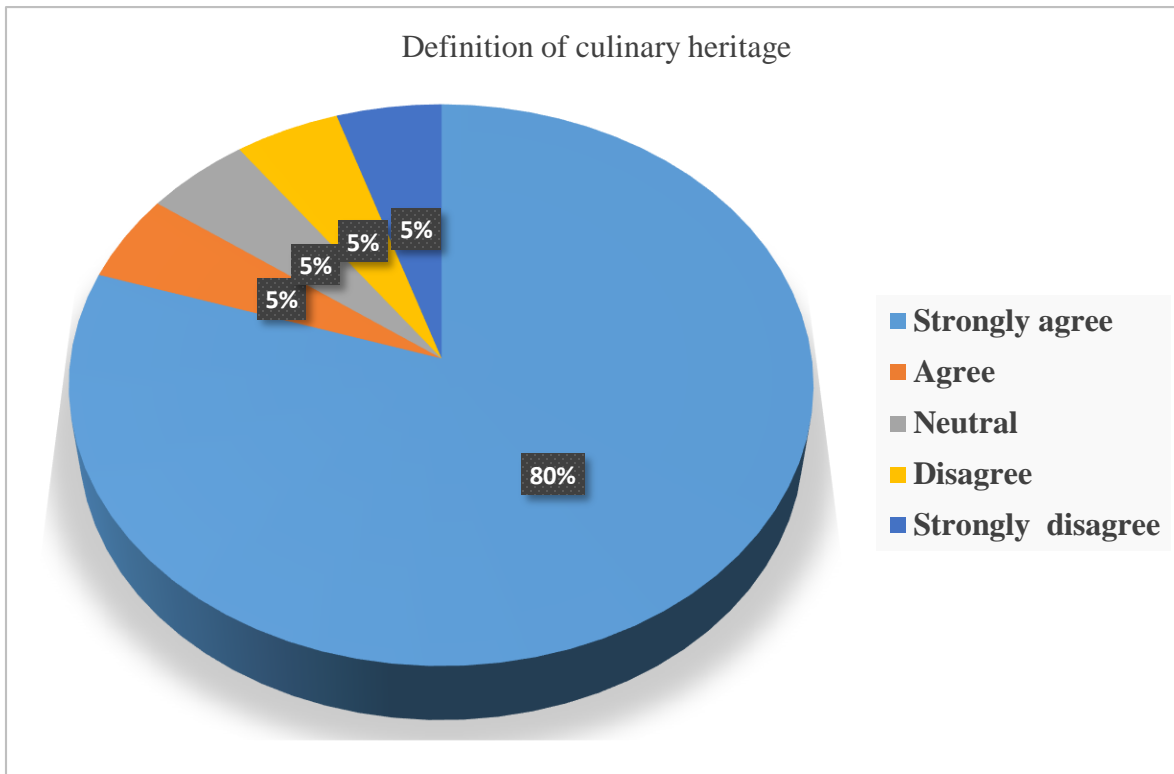
Question 1. Do you consider that the following definition of *culinary heritage* it is correct?

Table 4
Definition of culinary heritage

Alternative	Participants	Frequency	Valid percentage
Strongly agree	16	0,80	80%
Agree	1	0,05	5%
Neutral	1	0,05	5%
Disagree	1	0,05	5%
Strongly disagree	1	0,05	5%
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo

Author: Chango, L. (2020)



Graphic 1. Graphic representation question 1.
Source: Survey addressed to students at Escuela Particular Eugenio Espejo.
Author: Chango, L. (2020)

Analysis and interpretation

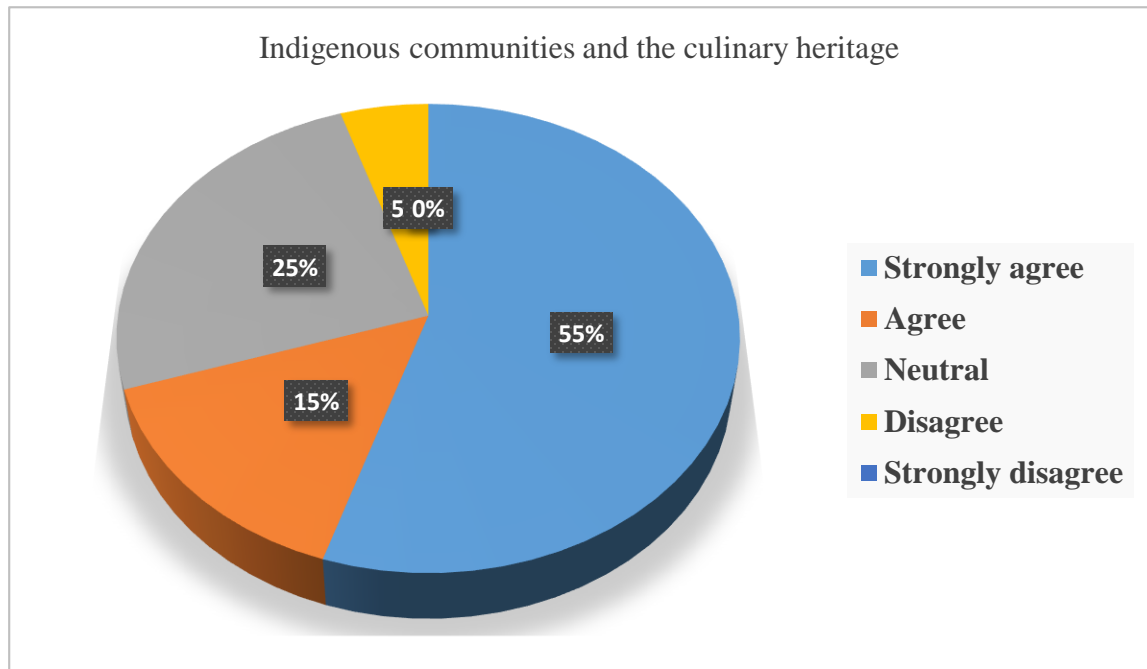
At the end of the analysis of question No. 1 of a total of 20 students surveyed, the following data was obtained: 20% of students strongly agreed with the definition given for culinary heritage; 5% of students agreed with the definition; 5% were indifferent to that; 5% of students disagreed and 5% strongly disagreed with that. As the results show, most students considered that the culinary heritage is an element of cultural traditions, related to food and transmitted through generations. These results clearly demonstrate that students most students are very clear or have heard something about this topic.

Question 2. Do you think that indigenous communities have forgotten the culinary heritage when preparing so many typical and traditional dishes?

Table 5
Indigenous communities have forgotten the culinary heritage

Alternative	Participants	Frequency	Valid percentage
Strongly agree	11	0,55	55%
Agree	3	0,15	15%
Neutral	5	0,25	25%
Disagree	1	0,05	5%
Strongly disagree	0	0,00	0%
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.
Author: Chango, L. (2020)



Graphic 1 Graphic representation question 2.
Source: Survey addressed to students at Escuela Particular Eugenio Espejo.
Author: Chango, L. (2020)

Analysis and interpretation

According to the results obtained in the survey, analyzing question No. 2, the following data was obtained: 55% of students strongly agreed and 15% of students agreed that our indigenous communities have forgotten the culinary heritage when preparing so many typical and traditional dishes ; 25% of students were indifferent to that; and just 5% of students disagreed with that. As these results show, the majority of students admitted that indigenous communities have forgotten the culinary heritage, reason why it is considered important to rescue part of our culture.

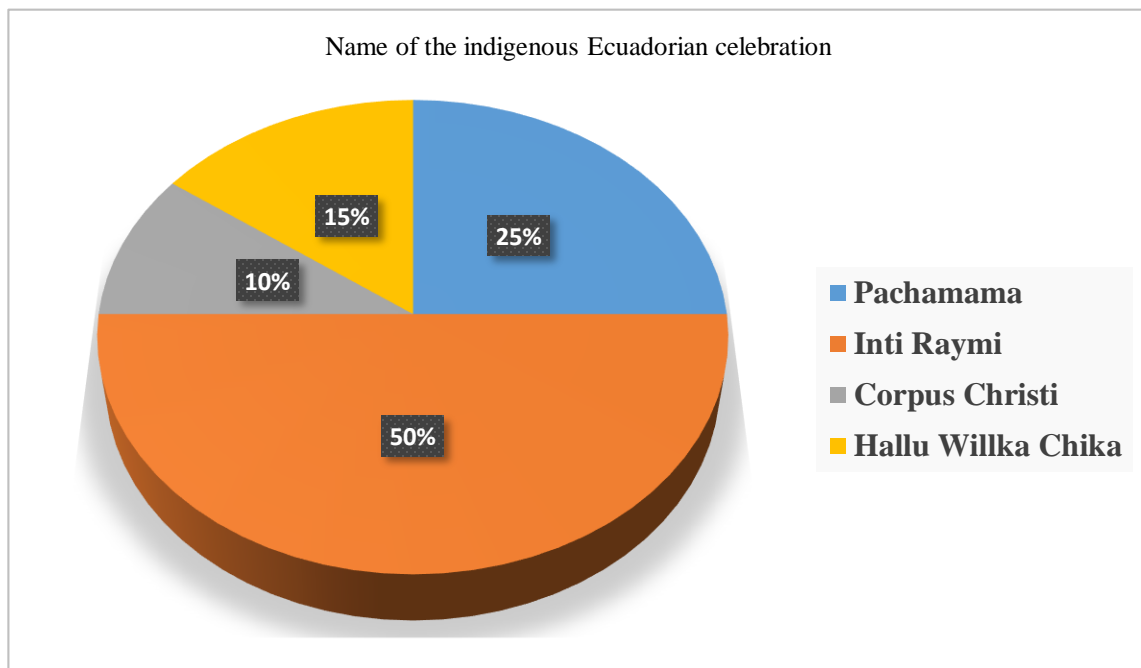
Question 3. What is the name of the indigenous Ecuadorian celebration that takes place on June 27th and in which people thank for the year of harvests and for everything?

Table 6
Name of the indigenous Ecuadorian Celebration

Alternative	Participants	Frequency	Valid percentage
Pachamama	5	0,25	25%
Inti Raymi	10	0,50	50%
Corpus Christi	2	0,10	10%
Hallu Willka	3	0,15	15%
Chika			
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)



Graphic 2. Graphic representation question 3.

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and interpretation

According to the results obtained in the survey, analyzing question No. 3, the following data was obtained: 25% of students took the option Pachamama, 50% of students took the option Inti Raymi; 10% of students took the option Corpus Christy; and just 15% of students took the option Hallu Willka Chika .As these results show, the majority of students know that the name of the indigenous Ecuadorian celebration that takes place on June 27th and in which people thank for the year of harvests and for everything is called Inti Raymi but the other 50% do not know about this cultural topic this is why it is important to promote the Culinary heritage and the Inti Raymi festival.

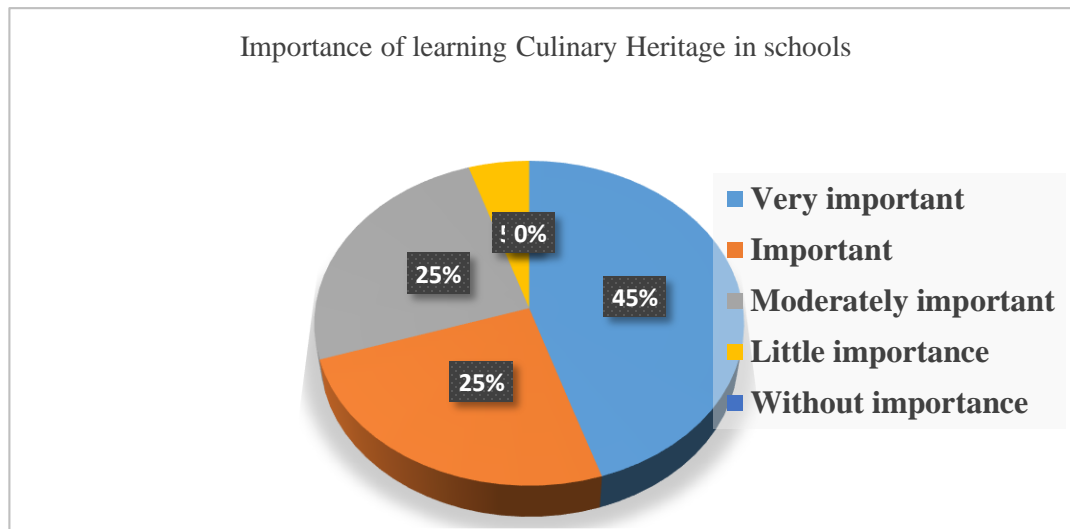
Question 4. How important is learning about our Ecuadorian culinary heritage in schools as part of our culture?

Table 7
Learning about our Ecuadorian culinary heritage in schools.

Alternative	Participants	Frequency	Valid percentage
Very important	9	0,45	45%
Important	5	0,25	25%
Moderately important	5	0,25	25%
Little importance	1	0,05	5%
Without importance	0	0,00%	0%
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)



Graphic 3: Graphic representation question 4.

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and interpretation

At the end of the analysis question No. 4, 45% took the option very important in learning about our Ecuadorian culinary heritage in schools as part of our culture, and 25% of students took the option important; 25% of students took the option moderately; and 5% of students took the option little importance. These results clearly demonstrate that students are interested in learning about our Culinary heritage.

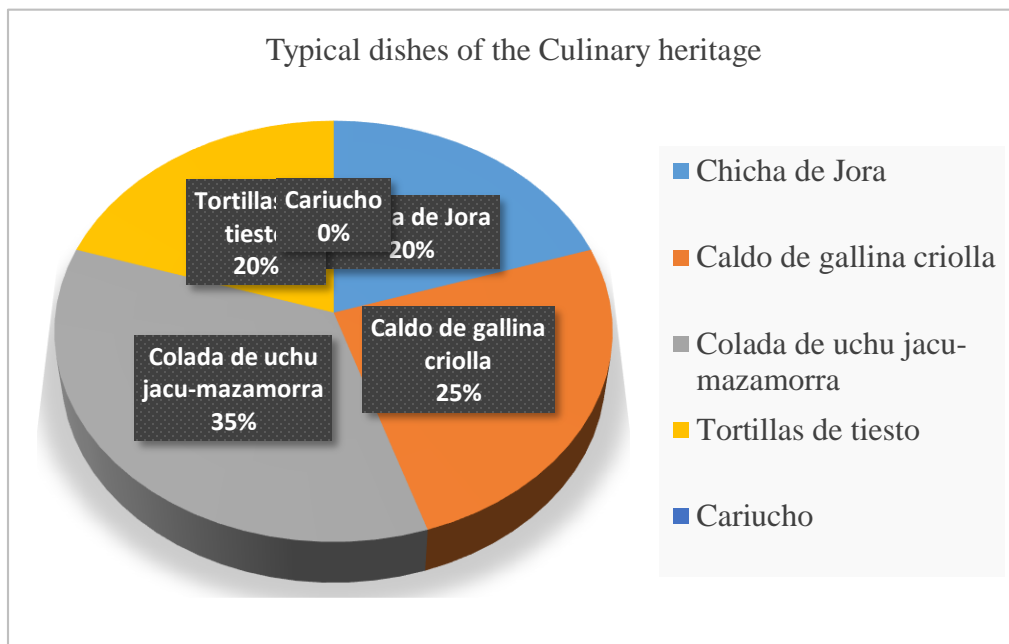
Question 5. Which of the following typical dishes that are part of the culinary heritage is best known for you?

Table 8
Typical dishes of the culinary heritage

Alternative	Participants	Frequency	Valid percentage
Chicha de jora	4	0,20	20%
Caldo de gallina criolla	5	0,25	25%
Colada de uchu jacu-mazamorra	7	0,35	35%
Tortillas de tiesto	4	0,20	20%
Cariucho	0	0,00	0%
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)



Graphic 4 Graphic representation question 5

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and interpretation

With the results of the question No. 5, the following data was obtained: 20% of students took the option Chicha de Jora and 25% of students took the option Caldo de gallina criolla; 35% took the option Colada de uchu jacu-mazamorra; and 20% of students took the option Tortillas de tiesto. According to these results, it is clear that several students know about typical dishes of the Ecuadorian Culinary Heritage.

Question 6. Does your English teacher promote the use of vocabulary related to Ecuadorian’s culinary heritage during the school year?

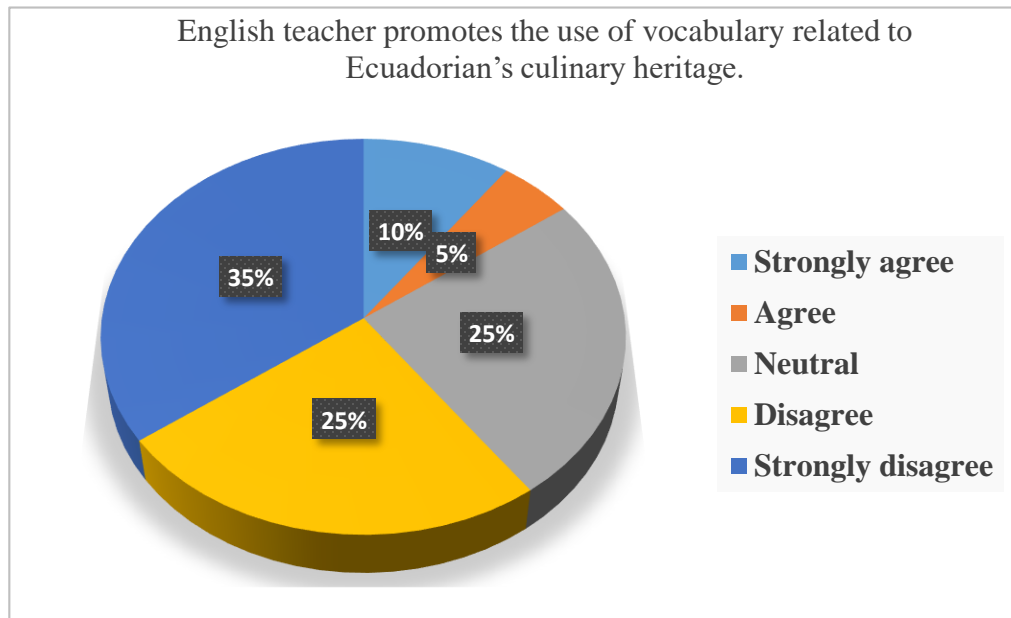
Table 9

English teacher promotes the use of vocabulary related to Ecuadorian’s culinary heritage.

Alternative	Participants	Frequency	Valid percentage
Strongly agree	2	0,10	10%
Agree	1	0,05	5%
Neutral	5	0,25	25%
Disagree	5	0,25	25%
Strongly disagree	7	0,35	35%
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)



Graphic 6. Graphic representation question 6.

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and interpretation

According to the results obtained in the survey, analyzing question No. 6, the following data was obtained: 10% of students strongly agreed and 5% of students agreed that English teachers should promote the use of vocabulary related to Ecuadorian's culinary heritage during the school year; 25% of students were indifferent to that; a 5% of students disagreed with that and 35% strongly disagreed. As these results show, the majority of students admitted that English teacher do not promote the use of vocabulary related to Ecuadorian's culinary heritage during the school year therefore it is important to spread the learning about this topic.

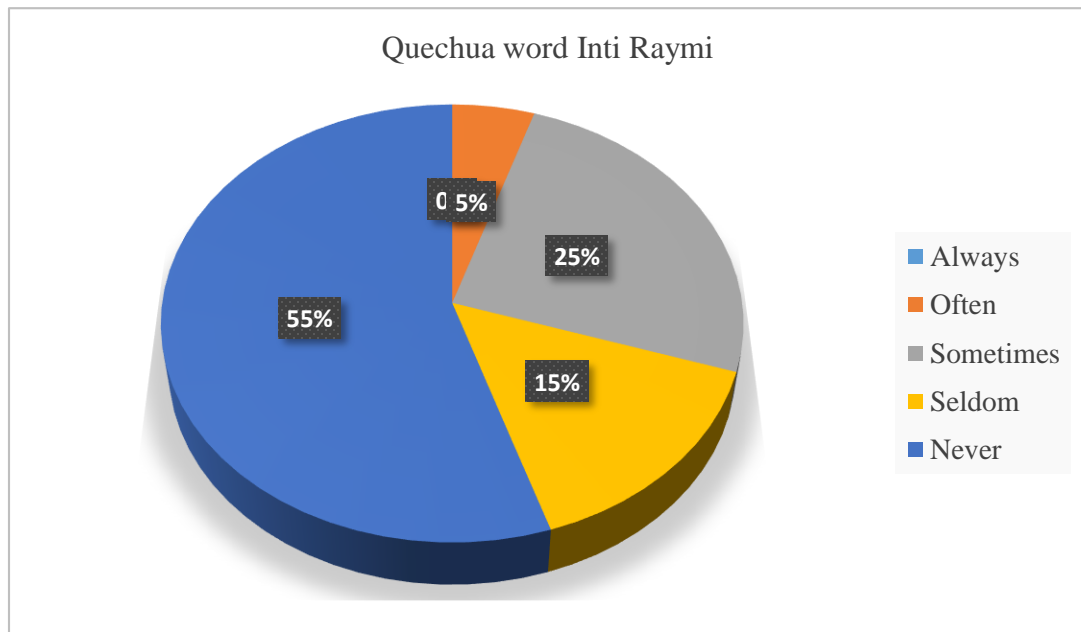
Question 7. How often do you hear the Quechua word Inti Raymi during the school year?

Table 10
Quechua word Inti Raymi

Alternative	Participants	Frequency	Valid percentage
Always 100%	0	0,00	0%
Often 70%	1	0,05	5%
Sometimes 50%	5	0,25	25%
Seldom 10%	3	0,15	15%
Never 0%	11	0,55	55%
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)



Graphic 5.Graphic representation question 7

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and interpretation

The results obtained in the survey, analyzing question No. 7, the following data was obtained: 55% of students said that they never hear the Quechua word Inti Raymi during the school year and 25% of students said that sometimes they hear the Quechua word Inti Raymi during the school year; 15% of students took the option seldom; 5% of students took the option often and 0% said always. As these results show, the majority of students admitted that English teacher do not promote the use of vocabulary related to Ecuadorian's culinary heritage during the school year.

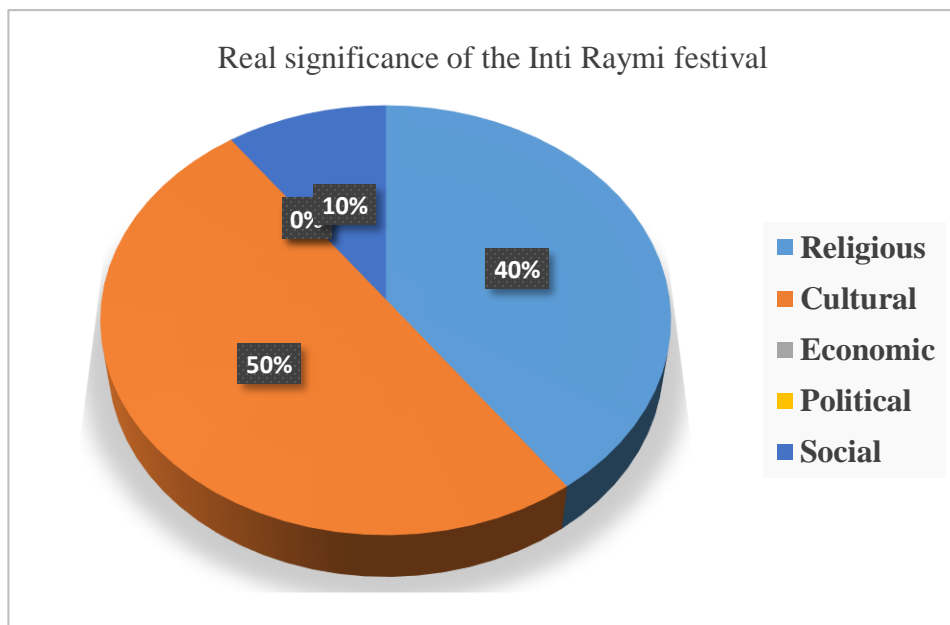
Question 8. What do you think is the real meaning of the Inti Raymi festival?

Table 11

Real significance of the Inti Raymi festival

Alternative	Participants	Frequency	Valid percentage
Religious	8	0,40	40%
Cultural	10	0,50	50%
Economic	2	0,00	0%
Political	0	0,00	0%
Social	0	0,10	10%
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.
Author: Chango, L. (2020)



Graphic 6, Graphic representation question 8

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.
Author: Chango, L. (2020)

Analysis and interpretation

The results of question No. 8 show that 40% of students consider that the real significance of the Inti Raymi festival is religious, 50% of students consider that the real significance of the Inti Raymi is Cultural, while 10% of students consider that the meaning is Social. Hence, based on these results, it is easy to mention that even though many students

consider that Inti Raymi has a cultural significance, the true answer is that the Inti Raymi festival has a religious significance.

Question 9. By which of the following means could be promoted the learning of the different typical dishes that are prepared for the Inti Raymi festival?

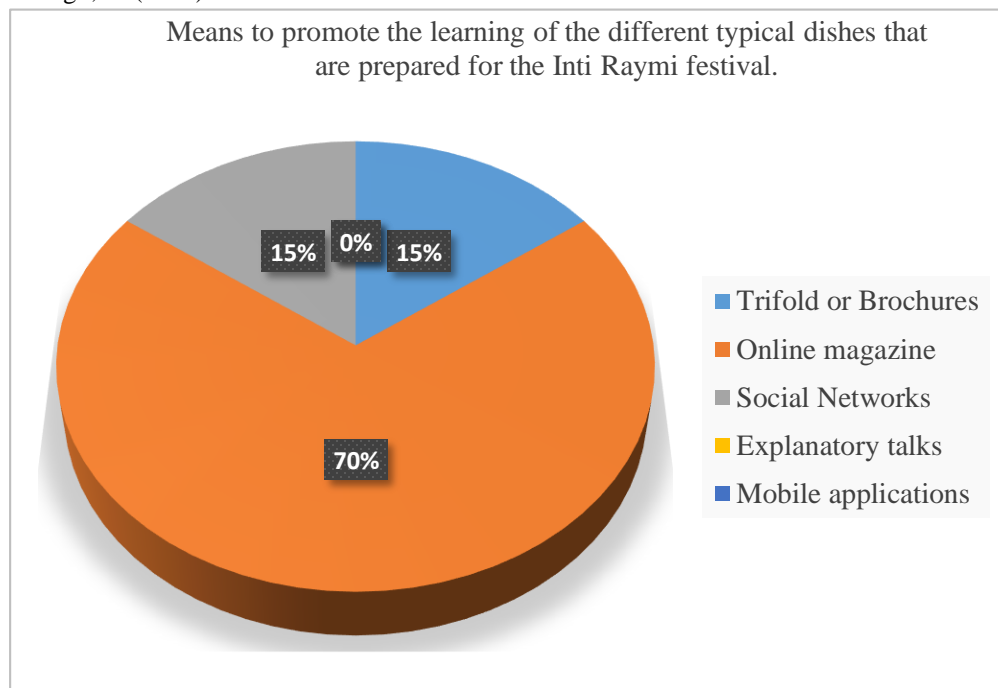
Table 12

Means to promote the learning of the different typical dishes that are prepared for the Inti Raymi festival.

Alternative	Participants	Frequency	Valid percentage
Trifold or Brochure	3	0,15	15%
Web site	14	0,70	70%
Social Networks	3	0,15	15%
Explanatory talk	0	0,00	0%
Mobile applications	0	0,00	0%
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)



Graphic 7.Graphic representation question 9

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and interpretation

The results of question No. 9 show that 15% of students chose the option trifold or brochure, 15% of students chose the option Social networks and 70% chose a web site. Based on these results, it is easy to mention that students prefer the web site resource in order to learn and have a virtual space to find information about Culinary heritage.

Question 10. Do you consider that in your school, subjects related to Ecuadorian culture as culinary heritage and the Inti Raymi festival should be taught using specific vocabulary in English?

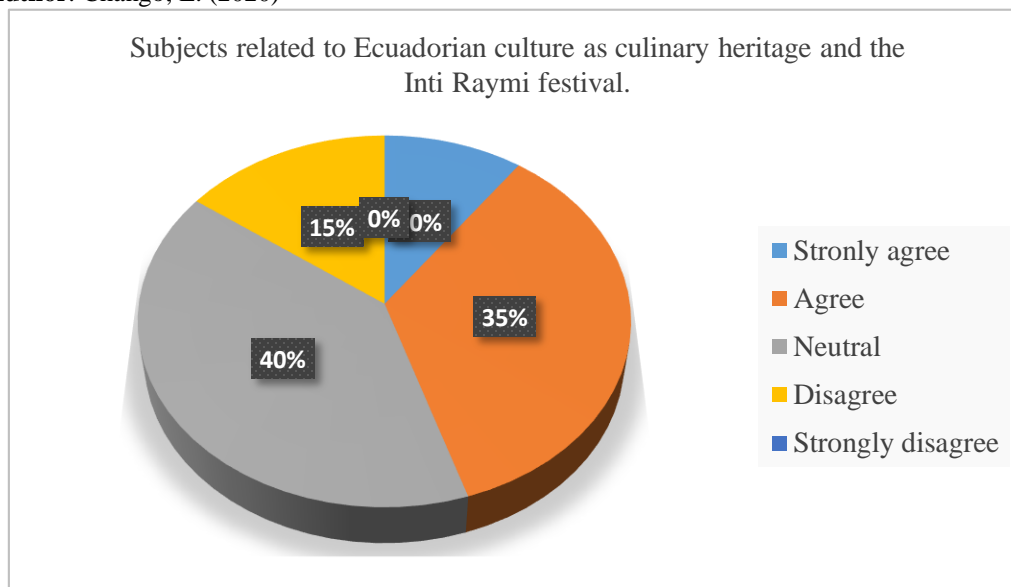
Table 13

Subjects related to Ecuadorian culture as culinary heritage and the Inti Raymi festival

Alternative	Participants	Frequency	Valid percentage
Strongly agree	2	0,10	10%
Agree	7	0,35	35%
Neutral	8	0,40	40%
Disagree	3	0,15	15%
Strongly disagree	0	0,00	0%
TOTAL	20	100	100%

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)



Graphic 10. Graphic representation question 10

Source: Survey addressed to students at Escuela Particular Eugenio Espejo

Author: Chango, L. (2020)

Analysis and interpretation

The results of question No. 10 show that 40% of students are neither able nor unable to consider that in their school, subjects related to Ecuadorian culture should be taught using specific vocabulary in English, 10% of students strongly agreed and 35% of students agreed with that, while 15% of students disagreed. Hence, based on these results, it is easy to mention that even though many students consider that subjects related to Ecuadorian culture as culinary heritage and the Inti Raymi festival should be taught using specific vocabulary in English.

3.1.1. Analysis and discussion of the results of the post-survey

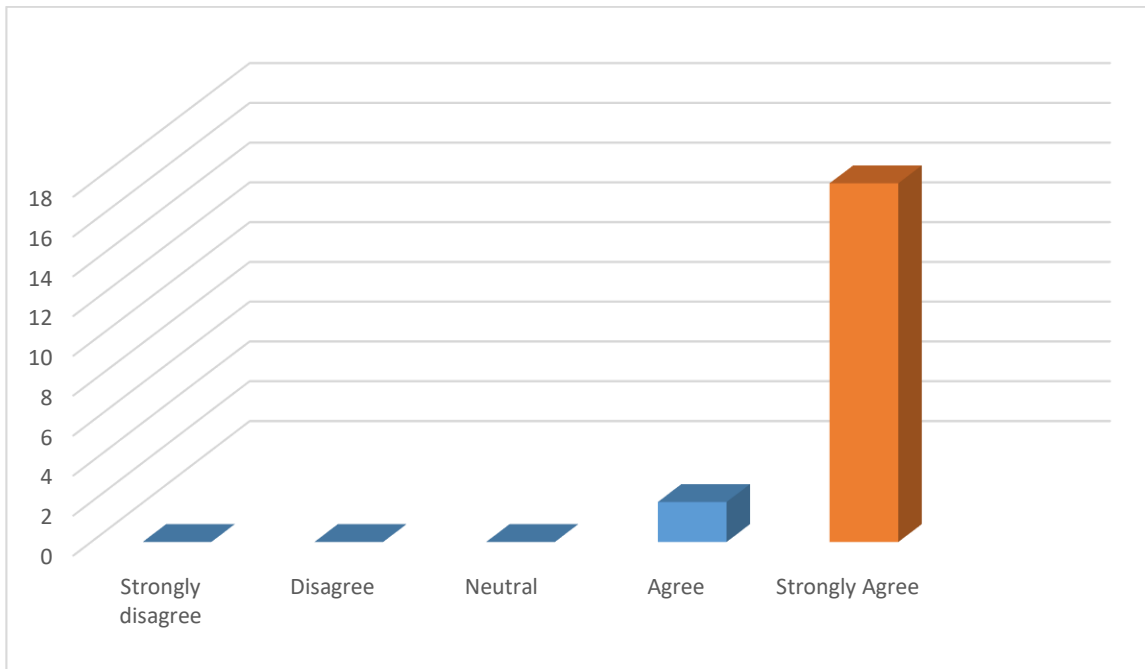
For the development of the analysis of the results of the post-survey, it has been taken in consideration of the TAM (Total Addressable Market). It is a tool about the value of the entire market demand for a product or service in this case is the tool that I applied to know the acceptance of the web site.

After showing the Web site with the topic Culinary Heritage to the surveyed students they answered the following acceptance questionnaire in the range of 1 to 5 considering:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Then 5 relevant questions were taken from the survey and described below.

Question 1. Is the web site useful in learning about Culinary heritage and the Inti Raymi festival?



Graphic 8. Usefulness of the web site in learning about Culinary Heritage and the Inti Raymi

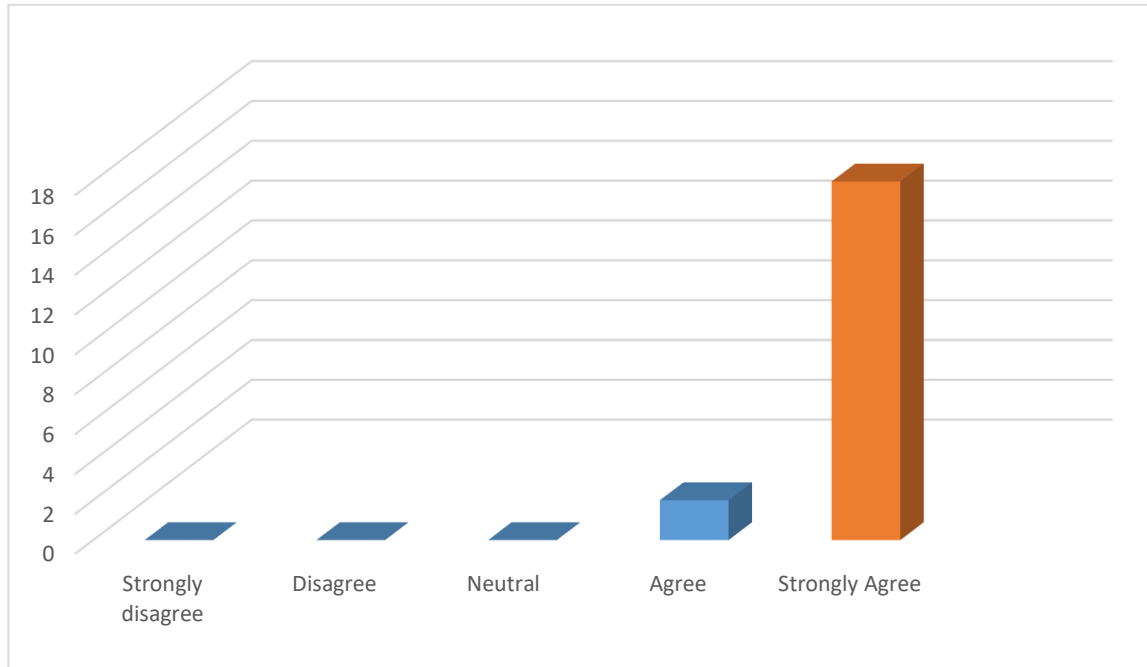
Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and discussion

After analyzing question No. 1, the following data was obtained: Out of a total of 20 students, 18 students strongly agree with the learning about Culinary Heritage and the Inti Raymi festival in terms of the usefulness of the web site, while 2 people agree with the usefulness of it for the learning. It can be said that the web site contributes almost entirely to the teaching.

Question 2. Is it my interaction with the website clear and easy for me?



Graphic 9. Clarity and simplicity of the web site

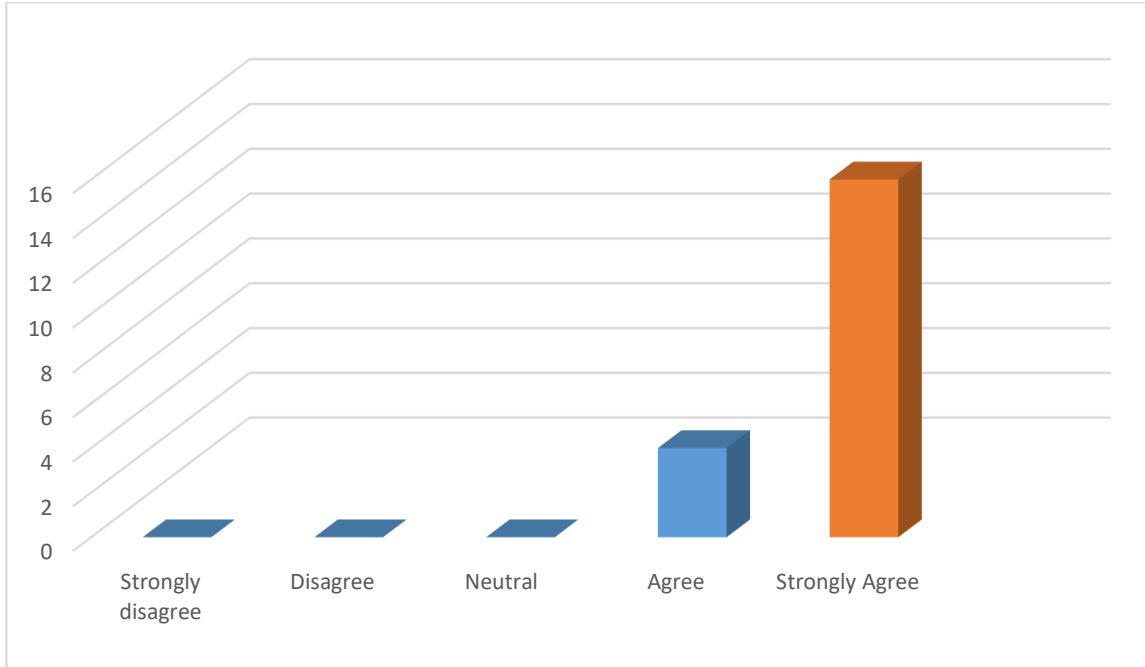
Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and discussion

After analyzing question No. 2: Out of a total of 20 students, 14 are strongly agree with the clarity and simplicity regarding the use of the application, that is, there is no complexity to the 14 students, while 4 students agree with the ease of use and 2 students do not disagree or agree with the ease of the web site. It can affirm that the web site does not have a certain degree of difficulty to access it.

Question 3. Is it a good idea to use the web site for learning about Ecuadorian Culinary Heritage?



Graphic 10. Interesting learning through the website

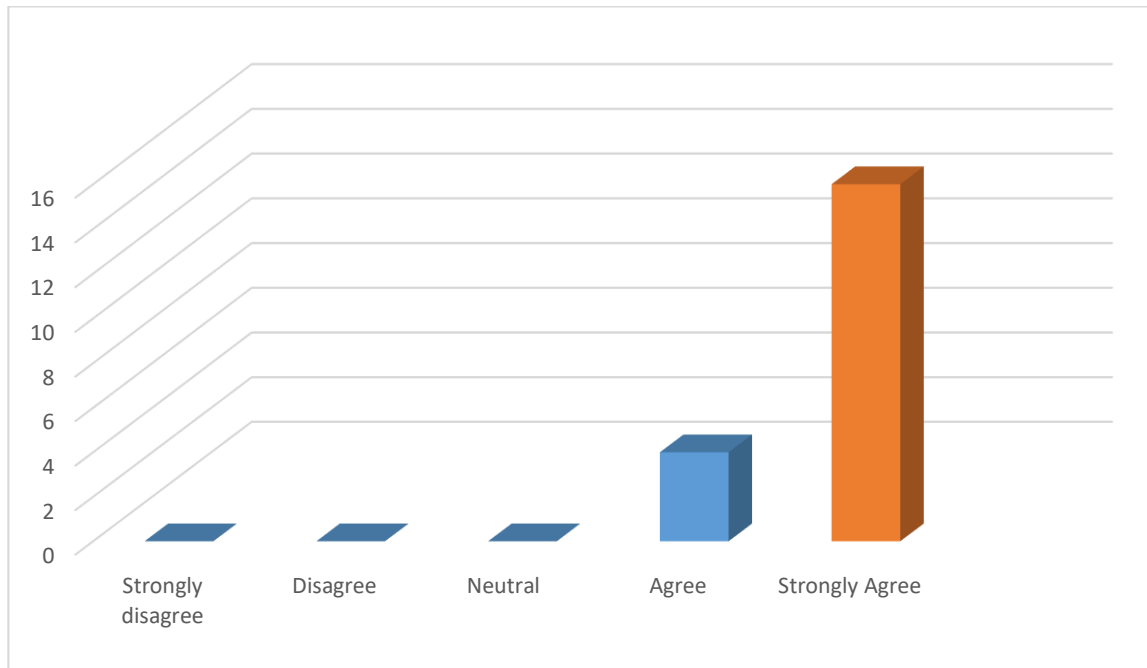
Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and discussion

After analyzing question No. 3 Out of a total of 20 students, 16 students strongly agree with the web site to make learning about Culinary Heritage and the Inti Raymi is more interesting, while 4 students agree. In conclusion the web site promotes meaningful learning in order to appreciate the richness of our culture.

Question 4: Did you like to learn about our identity (typical food that indigenous communities prepare in the Inti Raymi festival) in English Language?



Graphic 11. Learning in English language

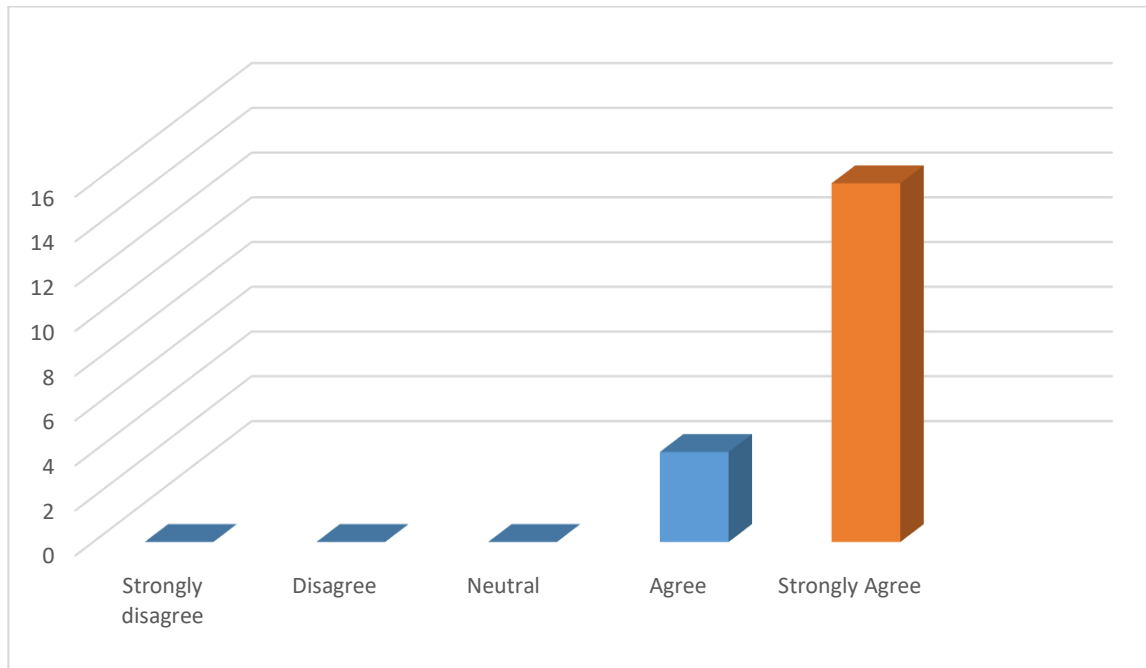
Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and discussion

After analyzing question No. 4 Out of a total of 20 students, 15 students are strongly agreeing with learning about our identity (typical food that indigenous communities prepare in the Inti Raymi festival) in English Language, while 3 people agree and 2 students are neutral. In conclusion to the majority of students surveyed they like to learn about our identity in English Language.

Question 5: Would I recommend using this website for learning to a colleagues or friends?



Graphic 12.Recommendation of using the website to colleagues or friends

Source: Survey addressed to students at Escuela Particular Eugenio Espejo.

Author: Chango, L. (2020)

Analysis and discussion

After analyzing question No. 5, Out of a total of 20 students, 16 students are strongly agreeing to share the web site to colleagues or friends for learning, while 4 people affirm that they agree to share the website. I can say that the web site has achieved a friendly and easy-to-use interface for potential users without the need for a vast knowledge in the use of new technologies.

3.1 Hypothesis verification

The research project has the analysis of two hypotheses, the same that were verified using non-parametric statistics that fit the hypothesis verification. For this investigation a sample was taken intentional probability of 20 students. According to the non-parametric test of Kolmogorov Smirnov from a related sample has the following data as table 14 shows it.

Table 14
Kolmogorov -Smirnov test for one sample

N		N20
	average	0,334
normal parameters	average deviation	163
maximum extreme differences	absolute	,324
	positive	,324
	negative	-,206
test statistic		,324
asymptotic bilateral		,000c
a.the test distribution is normal.		
b. It is calculated from data		
c.Lilliefors significance correction.		

Source: Field research
Author: SPSS Statistics

Table 14 shows the number of the population that was surveyed, that is, N equals 20 students ; within normal parameters an average of 0,334 and a standard deviation of 0.81718; the test statistician identifies a value of & 0.163 ', in turn, the calculation of the bilateral significance is less than 0.05, concluding with this that the null hypothesis is rejected and the alternative hypothesis is accepted, that is, H1: Culinary Heritage and the Inti Raymi festival does promotes positively the use of vocabulary in English language.

Null hypothesis (H₀)

Culinary heritage and the Inti Raymi festival does not promote positively the use of vocabulary in English language.

Alternative hypothesis (H₁)

Culinary heritage and the Inti Raymi festival promotes positively the use of vocabulary in English language.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Ecuador's Culinary cultural strengthening of the Inti Raymi was identified, finding typical dishes such as: chicha de jora, caldo de gallina criolla, colada de uchu jacu –mazamorra, tortillas de tiesto and cariucho, which represent pre-Columbian and pre-Hispanic preparations, the main characteristics of culinary heritage in the Inti Raymi festival refers to the dishes of yesteryear. According to this investigation typical dishes are very similar to our ancestors but with small differences in their preparations.
- The description of the culinary heritage of the Inti Raymi festival was developed through this research work with sources of high academic rigor, with which it was concluded that the Inti Raymi does not have its own or specific gastronomy, however five important preparations were found which are detailed in the website.
- Through the development of a virtual space that contains information about five typical dishes, it can be concluded that the Inti Raymi and its culinary heritage has been transformed into a Catholic celebration, leaving behind its ancestral indigenous identity, introducing religious activities within the festive calendar: also influencing its gastronomic culture.
- The virtual space(website) designed, it is based on the culinary heritage of Ecuadorian indigenous communities and has been created to contribute to the educational area because increase the cultural awareness and identity in students at Escuela Particular Eugenio Espejo according to the curricular thread 1- from the Ecuadorian curriculum, also this will expand tourism proposal and likewise tourist's potential in search of cultural, gastronomic and tourism experiences.

4.2 Recommendations

- With the development of this research work it can be recommended the importance to promote intercultural awareness knowledge using English vocabulary related to Culinary Heritage and Inti Raymi festival, in subjects like history or social at Escuela Particular Eugenio Espejo in order to maintain the preparation of typical and traditional dishes, thus avoid forgetfulness of what is considered food heritage today, working with teachers and parents.
- Generate projects that motivate students and teachers in produce digital platforms to create references for the new generations to comprehend the role of diversity and become aware of our own culture by understanding where Ecuadorians come from and develop a wider perspective of cultural sensitivity.
- Introduce to future students and generations topics such as: traditional gastronomy, culinary heritage, culture and identity employing ingredients and traditions from indigenous communities and forms of ancestral preparation, avoiding alterations or negative changes that may jeopardize the culinary heritage.
- Finally, it is recommended to be very assertive in teaching subjects unknown to students or topics about Ecuadorian's traditions since this cannot be part of their interest, but the teacher looks ways to have a meaningful learning in classroom, in this way cultural sensitivity could be promoted in all students.


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Annex 1 Approval of degree project proposal

**UNIVERSIDAD TÉCNICA DE AMBATO**
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 410-021 / Casilla 101
Ambato-Ecuador

Ambato 19 de noviembre 2019
Res. N° FCHE-CD-3097-2019

Señores/as
Chango Cerón Lissette Paulina
Estudiante de la Carrera de Idiomas, Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

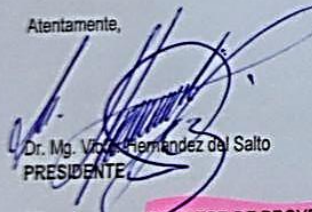
De mi consideración:


Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 19 de noviembre de 2019, en atención al informe favorable de los profesores evaluadores Mg. Dorys Cumbe Y Mg. Cristina Jordán , sobre el tema: "CULINARY HERITAGE AND THE INTI RAYMI FESTIVAL" por usted propuesto resuelve:

DESIGNAR AL DOCENTE MG. EDGAR ENCALADA COMO TUTOR DE LA PROPUESTA DEL TRABAJO DE TITULACION QUIÉN OBLIGATORIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL ART.15 DEL REGLAMENTO PARA LA OBTENCIÓN DEL TÍTULO DE TERCER NIVEL DE GRADO DICE: " El tiempo para el desarrollo del trabajo de Titulación.- El estudiante debiera asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de titulación, concluir y aprobar la opción de titulación escogida en el periodo académico de culminación de estudios (es decir aquel en el que el estudiante se matriculó en todas las actividades académicas que requiera aprobar para concluir su carrera o programa) si el estudiante concluye con el trabajo de titulación podrá presentarlo en cualquier momento de ciclo académico destinado a la titulación. Se entenderá que el estudiante concluye y aprueba el trabajo de titulación únicamente cuando haya realizado la sustentación de este. Para tal efecto el estudiante podrá entregar su trabajo final (Informe final del trabajo de titulación) 45 días antes de la culminación del ciclo académico destinado a la titulación o a las prórrogas respectivas. Además se deberá tomar en cuenta lo determinado en el Reglamento de Régimen Académico vigente y Normativa Legal aplicable para el efecto.

SE RECOMIENDA QUE EN LA EJECUCION DEL TRABAJO DE TITULACIÓN SE TOME EN CUENTA LA REDACCIÓN, ORTOGRAFÍA Y EL NOMBRE CORRECTO DE LA CARRERA

Atentamente,


Dr. Mg. Víctor Hernández del Salto
PRESIDENTE



CC: DIRECTOR DE PROYECTO Adj: Proyecto
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL
ARCHIVO NUMERICO CONSEJO DIRECTIVO
CARPETA: GRADOS PROYECTOS

VHS/CVD/SES

Annex 2 Commitment letter (Escuela Particular Eugenio Espejo)

ANEXO 3

CARTA DE COMPROMISO

Ambato 6 de noviembre del 2019.

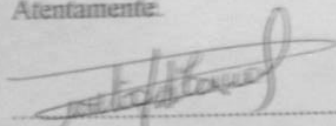
Sr. Subdecano
Dr. Marcelo Núñez Espinoza.
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Yo Cecilia del Carmen Rodríguez Lozada en mi calidad de Directora de la Escuela de Educación Básica "Eugenio Espejo", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Culinary Heritage and the Inti Raymi festival", propuesto por la estudiante Lissette Paulina Chango Cerón, portadora de la Cédula de Ciudadanía 050332987-2, estudiante de la Carrera de Idiomas Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Cecilia del Carmen Rodríguez Lozada
C.I:1800973438
Teléfono:2520956
Celular:0998112383

Correo:escuelaeugenioespejo@hotmail.com



Annex 3 Students list

ESCUELA DE EDUCACIÓN BÁSICA "EUGENIO ESPEJO"										
REGISTRO DEL ALUMNOS –NOVENO GRADO-2019-2020										
Nº	DATOS DEL ALUMNO				NACIONAL.	DATOS DEL REPRESENTANTE				
	APellidos y Nombres	SEXO	FECHA DE NACIMIENTO			APellidos y Nombres	DIRECCIÓN DOMICILIARIA	TELF. DOMICIL.	CELULAR	OBSERVACIONES
		AÑO	MES	AÑO						
1	ALCIVAR ACOSTA FERNANDO JOEL				ECUATORIA				09988047254 0983109162	
2	ARANDI PALLO EMILIA ALEJANDRA	F	30	08	2006	ECUATORIA	JOSÉ LÓPEZ MARIANA PALLO	CIUDADELA LAS AMAZONAS	2434184 0997429177 0968761106	
3	AVEROS SANTAMARIA MATEO ALEJANDRO	M	25	07	2006	ECUATORIA	PAULINA SANTAMARIA WASHINGTON AVEROS	LA DOLOROSA	2825130 0998879619	
4	BAÑO MORALES EMILY PAOLA	F	25	11	2004	ECUATORIA	LUIS BAÑO VERÓNICA MORALES	URBANIZACIÓN LA MERCED IZAMBA	5/N 0998801136 0995679006	
5	CARVAJAL MARTINEZ JOEL ADRIAN	M	27	09	2006	ECUATORIA	MIGUEL CARVAJAL MERCEDES MARTINEZ	AV. LAS AMÉRICAS Y SAN SALVADOR- URB. SAN CARLOS	2522917 0984533290 0993273446	
6	CLAVIJO URQUIZO FRANCISCO JAVIER	M	16	02	2007	ECUATORIA	MERCEDES URQUIZO JAVIER CLAVIJO	LA PENINSULA	2445488 0995663741 0995663483	
7	FIALLOS JACOME DANIELA ELIZABETH	F	13	03	2006	ECUATORIA	DANILLO FIALLOS LORENA JACOME	CIUDADELA ESPAÑA	5/N 0992751895 0995463273	
8	FONSECA CONDO DAVID SEBASTIAN	M	29	09	2006	ECUATORIA	MARIA CONDO	VERDELOMA Y MONTES DEL CAJAS	5/N 0995419530	
9	GONZALEZ CANAR DAMARIS DOMENICA	F	01	07	2006	ECUATORIA	SUSANA MORETA	CIUDADELA LA CUMANDÁ	5/N 0987985134	
10	LAICA MEDINA ERICK SANTIAGO	M	10	12	2006	ECUATORIA	MARIO LAICA MARTHA MEDINA	CIUDADELA CUMANDÁ AV. SAGATOA CAMINO EL REY	2412395 0995329880	
11	LOPEZ BOMBON CIRENE MARIANA	F	24	05	2006	ECUATORIA	MÓNICA BOMBON WASHINGTON LÓPEZ	AV. INDOAMÉRICA Y DESVÍO A PILLARO	2856741 099114327 0982446931	
12	LUNA ARISMENDI KATHERINE MAEMI	F	25	02	2006	ECUATORIA	JONATHAN LUNA RUTH ARISMENDI	CIUDADELA ESPAÑA CONDOMINIO LOS SAUCES	2626722 0983427896 0958889662	
13	MARCIAL SANTAMARIA NAHOMI ABIGAIL	F	13	01	2007	ECUATORIA	EDWIN MARCIAL SILVIA SANTANARÍA	BARRIO SAN LUIS EL OLMO Y EL CEDRO	2526553 2521799	0998303853
14	NAVAS IZURIETA ALEX DANIEL	M	09	02	2007	ECUATORIA	ALEX NAVAS DANIELA IZURIETA	CDLA. LA INDEPENDENCIA- AV. SELVA ALEGRE Y ANTONI ANTE	5/N 0987000997 0992009797	
15	PAREDES ACARO PAULA ANAHI	F	27	03	2007	ECUATORIA	DIANA ACARO RICARDO PAREDES	LA PENINSULA	2445534 0992616739 0998279858	
16	PAREDES JACOME DENNIS ALEJANDRO					ECUATORIA				
17	PEREZ SOLIS MARIA JOSE	F	09	05	2006	ECUATORIA	MARIA SOLIS JOSÉ PÉREZ	EL RECREO POR EL PUENTE DE CUMANDÁ	2520726 0983128484	
18	ROMO TACUAMAN SOL DOMENICA	F	18	06	2006	ECUATORIA	ALFREDO ROMO MARTHA TACUAMÁN	LA PENINSULA	24455096 0979257328	
19	RUBIO FALCONY JUAN PABLO	M	30	01	2007	ECUATORIA	PAÚL RUBIO MARÍA FALCONY	URB. ALTAMIRANO CALLE ERNESTO BUCHELI Y JULIO CASTILLO	28299444 2826472 837 106	0994984192 0993424357
20	SARZOSA CASTRO ANA BELEN	F	26	12	2006	ECUATORIA	JACQUELINE CASTRO	CALLE MONTES DEL CAJAS Y VERDELOMA	2520891 0998047283	



Annex 4 Student's survey

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS
SURVEY ADDRESSED TO STUDENTS



Proyecto: Laboratorio de cocina tecno emocional y de los sentidos caso de estudio patrimonio alimentario culinario.

Topic: Culinary heritage and the Inti Raymi festival.

Objective: Collect information about CULINARY HERITAGE AND THE INTI RAYMI FESTIVAL.

Instructions:

- Read the questions carefully.
- Select with one (X) the alternative that you consider appropriate.

1. Do you consider that the following definition of *culinary heritage* it is correct? (select only one answer)

Culinary heritage: Is an element of cultural traditions, related to food and transmitted through generations.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

2. Do you think that our indigenous communities have forgotten the culinary heritage when preparing so many typical and traditional dishes? (select only one answer)

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

3. What is the name of the indigenous Ecuadorian celebration that takes place on June 27th and in which people thank for the year of harvests and for everything received? (select only one answer)

Pachamama	Inti Raymi	Corpus Christi	Hallu Willka Chika

4. How important is learning about our Ecuadorian culinary heritage in schools as part of our culture? (select only one answer)

Very important	Important	Moderately important	Little important	Without importance

5. Which of the following typical dishes that are part of the culinary heritage is best known for you? (select one or more options)

Chicha de jora	Caldo de gallina criolla	Colada de uchu jacu – mazamorra	Tortillas de tiesto	Cariucho

6. Does your English teacher promote the use of vocabulary related to Ecuadorian’s culinary heritage during the school year? (select only one answer)

Always 100%	Often 70%	Sometimes 50%	Seldom 10%	Never 0%

7. How often do you hear the Quechua word Inti Raymi during the school year? (select only one answer)

Always 100%	Often 70%	Sometimes 50%	Seldom 10%	Never 0%

8. What do you think is the real meaning of the Inti Raymi festival? (select only one answer)

Religious	Cultural	Economic	Political	Social

9. By which of the following means could be promoted the learning of the different typical dishes that are prepared for the Inti Raymi festival (select only one answer)

trifold or brochure	Online magazine	Social networks	Explanatory talks	Mobile applications

10. Do you consider that in your school subjects related to Ecuadorian culture as culinary heritage and the Inti Raymi festival should be taught using specific vocabulary in English?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Annex 5 Students Survey

Culinary Heritage and the Inti Raymi festival

SURVEY ADDRESSED TO STUDENTS

Proyecto: Laboratorio de cocina tecnoemocional y de los sentidos caso de estudio patrimonio alimentario culinario.

Tema: Culinary heritage and the Inti Raymi festival

Objective: Collect information about CULINARY HERITAGE AND THE INTI RAYMI FESTIVAL.

Instructions:

- Read the questions carefully.
- Select with one (X) the alternative that you consider appropriate.

1. Do you consider that the following definition of culinary heritage it is correct? (select only one answer)

- Strongly agree
- Agree
- Neutral

2. Do you think that our indigenous communities have forgotten the culinary heritage when preparing so many typical and traditional dishes?(select only one answer)

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

3. What is the name of the indigenous Ecuadorian celebration that takes place on June 27th and in which people thank for the year of harvests and for everything received? (select only one answer)

- Pachamama
- Inti Raymi
- Corpus Christi
- Hallu Willka Chika

4. How important is learning about our Ecuadorian culinary heritage in schools as part of our culture? (select only one answer)

- Very important
- Important
- Moderately important
- Little important
- Without importance

5. Which of the following typical dishes that are part of the culinary heritage is best known for you? (select one or more options)

- Chicha de jora
- Caldo de gallina Criolla
- Colada de uchu jacu-mazamorra
- Tortillas de tiesto
- Cariucho
- Opción 6

6. Does your English teacher promote the use of vocabulary related to Ecuadorian's culinary heritage during the school year? (select only one answer)

- Always 100%
- Often 70%
- Sometimes 50%
- Seldom 10%
- Never 0%

7. How often do you hear the Quechua word Inti Raymi during the school year? (select only one answer)

- Always
- Often
- Sometimes
- Seldom
- Never

8. What do you think is the real meaning of the Inti Raymi festival? (select only one answer)

- Religious
- Cultural
- Economic
- Political
- Social

9. By which of the following means could be promoted the learning of the different typical dishes that are prepared for the Inti Raymi festival (select only one answer)

- Trifold or Brochure
- Online magazine
- Social networks
- Explanatory talks
- Mobile applications

10. Do you consider that in your school subjects related to Ecuadorian culture as culinary heritage and the Inti Raymi festival should be taught using specific vocabulary in English?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Opción 6

Enviar

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



RESEARCH PROJECT TOPIC:

“CULINARY HERITAGE AND THE INTI RAYMI FESTIVAL”.

CONTENT VALIDITY INSTRUMENT

Author: Lissette Paulina Chango Cerón

ID:0503329872

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT AND GENERAL EVALUATION

Instructions: Select the option you consider relevant to each question.

1. Do you consider that the indicators of the study variable are immersed in its theoretical context?

Sufficient: <input checked="" type="checkbox"/> <input type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
--	--	-------------------------------------

2. Do you consider that the survey items measure the indicators selected for the study variable?

Sufficient: <input checked="" type="checkbox"/> <input type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
--	--	-------------------------------------

3. Do you consider that the indicators and the items of the survey measure the selected variable in a good way?

Sufficient: <input checked="" type="checkbox"/> <input type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
--	--	-------------------------------------

4. Do you consider that the designed instrument measures variables?

Sufficient: <input checked="" type="checkbox"/> <input type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
--	--	-------------------------------------

5. Do you consider that the designed instrument is valid?

Sufficient: <input checked="" type="checkbox"/> <input type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
--	--	-------------------------------------

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS
INSTRUMENT VALIDATION

Topic: Culinary Heritage and the Inti Raymi Festival

Objective: To collect information about Culinary Heritage and the Inti Raymi festival in ninth year at Escuela Particular Eugenio Espejo.

Instruction: Select the option you consider relevant to each item.

- R:Relevant
- NR:Not relevant

EXPERT NAMES

- Mg. Marbella Cumanda Escalante Gamazo
- Mg: Edgar Guadia Encalada Trujillo

Author:Chango, L(2020)

ITEM	OBJECTIVE		VARIABLE		DIMENSION		INDICATOR		DRAFTING		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	/		/		/		/		/		
2	/		/		/		/		/		
3	/		/		/		/		/		
4	/		/		/		/		/		
5	/		/		/		/		/		
6	/		/		/		/		/		
7	/		/		/		/		/		
8	/		/		/		/		/		
9	/		/		/		/		/		
10	/		/		/		/		/		

Final Resolution :

Approved	✓	Disaproved	
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Author:Chango, L(2020)

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

EXPERT JUDGEMENT EVIDENCE

I, Mg: Edgar Guadia Encalada Trujillo with I.D No. ID.050182417 certify that I conducted the expert judgement on this instrument designed by Lissette Paulina Chango Cerón, with I.D. 0503329872 for the Final Degree Project entitled **“CULINARY HERITAGE AND THE INTI RAYMI FESTIVAL”** since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, Julio 2020.


Sincerely



Mg: Edgar Guadia Encalada Trujillo
ID: 050182417



Annex 7 photographs(website)

5. Cook until ingredients are done and serve with coriander and cooked eggs.




Colada de Uchu-Jacu


The flour that bears the name of the recipe is a traditional flour from indigenous communities.




200 grams of Uchu-Jacu flour







200 grams of sheep meat



200 grams of pork rib



200 grams of potatoes






Culinary heritage and the Inti Raymi festival.


Author: Lisette Paulina Chango Cerón

In Ecuador Inti Raymi is the most important celebration of the year. The word Inti means: sun and Raymi means :celebration.

Inti Raymi festivity is celebrated with the preparation of traditional dishes that are part of our culinary heritage as Ecuadorians.




The culinary heritage is an element of cultural communication and manifests cultural traditions, it means that gastronomy is social and tourist development in each place where it promotes.




Inti Raymi

Inti Raymi it is a traditional religious ceremony of the indigenous people that live in American Andes. This festival was the celebration of the winter solstice and the Inca new year and takes place on June twenty-four to July first.




Gastronomic managers is the term that is given to people who live culture and gastronomy from the other side of history,




Gastronomic preparations and vocabulary

PREPARATION

1. Boil the water with the amount of salt that is necessary.
2. Put the yeast in warm water to dilute it.
3. Add the flour and knead until it forms a compact dough.
4. Let the dough rise for thirty minutes.






Put the tortillas in a pat (tiesto) until they are toasted from side to side.



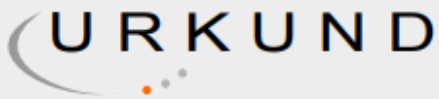
Cariucho

This food is symbol of gratitude and joy for peoples who celebrate with this traditional dish.

1 guinea pig



<https://sites.google.com/view/culinary-heritage-inti-raymi/p%C3%A1gina-principal>



Urkund Analysis Result

Analysed Document: Lissette_Paulina_Chango_Cerón.docx (D77689928)
Submitted: 8/12/2020 3:43:00 AM
Submitted By: lchango9872@uta.edu.ec
Significance: 6 %

Sources included in the report:

June.docx (D75950253) 
Final Report docx (D60223792) 
<https://dspace.library.uu.nl/bitstream/handle/1874/198746/Miranda%20Mars%20Raymi.%20A%20dialogue%20with%20Pachamama.%20Thesis%20Miranda%20Mars%202010.pdf?sequence=1> 