



UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Departamento de Investigación y Posgrados

Maestría en Lengua Inglesa y Lingüística Aplicada

Integrating Ecuadorian festivities into the EFL classroom: the
creation of content-based supplementary material to expand
vocabulary for pre-intermediate young learners at Santana High
School

Tesis previa a la obtención
del grado de Magíster en
Lengua Inglesa y
Lingüística Aplicada

Autor: María Daniela Jaramillo Ruiz

Directora: Mst. Erzsebet Agnes Bekes

Cuenca – Ecuador

2014



Resumen

El presente proyecto recalca la importancia de trabajar con la cultura materna del estudiante como herramienta de enseñanza del idioma Inglés como lengua extranjera (EFL). Así mismo busca demostrar la fuerte relación que existe entre la lectura comprensiva y la expansión del vocabulario. Siendo uno de los principales objetivos la creación de una serie de lecturas sobre contenidos como festividades, celebraciones y otros iconos culturalmente significativos, hojas de trabajo y dos tipos diferentes de evaluaciones del vocabulario revisado.

Los participantes fueron 23 alumnos, de habla-hispana, del décimo año de educación general básica de un colegio particular, mixto, ubicado en Cuenca-Ecuador, cuyo nivel es “B1” o “pre-intermedio” de acuerdo con el Marco Común Europeo de Referencia para las Lenguas (CEFR).

Para la recolección de datos se utilizó una encuesta preliminar sobre la cultura materna de los participantes, una evaluación para determinar el conocimiento de vocabulario cultural, finalmente, se realizó una encuesta de opinión de los estudiantes acerca del material presentado.

Los resultados obtenidos demuestran que: los estudiantes tienen un conocimiento sumamente limitado de su propia cultura, muestran un mayor interés al trabajar con evaluaciones de vocabulario tradicionales que con las no tradicionales, al trabajar en equipos alcanzaron mejores resultados que al trabajar individualmente, aunque la presión de sus pares puede afectar la calidad de las respuestas que brindan, los cognados falsos parecen ser un mayor problema para los estudiantes hispano-hablantes del idioma inglés y al momento de enseñar un nuevo vocabulario se debe trabajar con estrategias y técnicas explícitas.

Palabras claves: cultura materna, lectura comprensiva, expansión de vocabulario, contenidos culturales, cultura y lenguaje, instrucción en base de contenidos.



Abstract

The importance of the present research project lies in making an attempt to draw attention to the fact that including information about EFL learners' own culture can be a powerful teaching tool. The researcher also establishes the strong relationship that exists between vocabulary and reading comprehension whilst focusing on presenting the material to be taught with the help of Content-Based Instruction. Beyond the research findings, the present product-oriented project has resulted in the creation of a series of readings focusing on Ecuadorian cultural festivals and culturally meaningful icons.

Altogether 26 students took part in the research, although the data analysis was limited to 23 full sets of data. The students were aged 14 and 15 at the time of the research and attended Grade 10 in a private school in Cuenca, Ecuador. All are Spanish speakers and were at a pre-intermediate level (B1 of the Common European Framework of Reference for Languages).

The research project involved a preliminary questionnaire on Ecuadorian festivities as well as a quiz to establish the students' familiarity with topic-related vocabulary. This was followed by nine sets of reading and vocabulary worksheets. Evaluation was carried out by delayed vocabulary tests. A "customer satisfaction" survey was also administered to gauge the students' attitudes to the content taught.

The main findings of the research highlighted that students in general have a fairly limited knowledge of their own home culture. Students appeared to be more comfortable with traditional tests than non-traditional ways of evaluation. They achieved better results when they worked together as a group, although peer pressure on occasion distorted the answers. As regards specific, vocabulary-related issues, false cognates appeared to create problems for the Spanish speaker participants of the research project. Finally, the methodology employed seems to suggest that in an EFL setting there is genuine need for the teaching of vocabulary learning strategies as well as explicit instruction.



List of contents

Resumen	2
Abstract	3
Declaration of ownership	9
Aknowledgements	11
Background and justification.....	12
Introduction.....	14
Problem statement.....	14
Objectives	15
Research question	15
Delimitation of the research	16
Research methodology	16
Data collection techniques	17
Data organization techniques	17
Data analysis techniques	17
Expected results.....	17
Operationalization	18
Chapter I: Literature Review	20
1.1 Culture and language instruction.....	20
1.2 Content-Based Instruction.....	27
1.3 Vocabulary and reading comprehension	33
Chapter II: Research Methodology	43
Chapter III: Data Description, Analysis and Interpretation	56
3.1 Preliminary Survey	56
2. What is celebrated during Semana Santa?.....	72
3.2. Preliminary Survey Vocabulary	83
3.3.....	89
Assessment Sheets / Quizzes	89
3.4 Streams.....	91
3.5.....	97
Qualitative analysis of vocabulary data	97



3.6	104
“Customer satisfaction” Survey	104
Chapter IV:	112
Conclusions and Recommendations:	112
Conclusions	112
Recommendations	115
Works Cited.....	118
ANNEXES	123

List of figures

FIG. 1. Students’ identification of historical dates: Corpus Christi	57
FIG. 2. Students’ identification of historical dates: Inti Raymi.....	58
FIG. 3. Students’ identification of historical dates: Killa Raymi.....	59
FIG. 4. Students’ identification of historical dates: Fundación de Cuenca.....	60
FIG. 5. Students’ identification of historical dates: Cuenca Patrimonio Cultural de la Humanidad.....	61
FIG. 6. Students’ knowledge of Semana Santa.....	62
FIG. 7. Students’ knowledge of the Panama Hat	63
FIG. 8. Students’ knowledge of festive foods	65
FIG. 9. Students’ knowledge of festive foods	66
FIG. 10. Students’ general cultural knowledge.....	67
FIG. 11. Students’ identification of historical dates: Corpus Christi	70
FIG. 12. Student’s identification of historical dates: Inti Raymi	70
FIG. 13. Students’ identification of historical dates: Killa Raymi.....	71
FIG. 14. Students’ identification of historical dates: Fundación de Cuenca.....	71
FIG. 15. Students’ identification of historical dates: Cuenca Patrimonio Cultural de la Humanidad.....	72
FIG. 16. Students’ knowledge of Semana Santa.....	73
FIG. 17. Students’ knowledge of the Panama Hat	73



FIG. 18. Students' knowledge of festive foods	74
FIG. 19. Students' knowledge of festive foods	75
FIG. 20. Students' general cultural knowledge.....	75
FIG. 21 - FIG. 22. Students' identification of historical dates: Corpus Christi	76
FIG. 23 - FIG. 24. Students' identification of historical dates: Inti Raymi	77
FIG. 25 - FIG. 26. Students' identification of historical dates: Killa Raymi	78
FIG. 27 - FIG. 28. Student's identification of historical dates: Fundación de Cuenca	79
FIG. 29 - FIG. 30. Students' identification of historical dates: Cuenca Patrimonio Cultural de la Humanidad	79
FIG. 31 - FIG. 32. Students' knowledge of Semana Santa	80
FIG. 33 - FIG. 34. Students' knowledge of the Panama Hat.....	81
FIG. 35 FIG. 36 Students' knowledge of festive foods (<i>individual and groups</i>).....	81
FIG. 37 - FIG. 38. Students' knowledge of festive foods	82
FIG. 39 - FIG. 40. Students' general cultural knowledge	83
FIG. 41 - FIG. 42. Individual vocabulary assessment: Spanish into English / English into Spanish.....	86
FIG. 43 - FIG. 44. Group vocabulary assessment: Spanish into English / English into Spanish.....	87
FIG. 45 - FIG. 46. Vocabulary assessment: Spanish into English	87
FIG. 47 - FIG. 48. Vocabulary assessment: English into Spanish	88
FIG. 49. Whole group grades in chronological order	89
FIG. 50. Students' general performance with traditional vocabulary	91
FIG. 51. Compound grades before treatment	92
FIG. 52. Compound grades for the treatment	92
FIG. 53. Upper stream grades for readings	93
FIG. 54. Lower stream grades for readings.....	94
FIG. 55. Upper and Lower stream results for readings	95
FIG. 56. Upper and Lower stream grades during treatment	96
FIG. 57. Students spelling the word "demonstration".....	98
FIG. 58. Visual and verbal results for three readings	100
FIG. 59. Group grades in chronological order.....	102



FIG. 60. Students' difficulties with related words.....	103
FIG. 61. Did you enjoy working on the readings?	105
FIG. 62. Did you enjoy working on the vocabulary exercises?.....	106
FIG. 63. Students' favorite readings.....	108
FIG. 64. Students' vocabulary acquisition strategies.....	108
FIG. 65. Students' perceptions on vocabulary assessment	109
FIG. 66. Students' perception on most informative readings.....	110

List of tables

Table 1: Activity, Research Instrument, Type of data gained.....	44
Table 2: Characteristics of each of the nine topics	50
Table 3. Word lists	85

List of annexes

Annex 1: Pre-test Culture	122
Annex 2: Procession of Pase del Niño	125
Annex 3: Procession of Pase del Niño quiz.....	133
Annex 4: Innocent Saints	134
Annex 5: Innocent Saints quiz	140
Annex 6: Carnival in Cuenca.....	142
Annex 7: Carnival in Cuenca quiz	149
Annex 8: Corpus Christi	151
Annex 9: Corpus Christi quiz	158
Annex 10: The Panama Hat Story.....	160
Annex 11: The Panama Hat Story Quiz.....	168
Annex 12: Cuenca Cultural World Heritage	170



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Annex 13: Cuenca Cultural World Heritage quiz.....	178
Annex 14: Semana Santa	181
Annex 15: Semana Santa quiz	189
Annex 16: Fundación de Cuenca	191
Annex 17: Fundación de Cuenca quiz	197
Annex 18: Virgen del Cisne.....	199
Annex 19: Virgen del Cisne quiz	204
Annex 20: “Customer satisfaction” Survey.....	206
Annex 21: Photos	208



Yo, **Maria Daniela Jaramillo Ruiz**, autora de la tesis "Integrating Ecuadorian festivities into the EFL classroom: the creation of content-based supplementary material to expand vocabulary for pre-intermediate young learners at Santana High School", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Magíster en Lengua Inglesa y Lingüística Aplicada. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autora.

Cuenca, 22 de Septiembre del 2014.

Mara Daniela Jaramillo Ruiz

C.I: 0103361317



Yo, **María Daniela Jaramillo Ruiz**, autora de la tesis "Integrating Ecuadorian festivities into the EFL classroom: the creation of content-based supplementary material to expand vocabulary for pre-intermediate young learners at Santana High School ", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Cuenca, 22 de Septiembre del 2014

A handwritten signature in blue ink, reading "María Daniela Jaramillo Ruiz", written over a horizontal line.

María Daniela Jaramillo Ruiz

C.I: 0103361317



Acknowledgements

I would like to express my special appreciation and thanks to my Thesis Director Mst. Erzsebet Agnes Bekes. You have been more than a teacher for me. You have become a mentor, a guide and a dear friend. I would like to thank you for encouraging my work and for allowing me to grow as a researcher and a human being.

I would also want to thank my family. My beloved parents and siblings have been an enormous support. Your love and kindness have guided me throughout this journey.

Daniela



Background and justification

The importance of developing this research project lies in the need for designing and creating a set of content-based supplementary readings that incorporate Ecuadorian festivities and other culturally significant phenomena. The ones included are relevant and well-known not only in Ecuador as a whole, but especially in the city where the research was carried out.

The topics chosen represent festivals and cultural icons that constitute core cultural phenomena that attract thousands of visitors each year from all over the world.

The selected topics were also deemed useful because they are excellent examples of Ecuador's cultural diversity. The themes offered to the students as additional pieces of reading represent three socio-cultural aspects: Christianity, historical events and handicrafts.

The nine topics that were selected are: Pase del Niño, Semana Santa, Virgen del Cisne, Innocent Saints, Corpus Christi, Carnival, Fundación de Cuenca, Cuenca World Cultural Heritage, and the Panama Hat.

The research study aimed at expanding the students' English vocabulary (through reading worksheets) as well as increasing their content knowledge of their culture. As will be demonstrated in the Literature Review below, reading and vocabulary are closely linked and one depends on the other; in order to comprehend what is being read, the words in the text (vocabulary) need to be understood, while one of the most important strategies for the expansion of one's vocabulary is reading extensively.

From the outset, it was assumed that the participants of this research project would find the chosen topics engaging and interesting. Another assumption was that the young learners of the project would be able to relate to the topics involved since



the celebrations and the culturally meaningful events / icons discussed have been part of their lives as well as that of Cuenca's living heritage.

Culture is an important and relevant phenomenon that should be addressed in schools because being aware of one's own culture gives people a broader sense of who they are and where they come from. In other words, when working with culture, students have the opportunity to discover and appreciate their roots. It can also be said that being aware of one's cultural background helps with identity formation which is an important factor when interacting with people from other cultures, especially in a globalized, ever-changing world.

Ecuadorian festivities should constitute an important part of our students' cultural identity. Be it the home culture or the target (host) culture, it is an important factor in language acquisition, too. Teaching culture as part of language instruction has become increasingly important over the past decades. However, the issue is whether language instruction should focus on the target culture or on one's own culture in order to assist the acquisition of L2. The present research study aimed at clarifying this relationship and the working hypothesis was that a solid identity in one's own culture facilitates language learning and engagement in the target culture.

Topics related to culture are usually considered to be interesting; working with these topics is a special challenge for the language teacher as well since, undoubtedly, a lot of dedicated work is required for the selection and processing of the appropriate materials. In the course of such a project, the teacher can also create relevant activities and can present different perspectives. From a pedagogical and language teaching point of view, culture is a useful subject when trying to develop all four skills needed in second language acquisition, since a lot of activities, especially when designed within the framework of the Content-Based Approach, involve the use of all language skills. Cultural topics are especially appropriate for various speaking activities, the introduction of which in the EFL classroom can lead to genuine communication and information exchange.



Introduction

Problem statement

Young learners in Ecuador these days seem to lack the desirable amount of general knowledge about their home culture; it is thought that they may not be able to appreciate it or relate to it, because they do not have enough information that would allow them to understand their roots.

The other problem is that students tend to lack motivation, which seems to have had an unfavorable impact on the learning of foreign languages (English among them) in Ecuador. The researcher's assumption has been that culture might be used as a rich source of information for vocabulary expansion and, at the same time, as a tool to increase students' motivation.

The researcher herself has also found that students do not show much interest when learning a second language. There could be several reasons for this, but students often say that it is difficult for them to understand the importance and usefulness of knowing a second language. When students display such an attitude, it is quite a challenge for teachers to find motivating materials that can engage students in the learning process. This is even more so when looking for suitable reading materials regarding Ecuadorian festivities and traditional celebrations, because the availability in English and the quality of the materials pertaining to the subject matter vary significantly.

All of the above-mentioned factors, namely, awareness of one's own culture, the expansion of related knowledge (especially content-related vocabulary) and engagement with the learning process are worthy of study and research. That is why one of the objectives of this project is to contribute to the creation of information-rich supplementary materials that allow students to interpret the target language through their own culture.



Objectives

As a general objective, this research aimed at expanding content-related vocabulary through the use of content-based supplementary materials chosen in order to integrate Ecuadorian festivities and other culture-related topics into EFL classes for pre-intermediate Grade 10 young learners.

This research had four specific objectives to accomplish. The first objective was the creation of nine readings as a set of content-based supplementary readings on Ecuadorian festivities, celebrations and other culturally relevant matters. The second objective was to expand topic-related vocabulary through the use of these supplementary readings that were accompanied by a series of vocabulary exercises. The third objective was to evaluate the students' improvement in terms of vocabulary expansion using vocabulary quizzes. For the assessment of the latter aspect, two different types of quizzes were created; the first set of quizzes were traditional, standard vocabulary evaluations which included matching, underlining, circling and completing exercises. The second set of exercises employed for the assessing of vocabulary expansion were word games, such as crossword puzzles and word searches. The fourth and last objective of this research was to determine if students found the created supplementary material interesting and useful. In order to accomplish this objective, a "customer satisfaction" questionnaire was administered.

Research question

This project had one research question which was related to vocabulary expansion and was stated as follows:

To what extent do pre-intermediate young learners expand their vocabulary through the use of content-based supplementary material focusing on Ecuadorian traditional celebrations?

It should be noted that although there were 26 students in the group, only 23 students' data were included in the data analysis since they were the ones who were



present in all the assessment sessions. The incomplete data sets for the three remaining students were not included. As for the preliminary survey, and the “Customer satisfaction” questionnaire, only 24 students’ data were analyzed, because two participants were not present at the time of the administration of either research instrument.

Delimitation of the research

The participants in this research were 26 10th grade students from a private school located in the south of Cuenca. There were 15 female and 11 male students in the group, who were aged between 14 and 15 years at the time the research was conducted. As mentioned above, only the data for the 23 students present throughout the research were used for the purposes of the data analysis of the vocabulary expansion part of the treatment. The English proficiency level of the students was “pre-intermediate” which corresponds to a B1 level according to the CEFR; their native language is Spanish. All the students in this group are Ecuadorian, mostly from an upper-middle class background.

Research methodology

The thesis is of the project/product type according to Embleton’s classification (29) since the treatment was based on the supplementary teaching material created by the teacher-researcher. The research design is exploratory-qualitative-statistical. The research study started by an evaluation of how much students actually knew about Ecuadorian festivities. This was carried out using a questionnaire containing open-ended questions. The next phase of the research process involved the devising of the actual teaching material. This supplementary material consisted of reading passages and activities focusing on the acquisition and expansion of new vocabulary.

Altogether nine national/local celebrations and culturally meaningful topics were presented to the students through materials compiled by the researcher. Vocabulary acquisition was tested every week with the delay of one week after the



initial input. The learning of new vocabulary was tested using different methods, for example, crossword puzzles, word searches, matching activities and regular quizzes.

Data collection techniques

The research instruments applied were as follows: a preliminary students' questionnaire which also included a task that was meant to reflect students' receptive and productive vocabulary skills and a series of tests in order to measure the expansion of vocabulary. Finally, a "customer satisfaction" survey was administrated.

Some extraneous variables to be considered were the time of day when the classes were given because, on occasion, students appeared to be tired or distracted. Their natural maturation over the period of the treatment would have to be taken into account as well.

Data organization techniques

The data are presented using statistical methods including charts and graphics.

Data analysis techniques

Since both quantitative and qualitative research methods have been employed, the information was analyzed according to the requirements of these two types of data.

Expected results

As a result of the three-month treatment, it was expected that the students' vocabulary knowledge will have expanded. In order to illustrate how the students worked on various topics, some photographic evidence of their classwork, for example, images of the poster presentations is also attached.



Operationalization

In order to evaluate the students' preliminary knowledge of Ecuadorian festivities, a survey/questionnaire was administered measuring their awareness of their cultural heritage.

For the evaluation of the students' improvement in vocabulary expansion (as a subset of reading comprehension skills), various tests were applied through which the successful learning of new vocabulary was quantified.

Finally, the students' attitudes to the supplementary material were assessed with the help of a questionnaire aimed at establishing the perceived usefulness of the material and the level of "customer satisfaction".

The independent variable was the Content-Based Instruction treatment (based on Ecuadorian festivities and culturally meaningful events/items as the subject material) while the dependent variable was defined as any measurable improvement in vocabulary associated with the content material.

The research project is laid out as follows:

Chapter One is the Literature Review that will provide an overview of the four topics on which the whole project is based. These topics are: culture and language, Content-Based Instruction, vocabulary and reading comprehension.

The first topic to be addressed is culture and language; the relationship that exists between the two of them, the importance of teaching and working with culture in EFL classes, and the importance culture has in identity formation.

The second topic is Content-Based Instruction, its evolvement in pedagogy, its benefits, advantages and disadvantages. The third and fourth topics are vocabulary and reading comprehension; we will provide a detailed description of each explaining the correlation that exists between the two and the importance that each has for second or foreign language learning.



Chapter Two presents the research methodology applied and describes three different aspects of the project under three headings. The first one refers to all the data collection techniques that were utilized to obtain information. These included a questionnaire administered to the students at the beginning of the treatment in order to find out the participants' knowledge about their home culture and assess their productive and receptive vocabulary skills. Next were the vocabulary quizzes that students had to answer after each new topic and, finally, a "customer satisfaction" questionnaire that was administered to the students at the end of the whole treatment. The second part of the chapter on research methodology describes the data organization and presentation techniques that were deemed helpful for the presentation of this project. The third section refers to all the data analysis techniques that were employed for the interpretation of the information obtained.

Chapter Three contains a detailed description as well as the analysis and interpretation of the data gathered. Finally, in Chapter Four the researcher presents the conclusions arising from the whole research project as well as makes some recommendations as to how a research study dealing with similar topics could be improved and what kind of other related topics could be researched in the future.



Chapter I: Literature Review

This Literature Review will provide an overview of three main topics, namely: culture and language instruction, Content- Based Instruction, and vocabulary and reading comprehension. All these topics will be discussed in detail in order to obtain a broader understanding of each.

The first issue to be addressed is culture; its definition, the relationship between culture and language instruction, especially in an EFL (English as a Foreign Language) context. The second topic is Content-Based Instruction; CBI for short, its historical background, its definition and general characteristics as well as CBI in second language learning. Finally, vocabulary and reading comprehension will be analyzed; namely, the importance of developing vocabulary when learning a second language, and the close relationship that exists between developing reading comprehension skills and vocabulary acquisition.

1.1 Culture and language instruction

Kramsch says that culture can be defined from two different perspectives. The first definition comes from the humanities. It stresses the social perspective and explains that culture can be understood as the representations groups make of themselves. Accordingly, some examples of culture can be “works of art, literature, social institutions, or artifacts of everyday life, and the mechanisms for their reproduction and preservation through history” (1).

The second definition comes from the social sciences. According to Nostrand, culture is seen as “the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community” (qtd. in Kramsch 2). This definition is closely related to the one given by social scientist Richard Brislin in 1990 in which he refers to culture as “widely shared ideals, values, formation and uses of categories, assumptions about life, and goal directed activities that become unconsciously or subconsciously accepted as “right” and “correct” by people who identify themselves as members of a society” (qtd. in Kramsch 2).



It may be said that there are as many definitions of culture as there are cultures all around the world. If we take a look at the definition provided by the New Encyclopedia Britannica, it says that culture is a particular phenomenon of human beings adding that, "... culture consists of language, ideas, beliefs, customs, codes, institutions, tools, techniques, works of art, rituals, ceremonies, and so on" (qtd. in Kirmizi 162).

Therefore, it is not an easy task to decide on one specific definition of culture, because we are all surrounded by culture, and human beings are the agents and representatives of culture itself. It is in everyday life that culture is created. In other words, culture is the single most important phenomenon that members of a given society share; culture is one of the main sources of belonging that members of a social group can rely on.

When it comes to second or foreign language teaching, culture is an important matter. Nowadays, culture should be and is taught as a regular component of the class syllabus, but the issue teachers are worried about is which culture should be taught. In the research study entitled "Learner Attitudes and Preferences in Terms of Learning Culture" by Özkan Kirmizi, the author investigated how Turkish students felt about the learning and teaching of culture. The students' preferences were examined by administering questionnaires to 92 students. The author concluded that "In the light of the findings, it is possible to say that Turkish learners view 'English Culture' as the relevant culture to study. Another point that merits attention is that Turkish learners do not seem to be motivated to learn culture" (171).

The results seem to contradict Alptekin's view, who states that "as a result of the spread of English worldwide, there are now assumptions that American or British cultures may no longer be the relevant cultures" (qtd. in Kirmizi), because an increasing number of people are using English all around the world (161-162).

As a result, it is difficult to decide which specific culture should be taught in the language class. This may be one of the reasons why several authors argue that it is not only the target culture of a specific language that should be taught (Lin; Kramsch;



Jiménez). They claim that the students' home culture is as important as the target culture. Lin states that the L2 curriculum should promote and develop the students' home cultural identity. She argues that this type of cultural competence should also be taught in the language class since having a strong sense of self is necessary for effective language learning: "The traditional mandate of most ESL/EFL teachers is to teach English by acquainting their students with aspects of TL (target language – DJ) culture. However, learning about TL culture is not sufficient. Learners' identity toward their home culture should also be activated" (49).

Her study suggests that developing awareness and appreciation towards the students' own culture may improve language learning. The same author points out that when working with carefully chosen material with regard to the students' cultural background, a connection between the student's cultural knowledge and their use of English can be created.

Whether it is the home or the target culture, using it as a topic to be discussed in the language class provides a favorable learning opportunity, because talking about culture is usually an engaging activity. Besides, it can be a generator for communicative purposes and lead to improved speaking skills which is an ability that English teachers are keen to focus on.

Ismail Cakir in his article "Developing Cultural Awareness in Foreign Language Teaching" draws attention to the fact that not all teachers are aware of the importance of teaching culture in their language classes. He goes on to say that in the context of his teaching-learning environment, communication is understood as the consolidation of grammar rules, even though it should be seen as the opportunity students have to put language and lexis in context. He claims that using culture in language classes can be really useful for students because "to communicate internationally inevitably involves communicating interculturally as well" (154).

Cakir says that in order to develop these 'intercultural' communicative skills, students need to study not only the L2 culture, but their own native or home culture, too (155). "If language learners are to communicate at a personal level with



individuals from other cultural backgrounds, they will need not only to understand the cultural influences at work in the behavior of others, but also to recognize the profound influence that patterns of their own culture exert over their thoughts, their activities, and their forms of linguistic expression” (156). He points out that there is a significant difference between learning about the culture involved by simply acquiring information on the one hand, and developing cultural awareness on the other, the latter being more useful because it allows students to understand both cultures (155).

In the study entitled “Addressing Culture in EFL Classrooms: The Challenge of Shifting from a Traditional to an Intercultural Stance” conducted by Si Thang Kiet Ho at a Vietnamese university, the author aimed at looking critically at two traditional textbook units of Speaking and British Culture through the development of interactive tasks and activities that engaged students in learning about culture cognitively, behaviorally and affectively. Kiet Ho states that the key for teaching culture lies in the necessity of teaching from an intercultural perspective which Kramsch describes as the perspective EFL students need to have from the target culture as well as from their home culture (qtd. in Kiet Ho 64).

Intercultural communicative abilities refer to the “ability to ensure a shared understanding by people of different social identities, and [the] ability to interact with people as complex human beings with multiple identities and their own individuality” (Byram et al. in Kiet Ho 64-65). Working from this point of view allows students to gain the ability to look at themselves from an “external” perspective, adapt to the target culture and interact effectively with people from a different cultural background, and this can only be achieved if the students have previous knowledge of both cultures.

Lu-Fang Lin in her reflective study “Second Language Learners’ Identity toward Their Home Culture” emphasizes that “When learning a second language, learners cannot completely separate themselves from their cultural context where they rely on the knowledge source constructed from their home society to interpret the meaning of linguistic information of the target language” (43).



She goes on to say: “Take English learning in a non-English-speaking context as an example. For effective oral communication in an English-speaking context, English learners ought to construct their identity toward their home culture to reduce language learning conflicts. This is because conflicts may result from the incompatibility in identities between the home and target cultures” (43).

Lin’s article is a qualitative case study of a Chinese-speaking international student who studied in a Northern American English-speaking context. The data was obtained through autobiographical reflection involving weekly interviews and the participant’s diary report. These were then analyzed and the results seemed to suggest that there were inconsistencies regarding her identity, namely, the “self and the other in her mind during the process of using English” (43). The student felt she had a lack of pragmatic knowledge of the target language, and encountered various difficulties when speaking in English (45-47).

Lin underlines that for second language learners their home culture represents personal fidelity towards their heritage. She says that during the acquisition of a second language it cannot be denied that students automatically resort to their first language “which acts like a vehicle for affirmation of group identity toward their culture” (44). She mentions that some aspects of the students’ identity are related to the second language learning process and use, because home culture identity can be of great support for L2 students while they are “confidently conducting negotiation between mother language and TL” (44).

Lin mentions that identity formation is a very complex process and is developed through social interaction. From a psychological point of view, cultural identity can be understood as “an individual’s self-concept deriving from his/her awareness of membership in a particular social group” (44). For L2 learners this identity process can be more complex given that they have to deal with two (different) cultural systems which can be completely different (45).

Lin emphasizes that learning English as a second or foreign language is not simply switching between languages. To some extent, neither the mother language



nor the target language (TL) can be translated word by word; students have to integrate the cultural background in which the message is developed, consequently L2 learning is more than just a code-switching task (45).

Moreover, many aspects of learning a second or foreign language may be affected by the interpretive principles and paradigms in the learners' home culture (44). The encoding and decoding of new words, phrases and sentences in the second language will have to be accomplished by comparing and contrasting them to the students' first language. Mitchell and Myles see the language learning process as "essentially social" and also view the learner as "a social being, whose identity is continually reconstructed through the processes of engagement with the L2" (qtd. in Lin 44).

In 2000 Jiménez conducted an experiment with 85 Latino students who were studying in the United States. The research was aimed at understanding the relationship and interaction between literacy and identity formation in Latino students in four bilingual classrooms. The data was collected through classroom observations, conversations between the language teachers and the researcher, student interviews, cognitive strategy instruction, and other resources to record students' responses to the instruction. The results suggest that language, literacy and identity understanding clearly influenced each other (qtd. in Lin 44).

Lin reiterates that Jiménez' study implies that once the students have a clear identity from their home culture, they can assuredly "grasp pragmatic implications of the target language" and can perhaps make more progress in communicating through the use of the target language (44).

It is of great importance that learners have a clear understanding of their identity, a strong sense of who they are and where they come from. Students need to have some kind of knowledge about their background given that cultures are different from one another causing cultural interference and, on occasion, negative transference: "The incompatibility in behavior, attitudes, and values between ethnic and the mainstream cultures may cause psychological stress" (Lin 47).



From all that has been proposed above, one may assume that having an understanding of their own home culture can help students to use the target language more effectively. This is because even if the target culture is completely different from the home culture, knowing these differences can help them to compare and contrast both cultures and therefore use the target language more confidently.

“Culture and language are inseparable” says Hinkel (qtd. in Lin 48) and this has implications for L2 too, stresses Lin, adding that making students become conscious of their home culture could improve second language learning. This implies that when teaching a second language, teachers should be aware of the importance of being familiar with their students’ background and should take it into account in order to develop pragmatic knowledge for both cultures.

It follows from the above that even if the traditional ESL/EFL approach is to teach English by providing students with aspects of the target culture, it is also important to impart some kind of knowledge about the students’ home culture as well, since this encourages students to develop and recognize their identity in their home culture. As has been highlighted in Lin’s research, “...developing an awareness and appreciation of the learners’ home culture may improve their chances of achieving a reasonable measure of success in learning English” (49).

Lin suggests that besides the regular material used in an English class, the teacher can make use of extra materials related to the students’ home culture and background. By using a variety of classroom materials, the teacher is able to establish a relationship between the students’ knowledge of their home culture and their English language skills (49). “The instructor may choose topics linked with the students’ mother cultural background, like local celebrities, locations, buildings, cuisine, festivals and holidays. Through this material, students learn about their home culture in English and also construct their cultural identity” (49).

In her study entitled “The Integration of the Mother Culture in the Process of Teaching and Learning English as a Foreign Language”, Jasmina Đorđević says that the students’ home culture may be a source of some difficulty when learning English.



She goes on to say that the learning process can be positively or negatively affected by diverse problems and that these problems are different from one culture to another. The author explains that these difficulties may not always arise from the mother tongue, but because of the differences between the student's mother culture and the target culture. Nonetheless, she says that "the influence of the mother culture may be turned into an advantage by incorporating it into the syllabus and using it as part of the study material" (87).

She mentions that using the students' mother culture in class can motivate them to speak and communicate given that learners will feel comfortable talking about something they have previous knowledge of. "Students can be motivated to talk about their culture all the time, because every topic may serve the purpose of interaction between the mother culture and the culture of the target language. In that way, students feel motivated to communicate in English, they are not afraid of bad performance because they soon realize that everybody else's knowledge of English in that new environment is more or less equally bad" (87-88).

By way of summary, one might say that all that has been discussed above suggests that teaching both the home and the target culture is an important part of language instruction. The inclusion of the home culture in the syllabus may have so far unacknowledged advantages since it can both consolidate the students' cultural identity and provide favorable conditions for language acquisition through the learners' engagement with topics that are familiar to them, but can be further explored in the second/foreign language.

Let us now turn to the second topic, namely, Content-Based Instruction.

1.2 Content-Based Instruction

Research studies have shown that L2 can be successfully acquired when content and linguistic information are combined. Content-Based Instruction or CBI emerged in foreign language education as a communicative language teaching approach which emphasizes meaning over form.



In 1982 Krashen talked about the anxiety and stress that the learning process can have on students and emphasized the importance of working with meaningful activities “such as providing interesting texts as well as meaningful activities which are comprehensible to learners” (qtd. in Heo 25). CBI is also supported by the same author’s “Monitor Model” as interpreted by Heo: “...if students are given comprehensible input, it is less difficult to learn the target language, and as a result, they can acquire it” (25).

Content-Based Instruction has been found to be an effective approach for teaching English as a second language because with CBI, “students can develop their language skills as well as gain access to new concepts through meaningful content” (Richards and Rodgers 208).

According to Richards and Rodgers, Content-Based Instruction draws on three main aspects of language: “language is text and discourse-based”, “language use draws on integrated skills”, and “language is purposeful” (208). First, in CBI, language teaching focuses on how information and meaning from meaningful content are utilized in discourse, not in single sentences. Next, the skills in the target language are not separated from each other, and they are present in all activities. For example, when working with CBI, students are supposed to “read and take notes, listen and write a summary, or respond orally to things they have read or written” (208). Lastly, using language is always for a certain purpose, and the key purpose of using language is to communicate meaning (208-209).

Even though Content-Based Instruction is a relatively new approach, the concept itself surfaced in 389 A.D. According to Brinton et al., St. Augustine proposed the need for focusing on meaningful content when teaching a second language, and therefore, he can be considered one of the first proponents of this teaching approach.

In 1984 Howatt described two versions of the Communicative Approach: the strong and the weak version. Content-Based Instruction belongs to the strong version of the Communicative Approach; this version goes further than just providing students with communicative opportunities; it also alleges that language is acquired through



communication. The strong version could be defined as “using English to learn it” rather than learning how to use the language (qtd. in Larsen-Freeman and Anderson 131).

The particular role of CBI is that it is not exclusively a language program but it associates the learning of the target language with the learning of a different content. The content that will be used has to be of interest to the student, and it can range from music, movies, culture, to any academic matter. In the United States, Content-Based Instruction was used to help immigrant English language learners in public schools. Given that they did not show any real proficiency either in content or in English, so as to prevent the delay of both, subjects such as science or history were taught in English at the same time as language skills (Larsen-Freeman and Anderson 132-133).

The assertion that learning a new language can be achieved through a specific content is not new. According to Brinton et al., “contextualizing lesson presentations has become a widely accepted rule of good language teaching” (1); however, a number of questions have also arisen regarding the CBI theory and methodology as applied in second or foreign language teaching and learning.

Some of the questions that one may come across are as follows: How important is meaningful content in the language acquisition process? What are some of the consequences of applying different subject matter as opposed to developing only one topic? What are some of the topics that interest students? How can a topic be combined with language teaching? Giving context to a lesson is not enough, it is also important to use real, authentic material that is appropriate and significant for the students’ needs (Brinton et al. 1).

Brinton et al. define Content-Based Instruction as “the integration of content with language teaching aims” (2). Madrid and García Sánchez explain their stance further when saying that CBI “involves the teaching of academic subject matter and second language skills. The students, thus, receive curricular information and do their academic tasks in the TL and, at the same time, acquire the L2/TL in a very natural



way; that is, we "kill two birds with the same shot", eliminating the separation between curricular development and the study of the L2 or TL" (115).

Content-Based Instruction could, therefore, be defined as the combination and incorporation of specific topic content with a language teaching objective; it involves the study of a subject as well as a language skill. The focal point for the student is in learning about a topic rather than learning about the target language. CBI's main aim is to allow students to use the language that is being learnt in class in many different real life situations.

According to Brinton et al., when applying the Content-Based Instruction approach, all the activities that are used in class are explicit for the taught subject and are designed to encourage and motivate students to "think and learn through the use of the target language" (2). This approach allows the student to integrate the four established language skills in a more natural manner.

Chamot and O'Malley describe four main reasons for integrating content into EFL classes. First, content offers students the opportunity to acquire and develop knowledge in different subject areas. Second, when students are provided with content, it is easier for them to practice different language functions and skills such as reading and writing. The third reason is that the majority of students who work with content and language show more motivation than the students who only work with language. The final reason is that when teaching content, it is easier to provide students with context, and it is also easier to teach learning strategies (qtd. in Hernández Herrero 3).

There are some guidelines that need to be taken into consideration when working with the Content-Based Approach. The teacher needs to remember that both content and language are equally important; this means that the objectives for each one need to be clear and both are targets for learning. Any new topic or content that will be studied should always be rooted in the students' prior knowledge or previous experience. It is also important for the teacher to scaffold the students' linguistic



content in order to help the students' language production (Larsen-Freeman and Anderson 138).

In addition, Larsen-Freeman and Anderson point out that the teacher needs to make the studied topic relevant and interesting for the students; once they realize and understand the importance of what they are learning, they will improve their performance. The teacher needs to remember that "Language is learned most effectively when it is used as a medium to convey content of interest to the students" (138).

Regarding vocabulary and grammar, the same authors stress that both need to be contextualized while acquiring the four language skills and they need to be used in an authentic context. Teachers make content clear with the use of visuals, realia, and using examples. The students' native language should not be extensively used. Students need to be evaluated on the content as well as on language abilities. Finally, the teacher needs to have sufficient knowledge of the taught content and a good command of the target language and teaching techniques (138-141).

An example of the effectiveness of CBI could be the study conducted by Snow and Wesche in which two groups of Canadian students, one from an immersion program and the second from a non-immersion program were compared. The experiment demonstrated that the immersion group, namely, students whose classroom instruction was carried out in the second language, showed equal subject matter achievement, equal L1 language learning and near-native L2 learning (qtd. in Grabe and Stoller 6).

Stryker and Leaver, who have investigated students' motivation towards learning, mention that "if the program meets students' linguistic, cognitive, and affective needs, motivation is enhanced" (qtd. in Corrales and Maloof 43). They also mention that students show higher motivation when "real issues" are studied in the classroom. For Duri, who investigated the same issue, students described CBI as a "fun course" that helped them to "learn with less pain". She also mentions that the CBI-based curriculum created conditions under which students "couldn't help but



learn”. Consequently, the use of CBI teaching programs has increased given that students seem to have a more positive attitude towards learning a second language when taught by this method (qtd. in Corrales and Maloof 43).

Grabe and Stoller mention that some of the very important factors that need to be taken into account when learning complex skills and accomplishing challenging activities are: motivation, positive attitude and interest, which is reflected in the students’ performance when they feel that what is being learnt is meaningful, useful and applicable in daily situations.

Research on the topic has demonstrated that students who are motivated and see themselves as capable and successful perform better than those who do not have the same perception. For Jetton et al., motivation and interest provide an explanation for better and more successful learning. They mention that “students with higher interest and motivation make better elaborations with learning material, make more connections among topical information, and can recall information better” (qtd. in Grabe and Stoller 12).

In 2011 Corrales and Maloof examined the reasons behind the language development of 16 university medicine students between the ages of 17 and 22 whose classes used Content-Based Instruction. In order to obtain the data, background surveys and interviews were conducted and student learning journals were kept. The data showed that students learnt both language and content through CBI because the information provided was “meaningful, interesting, and met their present and future needs” (45). Using students’ previous knowledge about some of the topics was helpful in order to learn language while working with authentic materials reinforced learning. Finally, different methodological strategies based on content further supported learning (43-45).

Another positive example of CBI is presented in Adamson’s case study in which Japanese and Chinese second grade students in Japan were learning about sociolinguistics through “collaborative dialogue”. The results showed that the students’ performance in L2 was improved and their anxiety when participating in class was



reduced. The author concluded that the study showed “how multilingual collaboration in a sociolinguistics course has created an active atmosphere where the discussion and negotiation of content-based meaning is ongoing” (qtd. in Heo 29).

In the final part of the Literature Review, the issue of vocabulary expansion and reading comprehension will be considered.

1.3 Vocabulary and reading comprehension

Below an overview of the interconnection between vocabulary and reading comprehension will be discussed. We will be drawing on both L1 and L2 research, and this is because there is a lot in common in the way we learn vocabulary or achieve reading comprehension in our mother tongue and in a Second or Foreign Language. However, it cannot be denied that there are some specific characteristics of vocabulary acquisition and reading comprehension when it comes to the task of learning a foreign language.

The most important findings of the research studies below prove that it is necessary to provide explicit vocabulary instruction, but carefully chosen extensive texts can also expand and consolidate vocabulary, which in turn will enhance reading comprehension.

It is generally acknowledged that vocabulary knowledge is strongly linked to reading comprehension. The relationship that exists between these two aspects of language acquisition has been studied extensively over the years because of the effect that they have on one another.

In order to understand the importance of the relationship that vocabulary and reading comprehension may have, the term “vocabulary” needs to be defined. According to Kamil & Hiebert, vocabulary is seen as the knowledge of words and word meanings (qtd. in Lehr et al.). Vocabulary words come in two forms: oral and print. Oral vocabulary refers to the words that are recognized and used in listening and speaking; print vocabulary, on the other hand, includes the words that are



recognized and used in reading and writing. Furthermore, word knowledge comes in two forms, namely, receptive and productive vocabulary. Receptive vocabulary includes words that we recognize when we hear or see them; productive vocabulary includes the words that we use when speaking or writing. Our receptive vocabulary is larger than our productive vocabulary since the former includes many words that we understand even without being aware of their exact meaning and connotation (qtd. in Lehr et al.).

Vocabulary is important for several reasons. Rupley et al. emphasize that vocabulary in the mother tongue is an essential component of reading, comprehending and fluency; they state that “Vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for children.” (qtd. in Laraba 52). It has also been argued that one of the reasons why students do not read well is because they lack functional vocabulary knowledge and recognition.

According to Lehr et al., students who lack vocabulary or effective word-learning strategies are more likely not to succeed in reading comprehension and in a general academic environment. Not being able to understand what one reads or having unpleasant experiences when reading causes “a cycle of frustration and failure that continues throughout their schooling”. Lacking vocabulary knowledge makes it difficult for students to understand what they are reading; therefore, reading is avoided and because reading is not practiced, their vocabulary is not increased.

The difficulties described above are also present in L2 – especially in an EFL setting where there are only few opportunities for students to acquire vocabulary away from the classroom or have a pleasurable experience when reading.

Let us now have a look at vocabulary acquisition in the mother tongue and its possible implications in the EFL context.

According to L1 learning theories and scientific research on vocabulary instruction, the majority of vocabulary is learnt either incidentally or intentionally as a result of exposure to oral language as well as to extensive reading. However, it is



probably not sufficient to acquire vocabulary through oral communication and extensive reading alone; some vocabulary items need to be taught explicitly or directly through repetition and frequent exposure to them in different situations.

As for vocabulary acquisition in a second language setting, Sonbul and Schmitt mention that two main approaches of teaching vocabulary in L2 classes have been proposed by lexical researchers. The first one is 'explicit learning', which means teaching specific vocabulary items while the second approach is 'incidental learning' that includes learning vocabulary by working on any type of language learning activity, like reading for example (253).

Over the years it has been found that incidental learning through reading is the prevailing approach for vocabulary learning in L1 as well as in a foreign language or L2. However, it needs to be noted that only a relatively small number of words are acquired by frequent exposure alone. Nonetheless, extensive and continuous reading can help greatly with vocabulary learning (Sonbull and Schmitt 253).

However, Nation points out that "Unfortunately, many [L2 learners] do not experience the conditions that are needed for this kind of learning to occur" (qtd. in Sonbull and Schmitt 253) meaning that incidental learning is not a powerful tool in situations that are different from learning a language as one's mother tongue. Therefore, he claims that "activities focusing on the word itself (explicit learning activities) are essential for successful L2 vocabulary acquisition" (254).

When it comes to second language learning, the conditions for both types of vocabulary acquisition need to be present. But explicit vocabulary teaching maybe even more necessary in an EFL situation because of the lack of systematic exposure to oral communication and the difficulties involved in reading extensively in a foreign language. According to Laraba, for example, students who are not very skilled when it comes to decoding and understanding written texts can benefit greatly from explicit instruction involving specific vocabulary (50).



Nevertheless, several authors stress that over and above explicit vocabulary instruction, extensive reading also has an important role to play when acquiring new words; moreover, some argue that extensive reading is even more important than explicit instruction. Nagy and Herman emphasize that “Teachers should promote extensive reading because it can lead to greater vocabulary growth than any program of explicit instruction alone ever could” (qtd. in Laraba 52). On balance, it might be safe to assume that in the EFL classroom both extensive reading and explicit vocabulary teaching have an important role to play.

There is also a link between extensive reading and the Content-Based Approach. West and other authors who have described the advantages of extensive reading mention that reading meaningful extensive materials can improve language skills as well as content knowledge. Stanovich, who has researched the importance of extensive reading in L1, demonstrated that extensive reading improves vocabulary acquisition, reading ability and general content knowledge. As far as L2 contexts are concerned, Elly, another researcher on reading, emphasizes that extensive reading not only develops abilities in reading as such, but improves skills like writing, listening, speaking, and further increases vocabulary, content knowledge as well as motivation (qtd. in Grabe and Stoller 9).

In 1989 Krashen, who is a promoter of extensive reading, investigated the results of 144 studies so as to provide compelling evidence on how vocabulary instruction should take place in EFL classes. He stated that “Language learners acquire vocabulary and spelling most efficiently by receiving comprehensible input while reading” (qtd. in Laraba 53). Adebite agrees with Krashen: “Although we suspect that there is still a valuable role for some explicit vocabulary building activities, we believe it is reasonable to assume that a great deal of vocabulary, like syntax and morphology, can be acquired through comprehensible input, especially when the oral input is augmented by reading” (23).

The case study on how William Grabe, the first of the two authors of Grabe and Stoller, learnt to read in Portuguese through extensive reading, also seems to suggest



that “Many exposures of different intensities would gradually lead to a large recognition vocabulary” (qtd. in Laraba 53). The authors’ conclusion is that reading and vocabulary skills can be developed as a consequence of extensive reading practice (Laraba 53).

The issue of how many words are required in order to read with ease may arise here.

Diane Schmitt refers to Nation who says that vocabulary can be divided into four categories: general vocabulary, which refers to the 2,000 most frequent words in English, academic vocabulary which is the one found in academic texts, technical vocabulary which are words that occur with very high or moderate frequency within a limited range of texts and low frequency words, namely, words that do not commonly occur in a language (Slides 2-6).

Over the years a number of research studies have been conducted in order to establish the vocabulary size required for reading in a second / foreign language. In 1995 a study carried out by Hwang and Nation indicated that knowing 2,000 of the most frequent word families (i.e. a group of words that share a common base) allows L2 students to recognize 84% of these words in several different authentic texts. Knowing a minimum of 3,000 word families will increase understanding to 95% for unassisted, pleasurable reading (qtd. in Matsuoka and Hirsh 57).

Returning to the issue of explicit vocabulary instruction, there are several research studies that are worth reviewing since this was specifically one of the methods that the researcher of the present project applied.

The experimental study conducted by Sonbul and Schmitt entitled “Direct teaching of vocabulary after reading: is it worth the effort?” which aimed at assessing the effectiveness of teaching vocabulary in a direct manner through reading passages showed that incidental reading combined with explicit vocabulary instruction were more effective than just incidental learning. The results also showed that it is worth spending time on the direct teaching of vocabulary in EFL classes (253).



There are two further examples of vocabulary teaching research that should be mentioned here. Both are described by Sonbul and Schmitt (254). First is the study conducted by Paribakht and Wesche in 1997 in Canada with English/French mixed-L1 students which compared vocabulary learning through reading on the one hand to learning through reading combined with different types of vocabulary exercises on the other. The results showed that both groups learnt new vocabulary, but the group that worked with reading plus exercises gained a larger amount of vocabulary words.

The second study was carried out by Zimmerman in California and also involved mixed-L1 students. The results again suggested that working with interactive vocabulary exercises after reading enhanced vocabulary acquisition more than working with reading activities only. For Sonbul and Schmitt these two case studies provide strong evidence that “explicit vocabulary instruction is a useful follow-up to incidental learning” (254).

In short, one can conclude that there are several important factors that play an important part in vocabulary acquisition and expansion: incidental and intentional vocabulary learning, explicit instruction and practice, extensive reading and comprehensible input are all significant factors and various authors tend to emphasize one aspect over the other. The bottom line is that explicit vocabulary instruction may have a greater role to play in situations where the favorable conditions for language acquisition (such as constant comprehensible input) are not present. This would be the case in an EFL context in which the present research study is rooted.

The next related issue is reading comprehension in the context of vocabulary acquisition.

Before considering reading comprehension in either an L1 or an L2 setting, it is worth looking at the term “comprehension” itself. Carrie Hill refers to the 2010 edition of the Oxford English Dictionary in which ‘comprehension’ is defined as “the action or fact of comprehending with the mind; understanding; ... grasping with the mind, power of receiving and containing ideas” (62). According to Hill, “Comprehension is



recognized as an acquired skill that is focused on the understanding of input. Comprehension is the ability to take in information, analyze it in its respective segments, and come up with an understanding of the input in a cohesive and accurate manner” (62). The author adds that comprehension may not only include input, but the learner’s fluency output as well.

Research studies have revealed that there are various types of comprehension. In 2005 Day and Park classified reading comprehension into six different modes of comprehension: *Literal comprehension* is defined as the “understanding of the straightforward meaning of the text” (qtd. in Hill 63). This is useful for vocabulary in the text. *Reorganization* refers to the ability to unite different pieces of information from the same text so as to obtain a broader understanding of it. Here the reader can answer specific questions based on the text. *Inference* refers to understanding more than the literal meaning of the text and utilizing the reader’s knowledge in order to understand implicit information in the text. *Prediction* is a combination of the reader’s prior knowledge with the understanding of the text so as to guess what happens next. *Evaluation* refers to the ability to give judgment or opinion about the text based on general knowledge and the understanding of the text. Finally, *personal response* refers to the answers and feelings the reader has in relation to the text (qtd. in Hill 62-63).

Knowing a second language has become an important skill not only for professional success and personal development but for academic reasons as well. Being able to read in a foreign language, especially in English is paramount, because a lot of academic literature is written in English and having a developed reading ability allows the student to obtain unlimited knowledge. However, most students fail to learn to read effectively.

According to Laraba, the two most common difficulties students encounter are: understanding what is being read and being able to read at an acceptable speed, since it has been found that learners, understandably, read more slowly in a foreign language than in their first language (49). Laraba adds that knowing how to read is



affected by some specific aspects; the ability students have to understand the spoken language is not automatically transferred to understanding written texts. Likewise, students may be so engaged with the decoding part of reading that they forget to understand the text as a whole. Another aspect is that slow readers find it difficult to remember what they read because of the rapid loss of information from short-term memory. If recognizing words is a difficult, slow task, much of the previous information may be forgotten by the time the current word is recognized. This difficulty can be overcome with practice and once word recognition becomes faster and more spontaneous, comprehending a text will be easier (50).

Vocabulary knowledge and reading comprehension are intricately related: vocabulary expands through reading, and understanding the words of a text affects the level of comprehension.

According to Laraba, reading ability and vocabulary knowledge are two of the most fundamental elements students need to have in order to perform well in a foreign language and particularly in academic settings. He goes on to say that “vocabulary knowledge is the single most important factor in reading comprehension, while reading is the single most important means through which intermediate and advanced learners acquire new words” (46). He also stresses that vocabulary construction through reading is a productive but intricate activity.

Lehr et al. stress that one of the most common findings in reading research is that the extent of the students’ vocabulary knowledge is strongly related to their reading comprehension and overall academic success. This relationship seems logical, but in order to get meaning from what they read, students need a great amount of words in their repertoire of vocabulary as well as the ability to use a variety of diverse strategies to establish the meaning of a new word when they come across one.

Adegbite talks about the existing symbiotic relationship between reading comprehension and vocabulary development; he says that while words are seen as



tools for comprehending texts, it is equally clear that reading (with comprehension) also assists in developing one's vocabulary (23).

By way of conclusion, it can be said that most authors agree that teaching culture in EFL or ESL classes is indeed important. Culture can be included as an enriching topic for these classes because students can benefit from various aspects. It can be the starting topic for many different activities that can develop not just knowledge, but the four language skills students need to have in a second or foreign language as well.

As far as addressing the students' home culture in language classes is concerned, there are several authors who claim that it should be included in the curriculum so that the students' home identity can be validated while they are creating a new identity in a second language.

Teaching certain elements of the home culture can be the starting point for developing many aspects beyond the four language skills; for example, it can help to create a better sense of self allowing one to understand where one is coming from. Introducing the home culture is rewarding, because students are more likely to find these topics attractive and engaging. Having a fair amount of knowledge about one's culture in another language is a bonus over and above knowing a second language alone. One may add that being familiar with one's own culture and being able to discuss it in the target language probably promotes inter-cultural communication, too.

Most advocates of the Communicative Approach agree that Content-Based Instruction is a useful and exciting method because it gives the students a different perspective when learning a second language. The authors writing on the topic seem to agree on its benefits, namely, that when students work with this approach they feel that they are actually using the language to learn it. Furthermore, they can apply both the language tools and the content learnt. One might add that another advantage of CBI is that, to some extent, it takes the pressure out of learning a new language because the students' attention is not centered on learning the language exclusively,



but on learning the new content, as well. An additional benefit that CBI has is that it helps to develop all four language skills.

The literature, however, mentions the challenges involved in applying this approach. One of these is that the teacher has to know both the content and the language and that can be quite taxing.

The authors whose research we have referred to in the present literature review stress the importance of vocabulary expansion when learning a second or foreign language, because the larger the vocabulary one knows or has, the more the target language will be developed. Reading and vocabulary are closely linked because one depends on the other and vice versa. In order to read, vocabulary is needed and in order to understand what is being read one has to recognize the words.

Those involved in vocabulary research underline that if students know the 2000 most common word families in English, they are likely to be able to understand up to 80% of what they read. As to the methodology of how this could be achieved, several authors emphasize that there are no special considerations when it comes to teaching vocabulary; there are no inappropriate or useless activities, because anything that can be done in order to expand vocabulary is considered useful.

In conclusion, we can reiterate that culture is deeply rooted in language and, for various considerations explained above, both the home culture and the target culture should be included in the EFL curriculum, and CBI specifically. Combining extensive reading and explicit vocabulary instruction appears to be an effective way of expanding L2 vocabulary which, in turn, enhances reading comprehension – an essential component of foreign language acquisition and academic success.



Chapter II: Research Methodology

In the chapter below a general overview regarding the research methodology of the present study is going to be provided. Furthermore, a detailed description of the supplementary reading material will be also presented (Annexes 2-19). We will first describe the treatment group and present the most important demographic details of the learners. This will be followed by a description of how the research project was carried out and what kind of research tools and instruments were applied. Next, we will describe the chronological sequence of the treatment.

The following research instruments were used: a preliminary survey on cultural awareness which also included a vocabulary quiz (Annex 1), nine sets of worksheets corresponding to the nine topics covered (Annexes 2-19) as well as a survey at the end of the research to evaluate the students' attitudes and reactions to the treatment and the cultural topics introduced (Annex 20). In order to illustrate how the students worked on the various topics, some photographic evidence of their classwork, for example, images of the poster presentations are also attached (Annex 21).

The participants of the present research project were Grade 10 students from a private school located in the south of Cuenca. The English proficiency level of the students was "pre-intermediate", which corresponds to the B1 level of the Common European Framework of Reference for Languages (henceforth CEFR). They have been studying English as a foreign language for over seven years, namely, since they started primary school. Their native language is Spanish.

The group consisted of 26 students: eleven males and fifteen females. Their ages ranged between 14 and 15. For consistency and ease of data analysis, only 23 students' data were included since they were the ones who were present in all the assessment sessions. The incomplete data sets for the three remaining students were not included in the analysis.

The research project was carried out over a period of three months in total. The treatment took place between April-June 2013.



The materials and research tools used in order to obtain the data are summarized in the table provided below and contain the activities that were carried out, the research instruments applied and the type of data that was obtained.

Activity	Research Instrument	Type of data gained
Preliminary Survey	Questionnaire including open ended questions on cultural awareness Vocabulary quiz	Qualitative / Quantitative data
Traditional/ standard quizzes	Vocabulary worksheets	Quantitative data
Crosswords	Vocabulary worksheets	Quantitative data
Word searches	Vocabulary worksheets	Quantitative data
“Customer satisfaction” survey	Questionnaire including open ended questions regarding the usefulness of the treatment and eliciting students’ subjective reactions.	Qualitative / Quantitative data

Table 1: Activity, Research Instrument, Type of data gained

As a first step, a preliminary questionnaire on Ecuadorian festivities and topic-related vocabulary was administered so that the students’ awareness and knowledge of their cultural heritage as well as their familiarity with the related vocabulary could be assessed.

The cultural references (celebrations, events and types of food) mentioned in the survey presented below were given in Spanish. The reason for this is that the first section of the questionnaire was meant to gauge the students’ cultural awareness rather than their English proficiency.

The preliminary questionnaire consisted of two sections. The first section was a set of six questions regarding cultural issues, while the second section referred to specific vocabulary related to festivities. From among the six questions in the first



section, three were open-ended questions in which students had to provide specific information, for example, historic dates. There were three more questions: one “true or false” question, one matching question, and finally one multiple choice question.

As for the vocabulary section, a total of 40 words were used; 20 in Spanish and 20 in English; here the students had to give the respective translation for each. The reason behind using the two word lists was to establish the students’ initial receptive and productive vocabulary knowledge. The assumption was that students will find it easier to infer the meaning of English words (receptive skill) than to produce the English equivalent of a set of Spanish words (productive skill).

The questionnaire was administrated in two stages; at first, the students had to work on it individually; afterwards, the students were divided into six groups of four students each and they had to work on the same questionnaire as a group. The rationale behind this decision was to find out if the students were able to pull together the information they have about their cultural heritage and share previous knowledge when they work together as a group. It was also meant to allow students to realize the gaps in their knowledge – whether individually or as a group. It took two periods of 45 minutes to complete both stages of the task.

For the evaluation of the students’ improvement in vocabulary expansion (as a subset of reading comprehension skills), nine tests were applied through which the successful learning of new vocabulary was quantified. These vocabulary evaluations were divided into two groups. The first group consisted of five standard/traditional quizzes containing questions such as completing definitions, choosing the correct option and matching words to their definitions. The second group consisted of two different vocabulary games, namely, word searches and crossword puzzles. A total of four nonstandard or nontraditional quizzes were designed and administered.

Finally, students filled in a “customer satisfaction” survey which aimed to find out to what extent students enjoyed working with the supplementary material, both as regards the readings and the vocabulary exercises. The survey was also intended to establish which readings were the students’ favorites. The researcher also wanted to



find out which vocabulary learning strategies students found most useful, which kind of test was easier to work with (i.e. traditional or games) and, finally, which three readings were perceived to be the most informative ones.

In the following section a rationale and a description of the creation of the supplementary material will be provided.

Ecuador is located on the northwestern coast of South America, with Peru bordering to the south and east and Colombia to the north. Ecuador is one of the smallest countries in Latin America, but it is considered to be the world's most bio-diverse country on account of its wildlife, birds and vegetation ("Where is Ecuador"). It is also one of the richest countries with regard to its cultural diversity. Over 70% of Ecuadorians are mestizos; there are 13 different indigenous nationalities and 20 other communities recognized. Even though Ecuador's first language is Spanish, 13 other languages are also spoken (Aguirre).

This brief description of Ecuador can give us a general idea of the cultural diversity that this country has. For Ecuadorians, especially teenagers, understanding and comprehending where they come from is a complex task and it could be said that one of the reasons for their lack of cultural awareness is that there is no sufficient instruction in schools in this regard.

Choosing the celebrations (or culturally significant phenomena) to be used in class was not an easy task. After careful consideration, it was decided that out of the nine topics for the supplementary material to be designed, five should have a straight connection with Cuenca, namely the city where this research was being conducted. These celebrations are: the Processions of Pase del Niño, Corpus Christi, Innocent Saints, Cuenca Cultural World Heritage site and Cuenca's foundation.

It is worth mentioning that the first three festivities only occur in Cuenca but are celebrated by all Ecuadorians as well as the tourists that come from all around the world to participate in them. The other four topics were Carnival, The Panama Hat Story, Semana Santa and Virgen del Cisne.



These topics were chosen because the researcher felt that they can give a general idea of Ecuador's history and cultural background. They are also good examples of the relationship that exists between Ecuadorians and religion. All these nine topics are, presumably, clear examples of Ecuador's rich cultural heritage for which the country has become so widely recognized.

Each of the nine supplementary texts contains a historical description that explains in detail the background of the topic. Additionally, each reading describes how these festivities are currently being organized and celebrated.

Pase del Niño

The Procession of Pase del Niño was the first reading and vocabulary worksheet that the participants worked on. This celebration is one of the most important festivals, and not just for Ecuadorians or Catholics. In the past ten years or so, it has also become an internationally known celebration, and people from all around the world come to Cuenca to enjoy the procession and take part in the festivities associated with it. The information for this piece of reading was obtained from the official government tourism web page, which has useful information regarding Cuenca. The information was in English so it did not need to be translated, although it was checked and slightly modified.

Innocent Saints

The second topic / worksheet was Innocent Saints; similarly to the first celebration, this festivity is only celebrated in Cuenca, but over the years it has become increasingly popular because of the costume parade that takes place in the major streets of the city, thereby attracting people from the whole of Ecuador as well as from abroad. The information was obtained from the same government web page. Likewise, the text was in English but it was adapted so as to make it shorter.



Carnival

Carnival was the third celebration participants worked with. This is also a very important festivity for Ecuadorians, because apart from being a religious celebration, it is one of the most widely recognized holidays. Carnival takes place all around Ecuador and is renowned for its traditional food which can only be found at this time of the year. The information obtained for this worksheet came from the same web page referred to above and was also written in English.

Corpus Christi

The forth topic was Corpus Christi. This is another festivity that only takes place in Cuenca. However, it is widely known because of the traditional treats and sweets that are made for this special occasion only. Over the past years, this celebration has also become more and more popular, especially because of the fireworks display on the last night of the celebrations. The information used for this piece of reading came from two different web sources. The first one was the English version of the governmental tourism web page; the second source was a Spanish tourism web page; in the case of the latter the information had to be translated into English. In this instance, an adaptation of both readings was carried out in order to create a unified English text.

The Panama Hat

The Panama Hat Story was the fifth piece of reading; it dealt with a cultural icon of Ecuador and Cuenca, in particular. The information was obtained from a web page called "Gringo Tree". According to its owners, this web page "is an email alert service and resource that shares information of interest with English-speaking foreigners and locals who live in and around Cuenca, Ecuador, and for those who wish to keep up with activities of interest to the Cuenca expatriate community" (GringoTree). The obtained information was of high quality from the language point of view, because it was written by a well-informed and educated native speaker and, therefore, no modifications were required.



Cuenca – World Heritage Site

The sixth topic was about Cuenca being a World Heritage site. Cuenca's historic center is a well-known World Heritage site, so it was decided that providing information on why and how this title was awarded to the town would be of interest to the students. The inhabitants of Cuenca are understandably proud of living in a town whose exceptional cultural heritage has been acknowledged by UNESCO.

Various sources including the official UNESCO site were used for the creation of this material. Some information had to be translated from Spanish into English and the final text was compiled by combining the information found in the most relevant sources.

Semana Santa

Semana Santa was chosen as another noteworthy celebration. For Catholics, this is the most important celebration of the year, and similarly to Carnival, it takes place all around Ecuador. The information used in this worksheet had to be translated from Spanish into English; it also had to be adapted so as to make it easier for young learners because of the use of heavy religious vocabulary in the original version.

Fundación de Cuenca

Fundación de Cuenca was the eighth traditional festivity. The topic was chosen because it was considered necessary for learners to get to know the story behind the foundation of the city where they live. The information used for the creation of the material was in Spanish, so it had to be translated into English and duly adapted.

Virgen del Cisne

Finally, the ninth festival to be read about was the procession of the Virgen del Cisne, which is one of the most important religious celebrations and processions of Ecuador. This procession culminates in the town of "El Cisne" which is located close to Cuenca and, as a result, the celebration has a big influence on Cuenca as well.



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Because of the lack of good quality English language sources, the relevant information to be used for this reading was really difficult to find. What was found in the end had to be translated from Spanish into English as well as adapted for the purposes of the research project.

The table below summarizes the characteristics of each of the nine topics. It also explains where the text came from and what the focus of the vocabulary work was.

Topics	Vocabulary focus	Source	Notes
Procession Pase del Niño	Religious / Historical	Government tourism web page	Adapted from original source
Innocent Saints	Religious	Government tourism web page	Adapted from original source
Carnival	Religious / Food	Government tourism web page	Adapted from original source
Corpus Christi	Religious / Food	Government tourism web page	Adapted from various sources / Translation from Spanish into English
The Panama Hat Story		Web page: Gringo Tree	Full original text used
Cuenca Cultural World Heritage	History / architectural	Various web pages	Adapted from various sources / Translation from Spanish into English
Semana Santa	Religious	Government tourism web page	Adapted from original source / Translation from Spanish into English
Fundación de Cuenca	History	Printed Source: City Museum of Cuenca	Adapted from original source / Translation from Spanish into English
Virgen del Cisne	Religious	Various web pages	Adapted from various sources / Translation from Spanish into English

Table 2: Characteristics of each of the nine topics



Finding and collecting the information needed for each topic was not a simple task. Here follows an explanation of the limitations and difficulties that were encountered while searching for information for the supplementary material.

First, often a lot of the available information was written in Spanish and the information that could be found in English was not the most suitable for the purposes of this research. Second, it was not easy to find concise and straightforward information that could be used, therefore a number of various sources had to be read, analyzed and organized in such a fashion that they would make sense and constitute a coherent piece of text.

Third, because of the lack of information in English on some of the topics, translations also had to be made from Spanish. Fourth, as regards the information that could be found in both languages (English and Spanish), a general adaptation had to be carried out so as to obtain appropriate reading material for teenagers.

Next, a description of the vocabulary worksheets and the vocabulary quizzes the participants worked with will be detailed. However, let us first look at how language educators think about the process of vocabulary acquisition as well as some of the activities they suggest one should use.

In his book entitled “Vocabulary Learning Strategies and Foreign Language Acquisition”, Pavičić Takač mentions that many different types of exercises can be used to expand or acquire vocabulary. Other sources also emphasize that there is not a specific type of vocabulary activity that can guarantee vocabulary acquisition or expansion to occur, but there are some tips that can be useful when learning new vocabulary (“The Ten Best Vocabulary Learning Tips”).

As has been discussed in the Literature Review, reading appears to be one of the most important tasks one can employ when learning new words because reading helps with contextualizing new vocabulary. Another tip for learning vocabulary is to deal with the new word in context; it has been shown that knowing how a word is used will help remembering it (Pavičić Takač 21-22). Playing word games, like word



searches and crossword puzzles is also helpful, because it aids memory and retention. Taking vocabulary tests is useful because it can give the students an idea of how they are progressing with the use of a word. Word manipulation, which includes activities such as circling and matching, is also important because the more a word is used the more likely it is to be remembered (Pavičić Takač 21-22). The personalization of words means giving real examples of how the word can be used; using a word in real context or using it in real, personal situations will help with retention as well (Pavičić Takač 21-22).

In view of the above, the following procedure was applied. A total of nine vocabulary worksheets and nine quizzes were created according to each topic that was presented to the students. All the vocabulary worksheets were designed in the same manner; namely, each was divided into two different sections. The first section of exercises had to do with vocabulary meanings, definitions and developing grammar awareness with regard to parts of speech. The second section of exercises dealt with vocabulary in context. In all nine worksheets the exercises followed the same pattern so as to have consistency in the supplementary material as a whole.

For the first set of vocabulary exercises, participants were asked to look at the words in context (as provided by the reading text) and infer their meaning. They also had to identify the meaning of each word with the help of a definition and identify which part of speech each word belonged to; another task students worked with was to fathom the meaning of each word with the help of the definition and check it contextually.

In the second set of exercises, students dealt with vocabulary in context. The type of exercises that were created for each worksheet and traditional quiz asked students to carry out the following activities: matching, completing, circling, and underlining.

As has been mentioned above, four topics were evaluated with nonstandard or nontraditional quizzes; these were word games, such as word searches and cross word puzzles.



The next section provides a detailed description on how the classes were conducted and in what way the material was exploited.

The application of the supplementary material began in April 2013 and continued for three months until the end of June. It took three class periods of 45 minutes each to work on one lesson or topic, plus another class period to work with vocabulary assessment. This means that a total of four periods of 45 minutes each were used for the processing and assessment of each festivity or culturally meaningful event and icon.

The routine adopted for the presentation and elaboration of the material was the same throughout the whole treatment. Students were given the supplementary material, they had to skim through it; they were given 20 minutes for this activity. Once all the students finished skimming the text, the teacher began reading and then the students took turns to read out loud some of the passages. This activity took around 25 minutes. The next step was to work on the first set of vocabulary activities which were meant to introduce the new words and provide definitions; at this stage students could work individually or in pairs. Once they were finished, each question was reviewed so that students could clarify any doubts they might have had. As a third step, students had to work on the second set of vocabulary exercises, which focused on vocabulary in context. This was an individual activity. Finally, all the questions were reviewed as a class activity and once again students had the chance to correct mistakes and clarify doubts. This took a total of 45 minutes.

With a delay of one week, the students had to answer a written quiz based on the vocabulary words they worked with during the previous week. These quizzes had to be solved individually. Students were given a full class period to work on them.

The idea behind the methodology applied was that students had a week to review, check and study the new vocabulary before they were evaluated. It was thought that having at least five days between the actual classes and the test would provide sufficient time for the new vocabulary words to penetrate and for the students to assimilate them.



Below a description of the “customer satisfaction” survey follows.

This survey aimed at obtaining information about several different aspects of the supplementary material the participants worked with. It contained a total of seven questions; six of them were closed questions and one was open ended. The survey was administered to the students over one 45-minute class period.

The first two questions were intended to obtain information about the students' attitudes to working with the supplementary reading material as well as with the vocabulary activities. The third question asked participants to choose the three readings they liked the most. The fourth question asked the students about the vocabulary learning strategies they used and which they thought were the most useful when learning new words. The fifth question asked them about traditional and nontraditional vocabulary quizzes and which one was easier to work with. In the sixth question, participants had to choose the three readings they thought were the most informative ones. And finally, students could write any comments or suggestions.

The last activity that the participants had to accomplish was the creation of collage posters which had to be presented to other classes in their high school.

For this purpose, the students were divided into four groups. They had to choose the festivity they liked most in order to create a collage poster using the information they previously read in class. The oral presentations had to last at least four minutes, and after the presentations questions could be asked. Photographic evidence of the students' work is attached (Annex 20).

By way of summary, it needs to be noted that the research project aimed at accomplishing three tasks. First was the introduction and piloting of carefully selected and adapted reading materials to the participants so that a compilation of high quality, English language texts could be made available for other teachers to use. Next was the exploration of content-based vocabulary, which was carried out by the students and the teacher using the worksheets designed for the purpose. The third step was



the assessment of vocabulary retention; this took place with a delay of one week with the help of exercises that the students were familiar with.

The above steps were followed by oral presentations since the researcher holds the view that the Content-Based Approach postulates the development of all four language skills.

It is worth mentioning that beyond the research itself, the end result of the experiment is a set of informative readings based on cultural topics and icons related to Ecuador in general and Cuenca in particular. These readings are valuable because they can be used as supplementary reading/vocabulary material at any point of the school year. Moreover, these materials can be used as informative texts throughout the school year in such a manner that the festivals are explored in class around the time when they are actually celebrated.



Chapter III: Data Description, Analysis and Interpretation

In the chapter that follows below a detailed description of the data collected will be provided. First, we will look at the initial, preliminary survey which was aimed at assessing both the cultural awareness, and the content-based vocabulary knowledge of the participants. Next we will describe the data that have arisen from the nine vocabulary quizzes and look at some special aspects of vocabulary acquisition during and as a result of the treatment. Finally, the data pertaining to the so-called “customer satisfaction survey” will be presented in order to assess the students’ attitudes to the readings presented to them as well as to find out which readings and which methods of vocabulary acquisition they found the most interesting and the most useful.

3.1 Preliminary Survey

The questionnaire was administered in two stages: initially, the twenty-four students worked on it individually and then in six groups of four (two students were not present). One of the researcher’s objectives was to find out if there was any significant difference between the two sets of data.

The cultural references (celebrations, events and types of food) mentioned in the survey presented below were given in Spanish. The reason for this is that the first section of the questionnaire was meant to gauge the students’ cultural awareness rather than their English proficiency.

For the first question in the survey, the students had to provide the correct historical dates for the following five festivities and events: Corpus Christi, Inti Raymi, Killa Raymi, Fundación de Cuenca, and Cuenca as Patrimonio Cultural de la Humanidad.

In the analysis that follows each of them will be presented in separate charts.

The instruction was given as follows:

1. Write the date on which each festivity is celebrated.

- Corpus Christi: _____

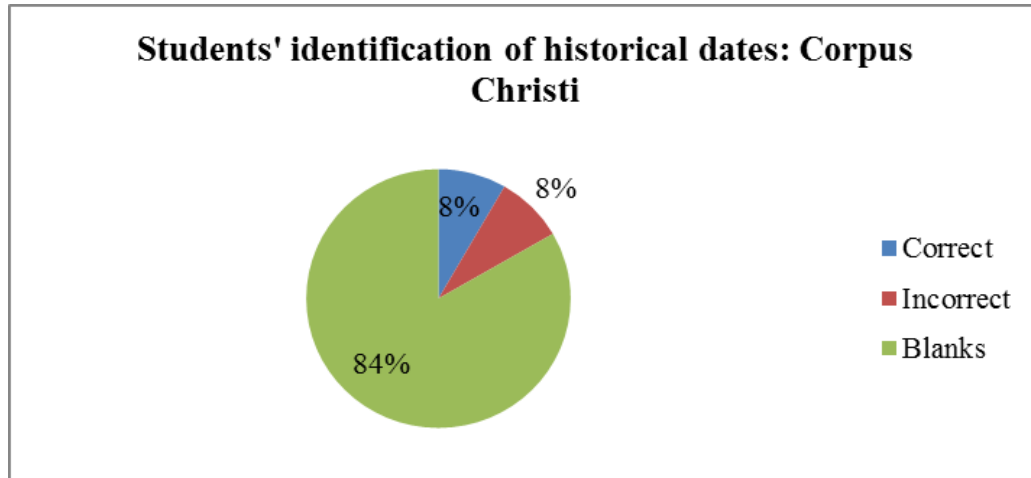


FIG. 1. Students' identification of historical dates: Corpus Christi

Source: Preliminary survey (individual)

The chart above demonstrates that 20 students (84%) left the answer blank, while 2 students (8%) gave the correct historical date. The remaining 2 students in the group (8%) provided incorrect answers.

The results show that even though students in Cuenca probably participate in the celebrations surrounding Corpus Christi, they do not seem to have an awareness of when it is actually celebrated. The majority of the students did not even attempt to provide an answer.

One possible reason for the students' lack of information regarding this religious festival is the fact that it is often referred to as "Septenario", because Corpus Christi is actually celebrated over seven days. Students may remember that this is the time for special sweets and treats as well as firework displays, but they find it difficult to connect it to its religious significance, (i.e. the body of Christ) and remember when it is held.

Another reason might be that Corpus Christi is a church holiday that falls on different dates each year and even though it is always celebrated in June it could be any seven days of that month.

- Inti Raymi: _____

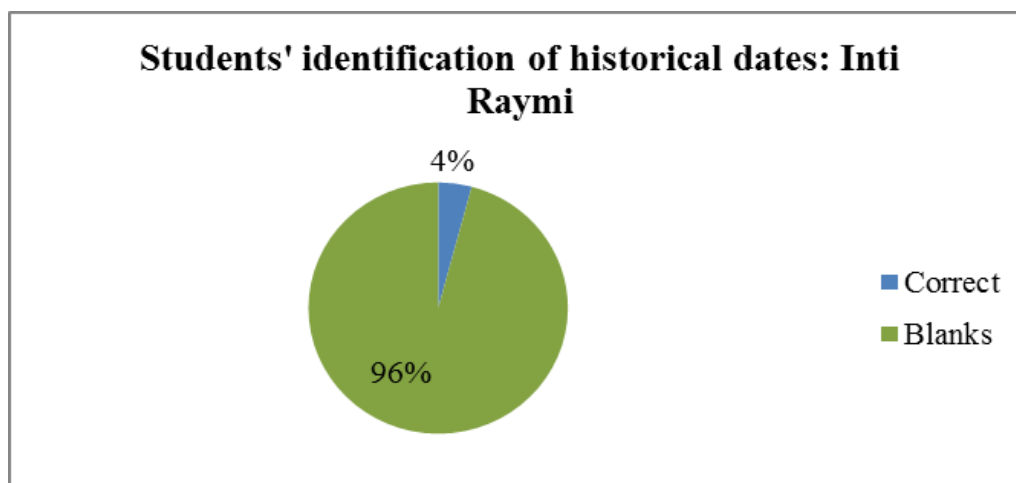


FIG. 2. Students' identification of historical dates: Inti Raymi

Source: Preliminary survey (individual)

As it can be observed in the chart above, 23 students (96%) did not even attempt to provide an answer. There was only 1 student (4%) who came up with the correct date.

It is evident from the data presented that the vast majority of the students in the group had no knowledge of the date when Inti Raymi is celebrated. Inti Raymi is an Incan ritual celebrating the Sun God.

There could be several explanations for Inti Raymi being an almost complete blind spot for students at "Santana High School". One is that it is not celebrated in Cuenca, but in Ingapirca. This indigenous historical site is about an hour's drive from the city; however, it is probably not the physical distance but the fact that it is an indigenous holiday that explains the students' unfamiliarity with the festival.

As we have pointed out in the delimitation of this research, the students involved in the study come from an upper middle class background and seem to have little knowledge of Ecuador's indigenous heritage.

- Killa Raymi: _____

The third chart demonstrates the answers for the question regarding Killa Raymi.

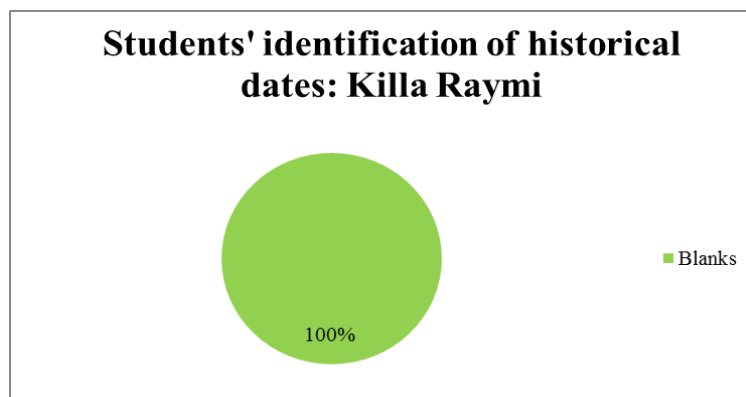


FIG. 3. Students' identification of historical dates: Killa Raymi
Source: Preliminary survey (individual)

No student made an attempt to answer the question. This demonstrates a complete unawareness of this indigenous festival which is also celebrated in Ingapirca. Killa Raymi is an Incan ritual celebrating the Moon God.

One might assume that the reasons for the result above are similar to the ones described for Inti Raymi.

Based on the results of the preliminary survey, the researcher had two options: either to include indigenous festivals in the readings or focus on the festivities that are related to Cuenca and are, therefore, closer to the students' reality. Owing to the limited time available for the treatment, it was decided that it would be more appropriate to work on readings whose content is more familiar to the students.

- Fundación de Cuenca: _____

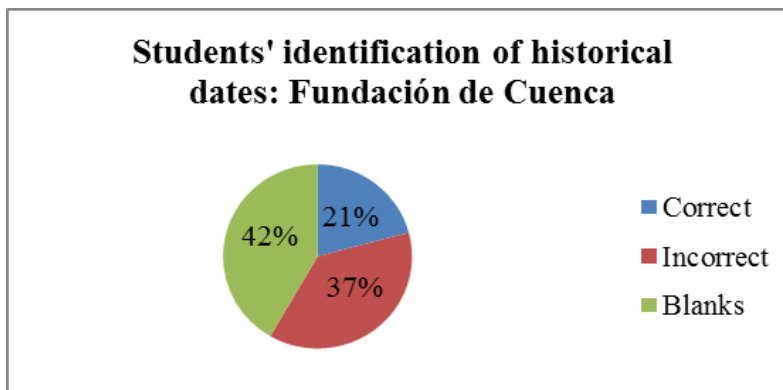


FIG. 4. Students' identification of historical dates: Fundación de Cuenca

Source: Preliminary survey (individual)

As it can be observed in the chart above, 10 students (42%) left the answer blank. Nine students (37%) provided incorrect answers and only 5 students (21%) were able to supply the correct date.

Students appear to be more familiar with historical dates related to their own city than historical facts related to the country's indigenous heritage. Even so, only about one-fifth of the participants were able to provide the correct answer, and altogether almost 80% either did not answer or did not know the correct date.

Among the possible reasons why students are unaware of this specific festival celebrating the foundation of their town is the fact that the subject known as Civics, which included this type of information, is not a subject any more in the national curriculum. Civics stopped being taught about 20 years ago and was replaced by Social Studies, but this subject does not systematically deal with historical events that Ecuadorian could be duly proud of. This situation has led to a gap in young people's minds, especially since some of the historical dates (e.g. the foundation of Cuenca and the city's Independence Day) are so distant in time that they are not part of family histories and are not being talked about, unlike the dollarization of the Sucre, or the occasional military takeover.

- Cuenca: Patrimonio Cultural de la Humanidad: _____

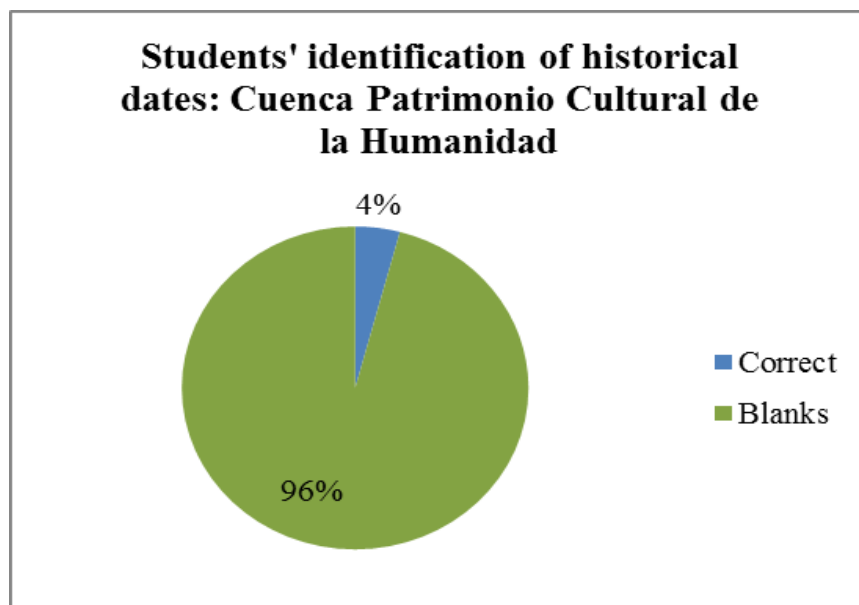


FIG. 5. Students' identification of historical dates: Cuenca Patrimonio Cultural de la Humanidad

Source: Preliminary survey (individual)

The pie chart demonstrates that 23 students (96%) left the question unanswered, and only 1 student was able to supply the correct answer.

Based on the results it can be assumed that Cuenca being a World Heritage site is not part of the students active knowledge since only one student knew the correct answer, namely, the day when Cuenca was awarded this title.

The main reason why students do not know the exact date when this event is commemorated is due to the fact that there are no especial events or festivities celebrating Cuenca's special status as a World Heritage site.

For the second task, students had to provide information concerning Easter.

The question was as follows:

2. What is celebrated during Semana Santa?

The following pie chart displays the answers provided by the students.

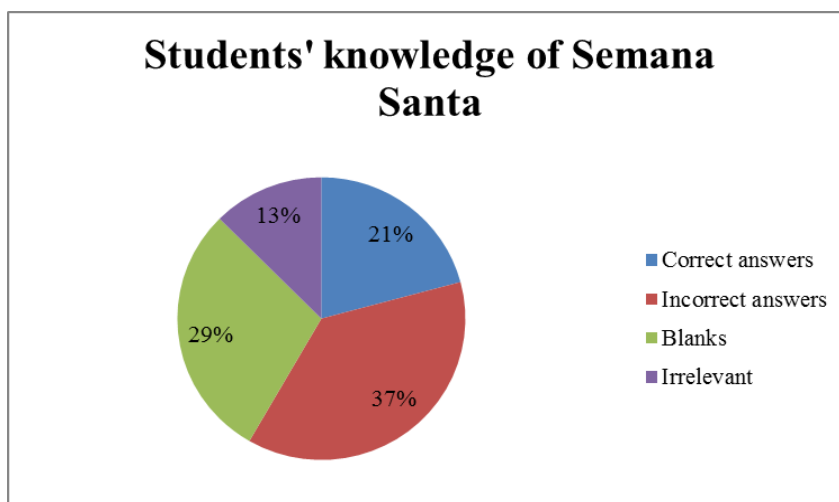


FIG. 6. Students' knowledge of Semana Santa

Source: Preliminary survey (individual)

As it can be seen in the chart, 9 students (37%) gave an incorrect answer, 7 students (29%) did not answer the question at all, 5 students (21%) provided the correct answer, and finally, 3 students (13%) wrote answers that were irrelevant or made no sense in relation to the question asked.

As can be deduced from the chart, 80% of the students do not seem to know what exactly is celebrated during Semana Santa. Only one-fifth of the participants were aware of the religious meaning of the festival.

Even though Semana Santa is the most important religious festivity celebrated in the country, one of the reasons why students are unaware of what it means in religious terms is that many of the traditions associated with Semana Santa (dressing

in black, fasting and abstaining from pleasurable activities) have been lost for a generation or so.

In order to complete the third task in the questionnaire, students had to recall what they know about the Panama Hat. The instructions were stated as follows:

3. Mark with an X and correct the statements that you think are not correct about the “El sombrero de paja toquilla” (Panama Hut)

- ____ Manabí, Santa Elena, Cañar y Azuay are some of the provinces that produce the hat.

- ____ The hat originated in Cañar.

- ____ A hat can cost \$5000 dollars.

- ____ Cuenca began to produce this hat in 1839.

For the purposes of the present analysis, all correct and incorrect answers were grouped together.

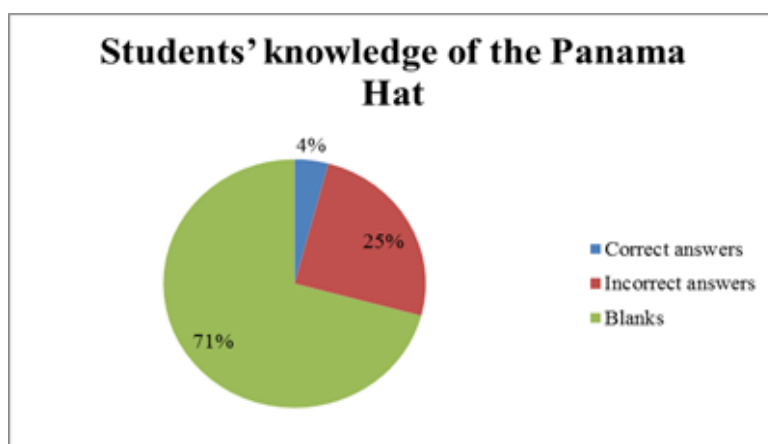


FIG. 7. Students' knowledge of the Panama Hat
Source: Preliminary survey (individual)

As can be seen in the chart, more than two-thirds of the students (71%) were unable to decide on the correct answer. One-quarter of the students (25 %) made an attempt to answer the question, but were incorrect. Only 1 student out of 24 (4%) was



able to both identify the correct/incorrect answers and provide the right information by modifying the statements so that they became true.

Although the Panama Hat should be one of the familiar cultural icons for young people living in Cuenca, it is clear from the data that their generation knows very little about it.

The misconception around the Panama hat comes from the early 1830s because these hats were first marketed in Panama, and became very popular among the travelers of the coast of North America. Another reason for its popularity is thanks to a picture of the U.S. President Teddy Roosevelt wearing one of these. Panama hats are also famous because once gold was discovered in California, people realized that these straw hats have an ability to repel the tropical sun and let breeze pass through. These hats became even more popular in the early 1900s when the Panama Canal was being constructed and the Canal workers often wore them.

Clearly, it was justified to include the Panama Hat as a topic in the readings. The intention was to raise the students' awareness about an item that they can be rightly proud of.

The fourth item in the questionnaire was intended to find out how far students are able to make connections between traditional foods and the festivities they are associated with.

The task they had to do was as follows:

4. Match each food to its corresponding festivity.

Fanesca

Corpus Christi

Motepata

Semana Santa

Dulces tradicionales (turrón, monjas, etc.)

Carnaval

The following chart shows the answers provided by the students.

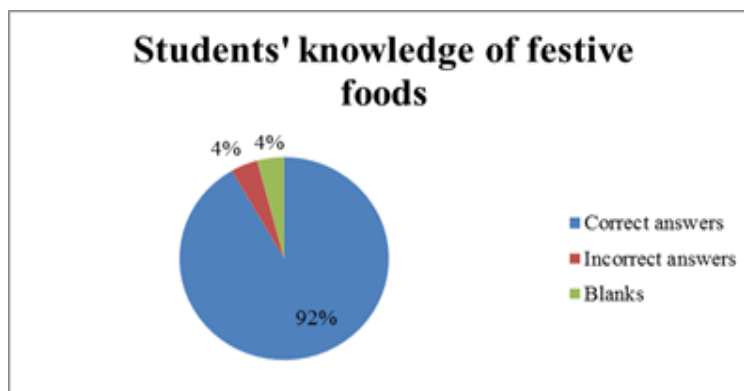


FIG. 8. Students' knowledge of festive foods

Source: Preliminary survey (individual)

The chart shows how 22 students (92%) were able to complete the matching task successfully. It can also be seen that 1 student (4 %) made a mistake and only 1 other student (4%) left the task blank.

The chart above depicts a strikingly different picture from the previous one. The results demonstrate that students have a much broader knowledge about foods.

One of the possible explanations for these results is that food is an important issue in Ecuadorian culture. Sharing a meal is one of the main reasons why families get together during weekends and other celebrations. It may be assumed that in countries, where there was not enough food for generations, having plenty to consume is part of the national culture and signifies general well-being and wealth. Children and young people tend to be at the receiving end of generous family hospitality and, as a result, are probably familiar with the delicacies to be had.

Question 5 of the questionnaire aimed at finding out if the participants in this research project were able to recall any other traditional foods apart from the ones mentioned in the previous question.

The task they had to complete was as follows:

5. Can you write four (4) different traditional foods apart from the ones mentioned in Q 4 that are eaten during Ecuadorian festivities?

- _____
- _____
- _____
- _____

The following chart illustrates the answers given by the students.

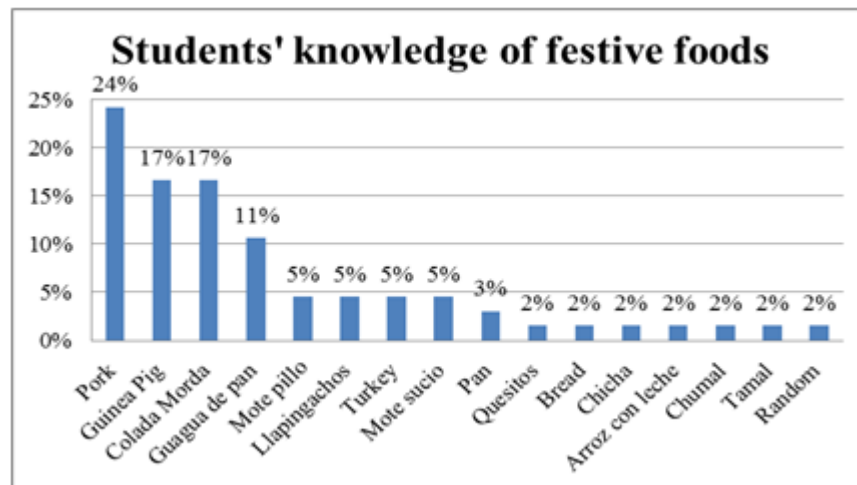


FIG. 9. Students' knowledge of festive foods

Source: Preliminary survey (individual)

This bar chart reflects the fact that students have a broader knowledge regarding food than other cultural issues. Pork meat leads the list with 24%, next is colada morada and guinea pig both with 17%. Other important specialties mentioned by the students are: guagua de pan with 11% followed by mote pillo, llapingachos, turkey and mote sucio with 5%.

- Colada morada = sugary-fruity drink
- Guagua de pan = bread shaped as a baby girl
- Mote pillo = corn with eggs
- Llapingachos = potato tortilla
- Mote sucio = corn with pig's lard



Looking at the bar chart, it is evident that the Ecuadorian cuisine holds meat (especially pork and guinea pig) in high esteem. These items are followed by a traditional sugary-fruity drink as well as by what can be considered as staple food in Ecuador, namely, the ubiquitous mote or corn.

As can be gathered from the data presented, food is deeply rooted in Ecuador's culture, and the possible reasons for the results have already been discussed with regard to the previous question.

Finally, the idea behind the last item in the questionnaire was to determine if students were able to decide if some relevant facts about different celebrations and other cultural phenomena were true or false. For the purposes of the data analysis, all five items were lumped together and the number of correct/incorrect answers has been aggregated.

The question was as follows:

6. Answer T (True or F (False) to each statement.
- Carnival is a religious festivity ____
 - Semana Santa is celebrated before the Cuaresma ____
 - La Virgen del Cisne is over four centuries old ____
 - Ingapirca means "Ciudad Inca" ____
 - Don Gil Ramírez Dávalos founded Cuenca ____

The following chart displays the answers provided by the students.

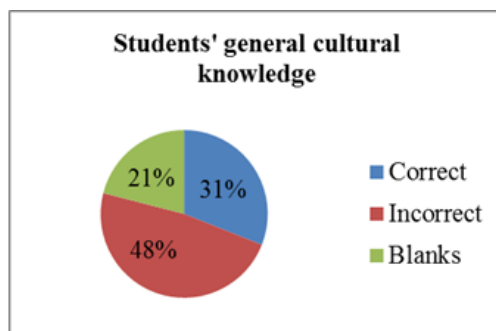


FIG. 10. Students' general cultural knowledge
Source: Preliminary survey (individual)



As is demonstrated in the chart, 31% of the answers were correct, 48% were incorrect and students left 21% of the statements blank.

The results obtained from this question show that only about one-third of the statements were identified correctly (as being true or false) with more than two-thirds of the answers being either incorrect or left blank.

Question 6 was intended as a general inquiry regarding students' cultural awareness. The reasons why only about 30% of them were able to supply the correct answer is probably due to all those factors that have been described above.

In summary, it is evident that students in general lack the degree of cultural awareness that could be expected of the inhabitants of a city with such a rich cultural heritage as Cuenca.

On a general note, the preliminary survey seems to suggest that except for food associated with cultural/ religious events, students need to be provided with more information on their cultural heritage.

One reason for the results presented above could be that, as mentioned before, Civics as a subject has been eliminated from the curriculum and much of the information in the survey would have been included in the Civics syllabus. A further aspect is that the students of this survey come from fairly well-off, urban families and do not appear to have much interest in or regard for the history and traditions of Ecuador's indigenous population.

Another reason for the blind spots with regard to religious festivals is the fact that religious traditions are not as strong as they once were and, on occasion, students are confused about church holidays that fall on different dates each year. The Panama hat is the odd one out, but one could claim that just as most of the world thinks that the hat originated in Panama, the students are also unaware of the fact that this cultural icon has been produced in and around Cuenca for more than a hundred years.



The fact that students are familiar with the special foods consumed during various festivities could be explained by the sociological factors that have been referred to above. The most important factor might be that in a country where even two generations ago there was not enough food to go around, plentiful meals are a sign of wealth and general well-being as well as an occasion for families to get together – an aspect much cherished by Ecuadorians.

As mentioned above, the preliminary survey was administered to the students in two stages. In the second phase, they worked in groups of four. Below are the results obtained from the students' joint efforts.

The rationale behind having students work on the exact same preliminary survey in groups was to identify if their knowledge varies or not depending on whether they are on their own or can rely on information pooled. Pedagogically speaking the point of the exercise was also to highlight for the students that, as anticipated, they have some gaps in their knowledge regarding their home culture even when they have the advantage of bringing their knowledge together.

When presenting the data of the students' joint efforts, there will be no additional explanation provided since the underlying reasons for the results are very much the same as those put forward for the individual questionnaire.

Instead, an effort will be made to highlight the differences between individual and group performance.

The instructions and the choices for the answers were the same as above. The following ten graphs all refer to group results.

1. Write the date on which each festivity is celebrated.

- Corpus Christi: _____

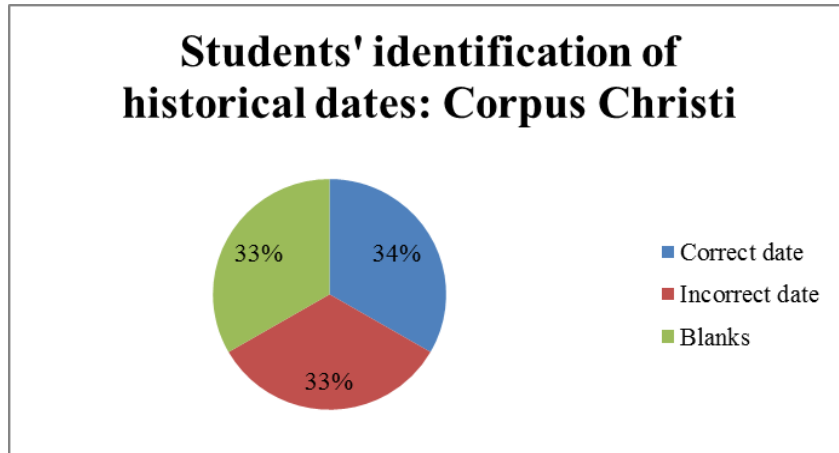


FIG. 11. Students' identification of historical dates: Corpus Christi

Source: Preliminary survey (group)

The results show that students in 2 groups (34%) provided the correct answer, students in another 2 groups (33%) did not know the date in which this festivity is celebrated and the students of the last 2 groups (33%) did not provide any answer at all.

- Inti Raymi: _____

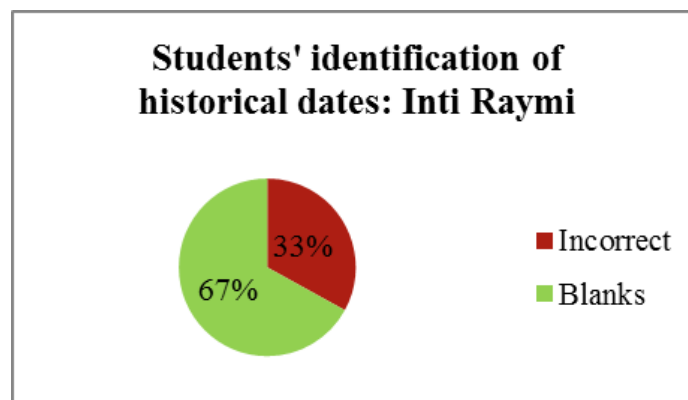


FIG. 12. Student's identification of historical dates: Inti Raymi

Source: Preliminary survey (group)

The results demonstrate that the students of 4 groups (67%) did not know the month in which Inti Raymi takes place, and 2 groups of the students (33%) did not provide any answer at all. Inti Raymi is an Incan tradition celebrating the Sun God.

- Killa Raymi: _____

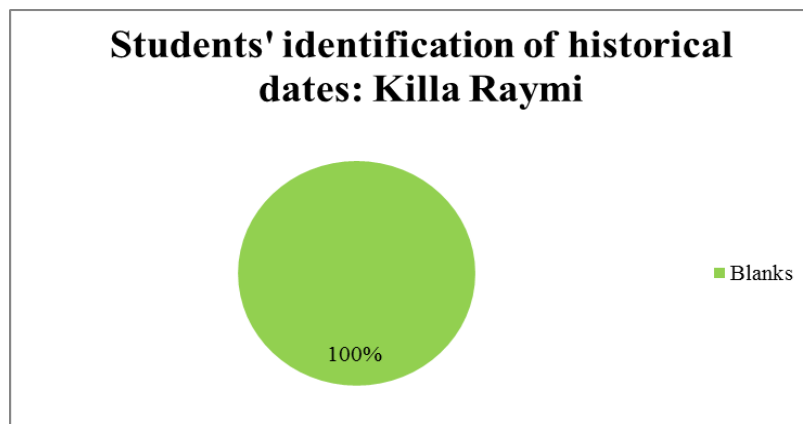


FIG. 13. Students' identification of historical dates: Killa Raymi
Source: Preliminary survey (group)

As it can be observed, none of the groups were able to provide the correct answer for this question.

- Fundación de Cuenca: _____

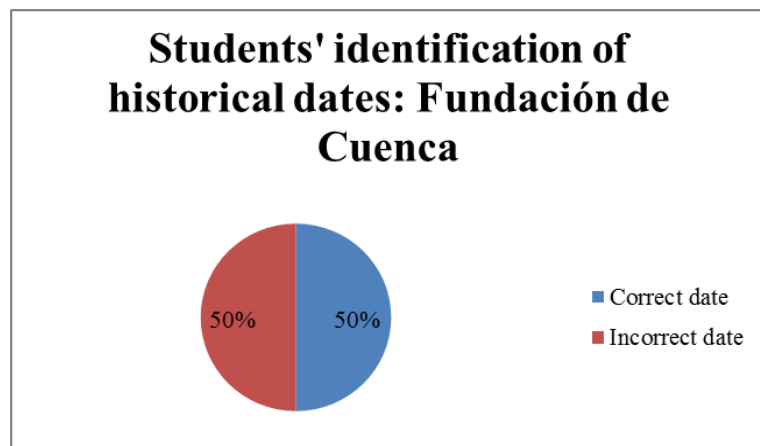


FIG. 14. Students' identification of historical dates: Fundación de Cuenca
Source: Preliminary survey (group)



As it can be observed from the chart, students in 3 groups (50%) gave the correct date for Cuenca's foundation while students in the other 3 groups (50%) were unable to provide the correct answer.

It is interesting to observe that students tend to mix up the date of Cuenca's independence with its foundation although the two historical events happened 265 years apart.

- Cuenca: Patrimonio Cultural de la Humanidad: _____

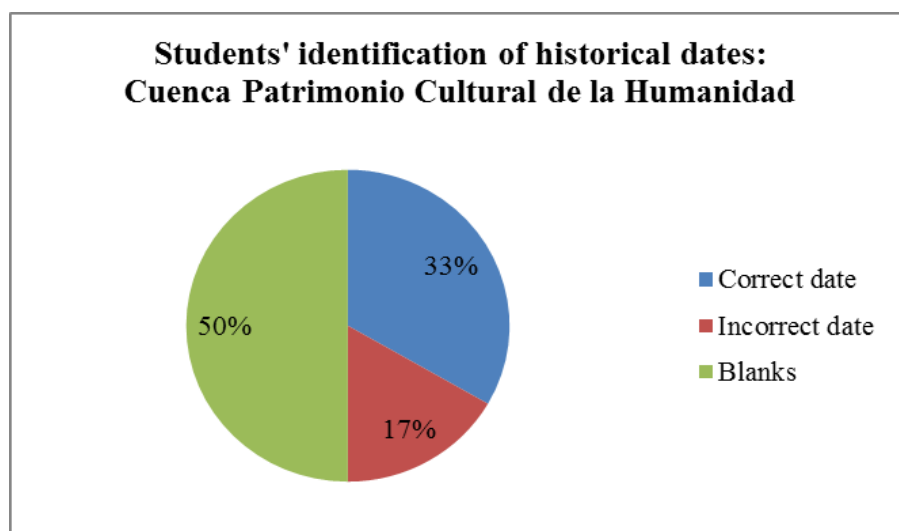


FIG. 15. Students' identification of historical dates: Cuenca Patrimonio Cultural de la Humanidad

Source: Preliminary survey (group)

As can be observed, students in 2 groups (33%) knew the exact date when this celebration takes place, 1 group (17%) wrote an incorrect date and students in 3 groups (50%) left the question blank.

2. What is celebrated during Semana Santa? _____

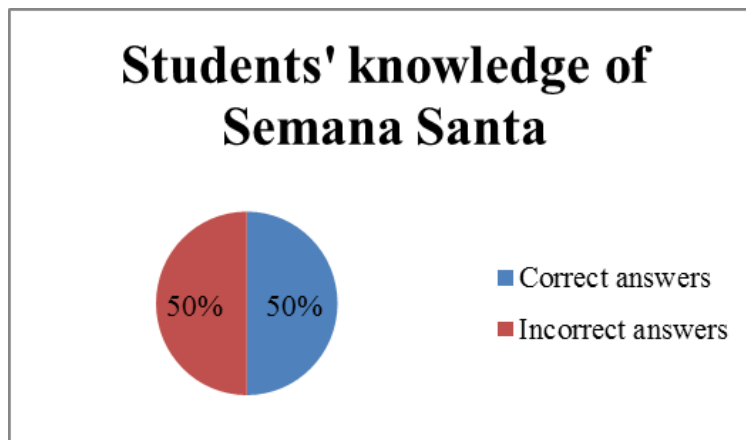


FIG. 16. Students' knowledge of Semana Santa

Source: Preliminary survey (group)

The results show that students in 3 groups (50%) provided the correct answer for this celebration and the remaining 3 groups (50%) did not give a correct answer.

2. Mark with an X and correct the statements that you think are not correct about the "El sombrero de paja toquilla" (Panama Hat)

- ____ Manabí, Santa Elena, Cañar y Azuay are some of the provinces that produce the hat.

- ____ The hat originated in Cañar.

- ____ A hat can cost \$5000 dollars.

- ____ Cuenca began to produce this hat in 1839.

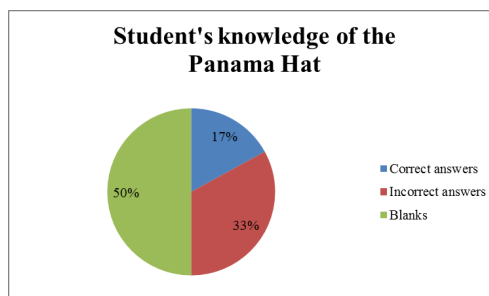


FIG. 17. Students' knowledge of the Panama Hat

Source: Preliminary survey (group)



As can be observed in the chart, students in 3 groups (50%) could not provide an answer for the questions and left them blank. Students in 2 groups (33 %) gave an incorrect answer and only 1 group of students (17%) was able to both identify the correct/incorrect answers and provide the right information by modifying the statements so that they became true.

3. Match each food to its corresponding festivity.

Fanesca

Corpus Christi

Motepata

Semana Santa

Dulces tradicionales (turrón, monjas, etc.)

Carnaval

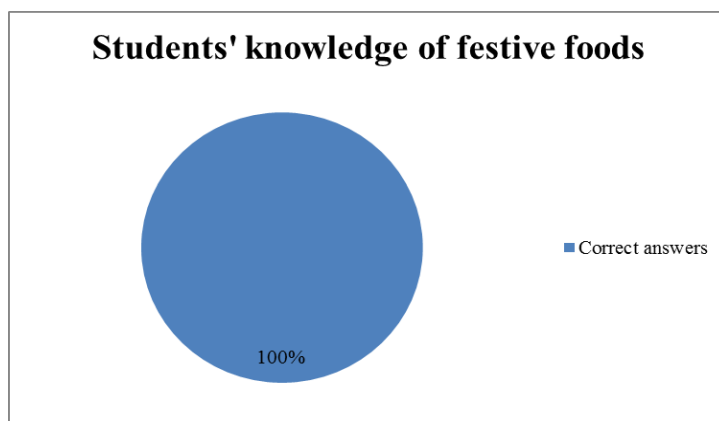


FIG. 18. Students' knowledge of festive foods

Source: Preliminary survey (group)

For this question, all 6 groups (100%) matched the foods and the festivities correctly.

4. Can you write four (4) different traditional foods apart from the ones mentioned in Q4 that are eaten during Ecuadorian festivities?

- _____
- _____
- _____

The next bar chart shows the answers obtained.

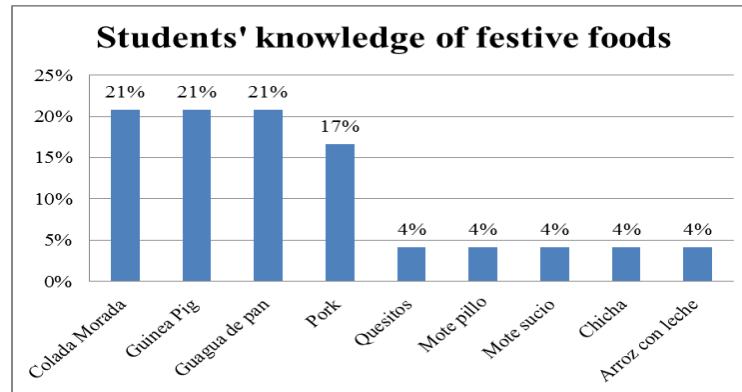


FIG. 19. Students' knowledge of festive foods

Source: Preliminary survey (group)

The bar chart demonstrates that colada morada, guinea pig and guagua de pan lead the list with 21%, next is pork meat with 17%. Other important specialties mentioned by the students are: sweets, mote pillo, mote sucio, chicha (fermented drink from yuca) and arroz con leche (rice pudding) with 4%.

5. Answer T (True) or F (False) to each statement.

- Carnival is a religious festivity ____
- Semana Santa is celebrated before the Cuaresma ____
- La Virgen del Cisne is over four centuries old ____
- Ingapirca means "Ciudad Inca" ____
- Don Gil Ramírez Dávalos founded Cuenca ____

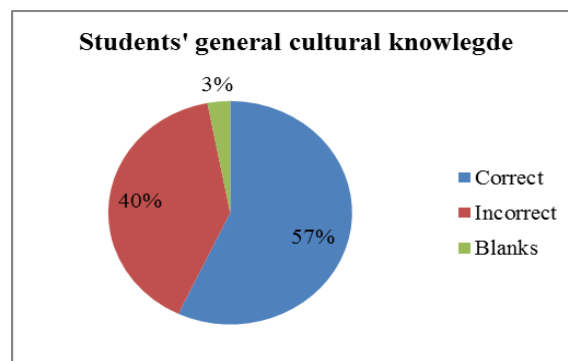


FIG. 20. Students' general cultural knowledge

Source: Preliminary survey (group)

As with Question 6 (FIG. 10) for the individual answers, the data for the 5 statements were aggregated to represent the possible 120 answers. Since we were not looking at the ranking of the groups as such, the pie chart only shows the percentage of true and false answers and those left blank.

It can be observed that 57% of the answers were correct, 40% were incorrect and 3% of the answers were left blank.

Next follows a comparison and analysis of the students' individual and group performance.

The data of the students' answers will be presented side by side so that the trends and differences can be easily seen.

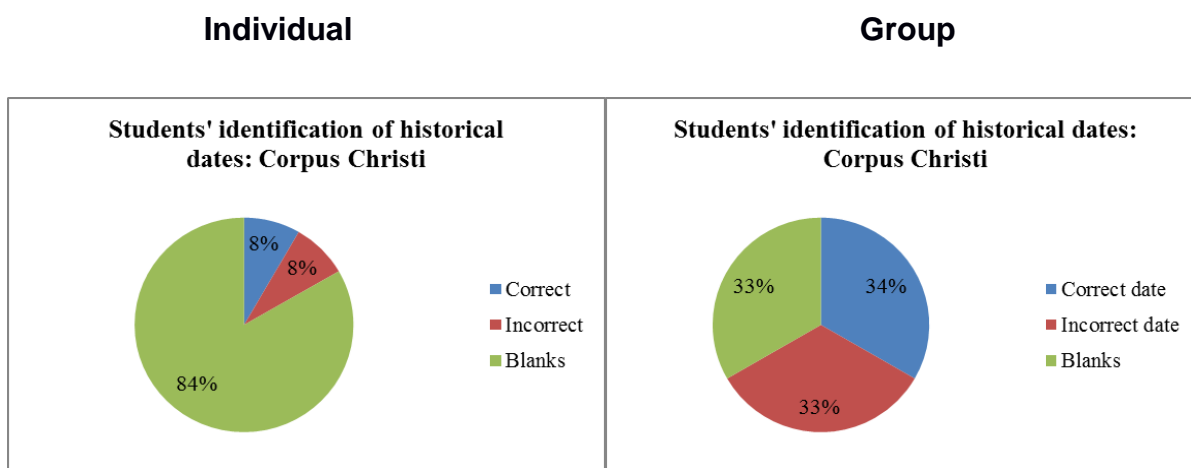


FIG. 21 - FIG. 22. Students' identification of historical dates: Corpus Christi
Source: Preliminary survey

As can be observed, the most significant change that has taken place is in the percentage rate fall of the so-called "blank" answers (from 84% to 33%). It is quite obvious that there are a lot more correct answers as well (having increased from 8% to 34%). Interestingly, the percentage rate of incorrect answers has also increased dramatically (from 8% to 33%).

The power of group effort, namely, wanting to make an attempt to answer the question, is evident and confirms what the literature says about the forces at work in groups. Dörnyei and Malderez describe some elements of group dynamics that can be observed and taken advantage of in the language classroom (67). They mention that groups, in general, function as “resource pools” and can provide motivation when its members are in the process of acquiring L2. Groups provide “support and maintenance” to their members while group interaction enhances cooperation and individual involvement (67).

However, there is a downside to group work, namely, that if students do not know the right answer, they might mislead each other. Apparently, this is what has happened here since many of the attempted answers were incorrect.

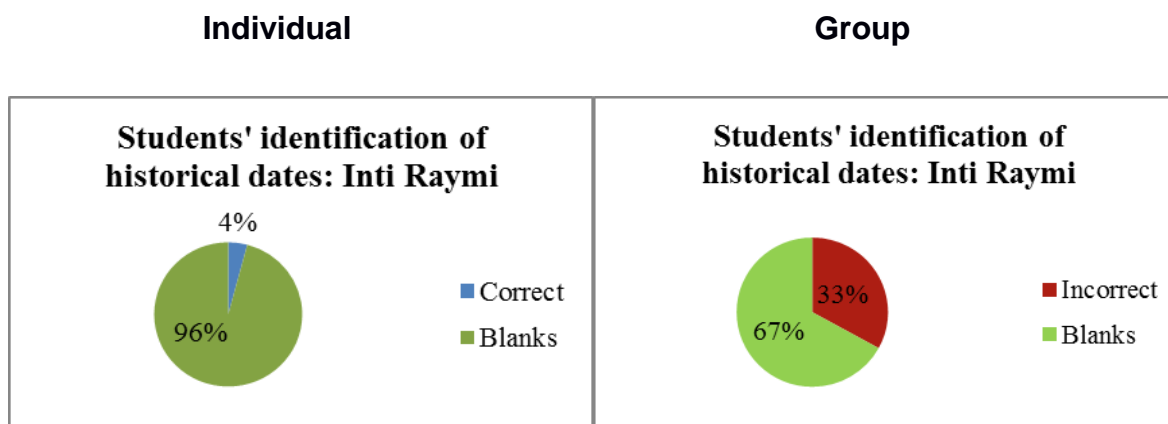


FIG. 23 - FIG. 24. Students' identification of historical dates: Inti Raymi

Source: Preliminary survey

When looking at them side by side, the percentage rate of the blank answers is high in both charts. However, as a result of the group effort, the number of answers left blank has decreased by almost a third (29%). Interestingly, the one and only answer that had been answered correctly disappeared when the students worked together.

Apparently, the same effect as described in the case of the previous question might have been at work, namely, students as a group looked for an answer. Once

again, not every attempt was successful, so much so, that group mates have probably managed to persuade the source of the only correct answer that he/she was incorrect. This is a clear sign of peer pressure, which is such a powerful motive for young people's behavior.

Geary says that "Peers become an important influence on behavior during adolescence. As adolescents search for identities separate from those of their parents, they experiment with new identities by participating in the different behaviors of their peers... Adolescents are often willing to conform to their peers' behaviors in order to be accepted" (3).

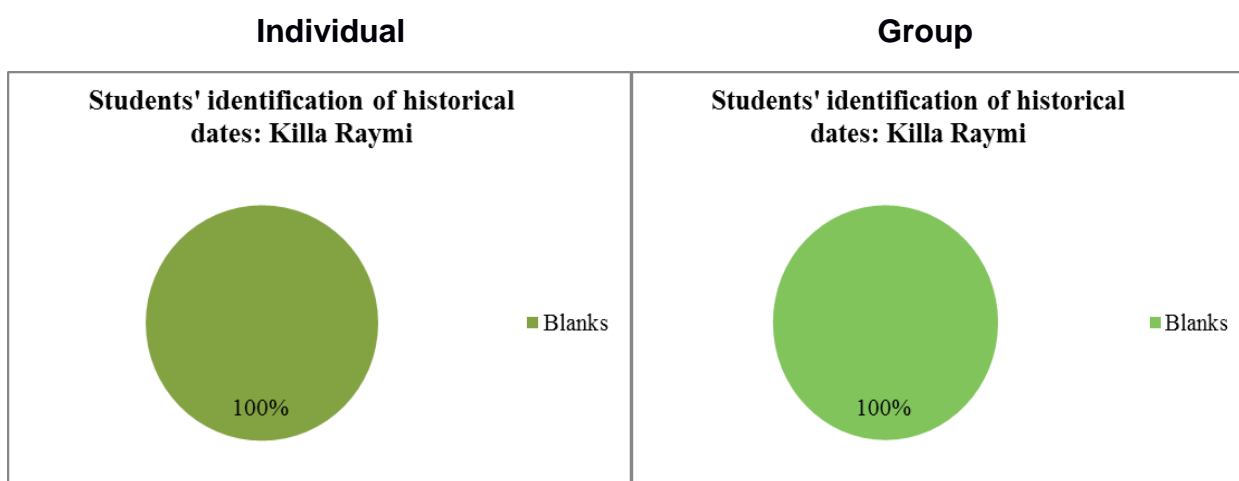


FIG. 25 - FIG. 26. Students' identification of historical dates: Killa Raymi
Source: Preliminary survey

The students could not answer the above question at all and correct answers were not forthcoming even after they sat together as a group. This shows that, in general, students lack knowledge regarding indigenous traditions and celebrations.

One of the reasons for this disconcerting result might be the fact that students do not have much connection with the country's indigenous heritage. Another possible explanation might be that, as with Inti Ryami, this festival is celebrated away from the city of Cuenca.

Individual

Group

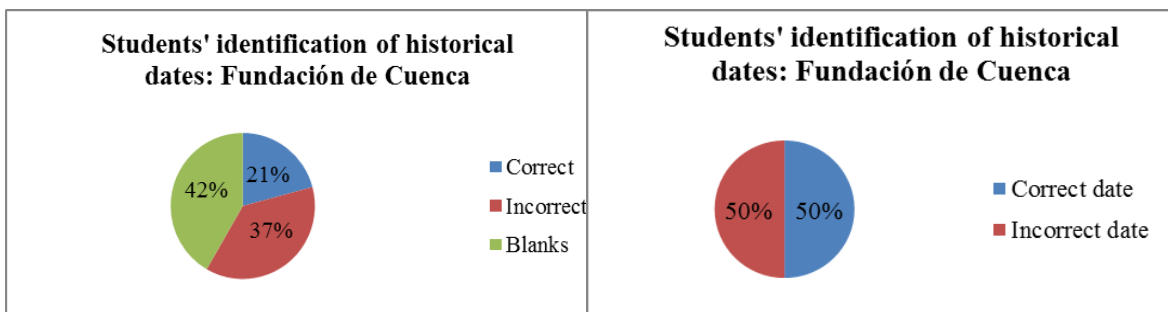


FIG. 27 - FIG. 28. Student's identification of historical dates: Fundación de Cuenca

Source: Preliminary survey

When set side by side, the two charts show a different picture. The number of blank answers disappeared when working in groups, whereas the number of correct answers increased by 29%; as for the incorrect answers, the difference between individual and group performance is 13%; the increase in the number of incorrect answers could be explained by the group dynamic factors described above.

Individual

Group

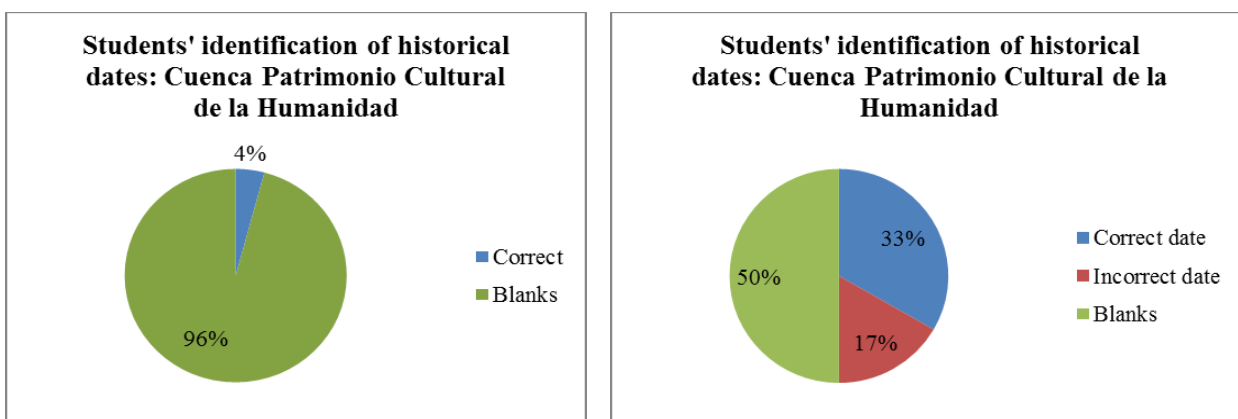


FIG. 29 - FIG. 30. Students' identification of historical dates: Cuenca Patrimonio Cultural de la Humanidad

Source: Preliminary survey

As can be observed, when working in groups, the percentage rate of the answers left blank decreased by 46%, and the number of correct answers also changed having increased by 29%. Finally, the number of incorrect answers also grew by 17% when students worked in groups.

The increase in correct answers is particularly striking in this instance and is a clear sign of how effective it might be to allow students to pool their knowledge in a group setting.

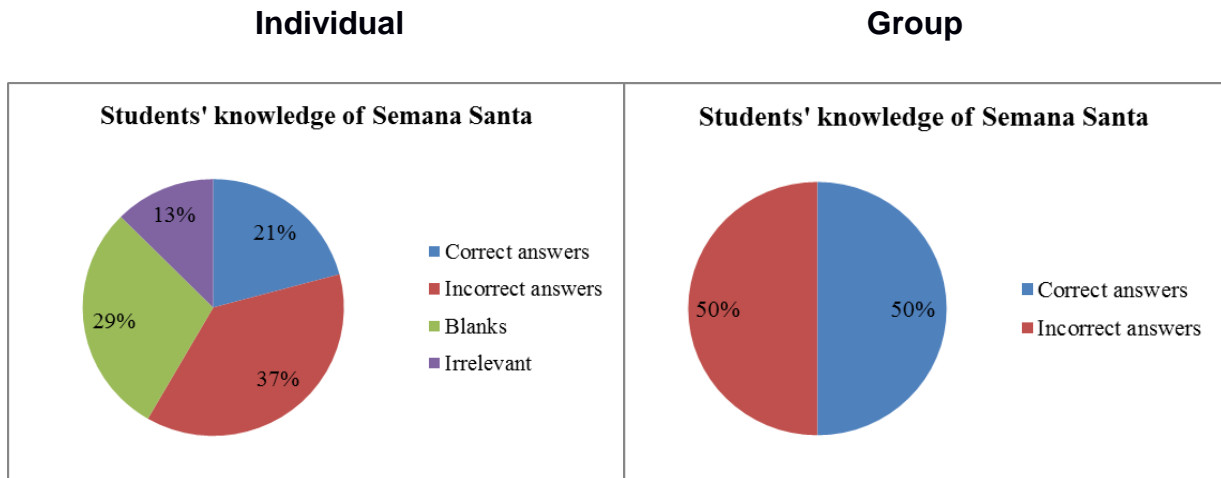


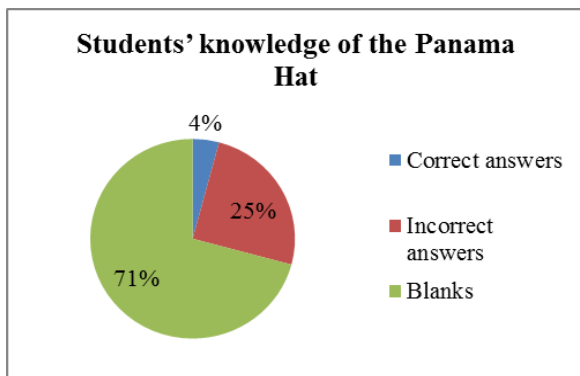
FIG. 31 - FIG. 32. Students' knowledge of Semana Santa

Source: Preliminary survey

When looking at the two charts side by side, it is evident that group work helped eliminate not only the answers left blank, which sharply declined to 0% from 29%, but resulted in the doubling of correct answers as well. Interestingly, the answers that were labeled as “irrelevant” for the purposes of the data analysis also disappeared.

One possible reason why the above charts vary the way they do, is because when students work by themselves it is easier to leave questions unanswered or write irrelevant answers. However, when they work with their peers they might feel embarrassed to appear ignorant and, in general, take the task more seriously.

Individual



Group

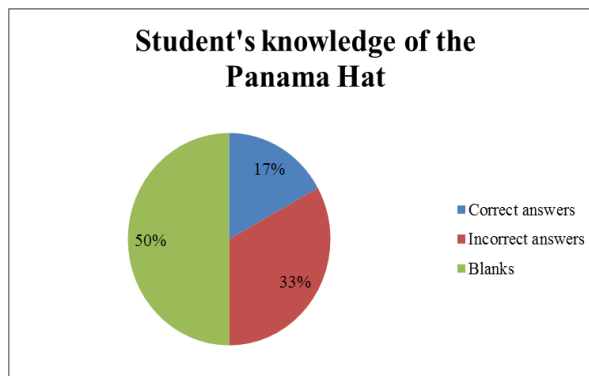


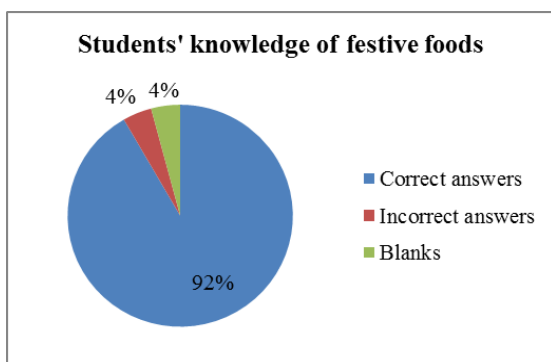
FIG. 33 - FIG. 34. Students' knowledge of the Panama Hat

Source: Preliminary survey

When comparing the two pie charts, it can be seen that the percentage rate of the blank answers decreased by 17%. On the other hand, the percentage rate of the correct answers rose by 8%, while the incorrect answers also increased by 9%.

Once again, the answers show that when working with their peers, students provided more correct answers than when working by themselves. As referred to above, group members tend to support each other in order to obtain more correct answers as a unit. Furthermore, as a group, students prefer to come up with some kind of an answer rather than leaving the question unanswered.

Individual



Group

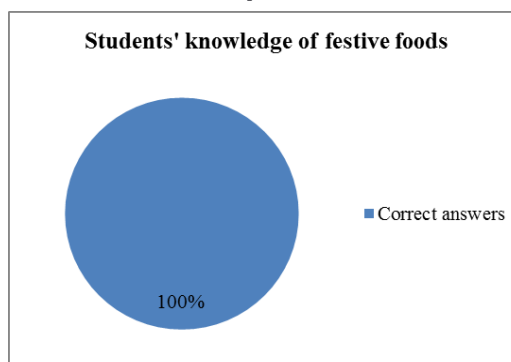


FIG. 35 FIG. 36. Students' knowledge of festive foods (individual and groups)

Source: Preliminary survey

The results are slightly different from one another. The pie chart on the left shows low percentage rates of incorrect and blank answers. However, the pie chart on the right only has correct answers.

Once again, it seems that the knowledge base of the participants improved when they worked in groups. They shared what they knew as a group, and came up with 100% correct answers.

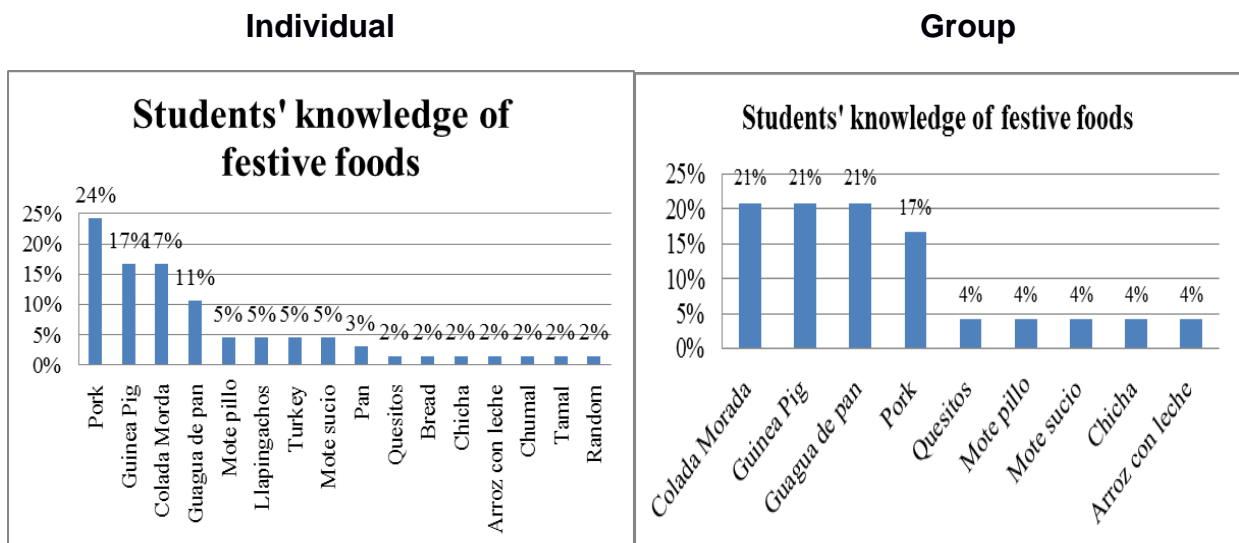


FIG. 37 - FIG. 38. Students' knowledge of festive foods

Source: Preliminary survey

When looking at the charts closely, it can be observed that students basically mentioned the same foods when working on their own or in groups. Leading the list is pork meat, colada morada, guagua de pan and guinea pig.

As it has been mentioned before, students did really well when referring to traditional foods compared with other cultural topics. The possible explanation for this has already been given in more detail further above.

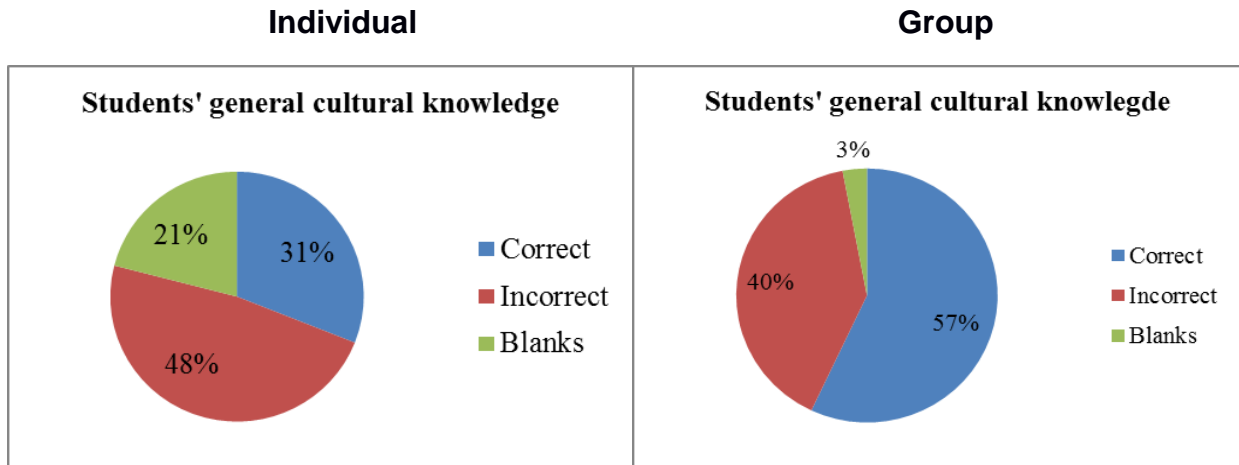


FIG. 39 - FIG. 40. Students' general cultural knowledge
Source: Preliminary survey

When comparing the two pie charts, it can be seen that during group work, the percentage rate of correct answers rose by 26%; the percentage rate of the incorrect answers decreased by 8%, while the percentage rate of blank answers fell by 18% as well.

The two charts once again provide a clear example that when students worked in groups, the answers they gave were more accurate and they provided fewer incorrect answers than when working alone.

By way of conclusion, it can be stated that students did better when they were asked to work in groups. The improvement was quite considerable in some cases when the students seemed to know very little individually. Owing to the effects of group dynamics and peer pressure described above, two trends emerged. When the students followed the cooperative principle, the number of blank answers fell, however, the ratio of incorrect answers also increased.

3.2. Preliminary Survey Vocabulary

Below a description and analysis of the vocabulary exercise from the preliminary questionnaire will be provided. As it has been explained before, the survey consisted of two vocabulary sections. The first contained 20 words in Spanish



which students had to translate into English, while the second section contained 20 words in English which students had to translate into Spanish.

Similarly to the cultural section of the questionnaire, students had to work on the vocabulary exercises in groups and individually.

The aim of the vocabulary evaluation was to gain a general idea of the participants' previous vocabulary in relation to content-related words as well as to find out if their vocabulary knowledge decreases or increases when working by themselves or in groups.

As referred to in the Literature Review, vocabulary words come in two forms: oral and print. Oral vocabulary refers to the words that are recognized and used in listening and speaking; print vocabulary includes the words that are recognized and used in reading and writing. Furthermore, word knowledge comes in two forms, namely, receptive and productive vocabulary. Receptive vocabulary includes words that we recognize when we hear or see them; productive vocabulary includes the words that we use when speaking or writing. Our receptive vocabulary is larger than our productive vocabulary since the former includes many words that we understand even without being aware of their exact meaning and connotation (Kamil & Hiebert qtd. in Lehr et al.).

It follows from what has been explained above that learners tend to rely on their passive or receptive vocabulary when they translate words from English into Spanish. As opposed to this, they fall back on their active or productive vocabulary knowledge when asked to translate from Spanish into English.

For the purposes of the present research project, the data of the vocabulary sheets of the individual students were aggregated, because the aim of the exercise was not to establish the vocabulary knowledge of the individual students, but to gain an overall assessment of the participants' familiarity with the type of vocabulary that was going to be introduced.



The word lists are presented below:

Spanish into English (productive/ active)	English into Spanish (receptive/ passive)
Duda	purpose
Reflejar	associated with
Creencia	christianity
Enfocar	imposed
Oro	empire
Plata	birth
por adelantado	spread
Circunstancias	workshop
Procesiones	infant
Complejo	velvet
Invitado	stitch
Regalo	parade
Acompañar	surrounding
Traer	sponsor
Madrugada	agreement
Canela	belong
Paseo	involve
Entusiasmo	performance
Centro	presiding
Bíblico	commitment

Table 3. Word lists

Source: Preliminary survey

Individual

Individual

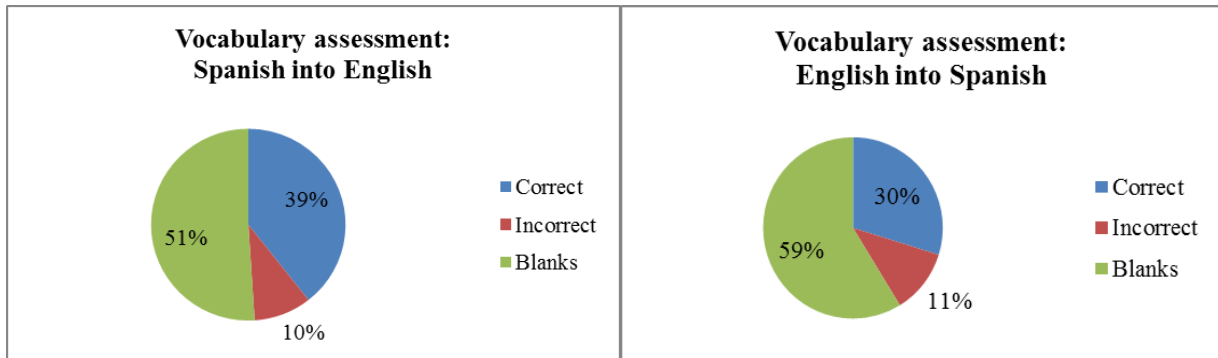


FIG. 41 - FIG. 42. Individual vocabulary assessment: Spanish into English / English into Spanish
Source: Preliminary survey

The pie chart in Figure 41 shows that 51% of the vocabulary words were left blank, more than one-third (39%) of the words were translated correctly and 10% was mistranslated.

The chart on the right in Figure 42 demonstrates that 59% of the words were left blank, about one-third of the words from the list were translated correctly, and 11% were incorrect.

The original assumption of the research project was that students would find it easier to translate English words into Spanish even if the English words were slightly more complicated than the words that they needed to translate from Spanish into English. The hypothesis was that if simpler words and cognates were given to the students to translate from Spanish into English this would constitute the same level of difficulty as translating more difficult words from English into Spanish.

Based on this assumption one would have expected the participants to perform similarly on both tests. However, this was not the case, because the charts seem to suggest that students were not so successful when looking for the Spanish equivalents of the English word list. Apart from the results, the English word list gave the researcher an idea of the receptive vocabulary skills of the participants with special regard to the words contained in the content-based readings.

The vocabulary assessment was carried out in groups as well. The reason for this was to establish how far students were able to pull together what they know and share vocabulary information among themselves.

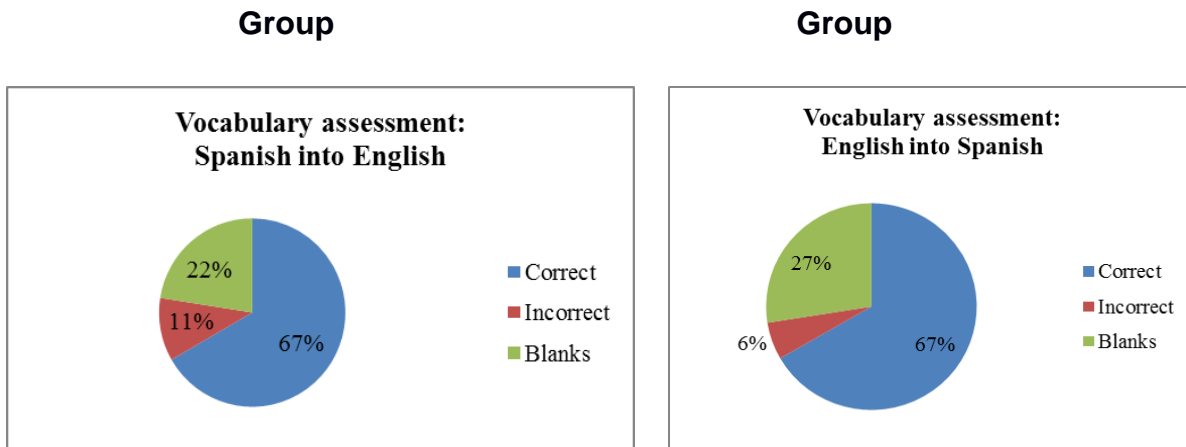


FIG. 43 - FIG. 44. Group vocabulary assessment: Spanish into English / English into Spanish

Source: Preliminary survey

Although there are some minor differences between Figure 43 and Figure 44, it seems that the balancing out effect of group work was set in motion when the students had to share their vocabulary knowledge translating from Spanish into English and the other way round, i.e. English in

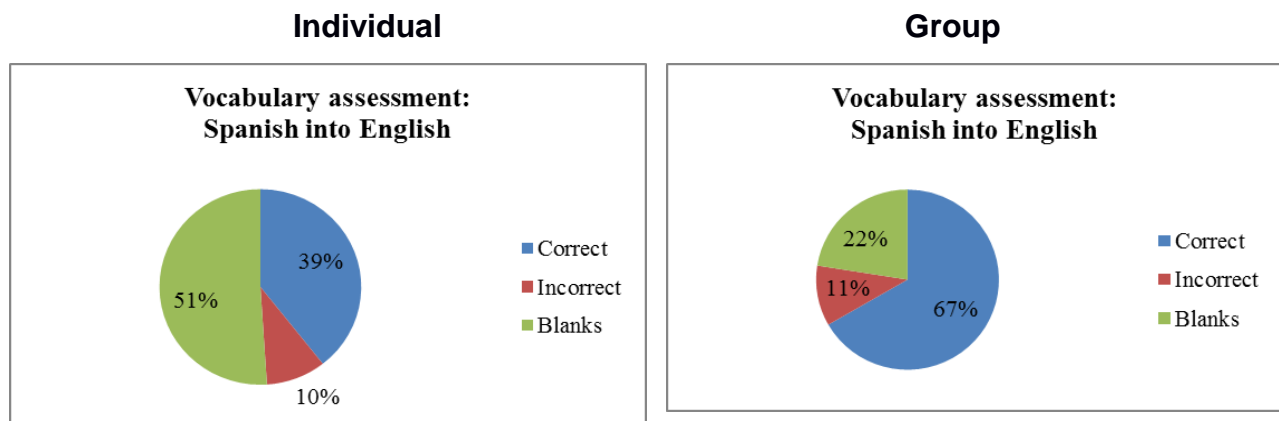


FIG. 45 - FIG. 46. Vocabulary assessment: Spanish into English

Source: Preliminary survey

As is demonstrated, the percentage rate of correct answers rose quite dramatically by 28% (from 39% to 67%), while the rate of answers left blank dropped from 51% to 22%. The rate of incorrect answers remained almost the same (11% and 10%, respectively).

These results suggest that, as with the cultural quiz-type activities, groups can help each other with vocabulary as well. This implies that vocabulary acquisition may be enhanced by peer teaching and group practice.

Let us now have a look at the English into Spanish results.

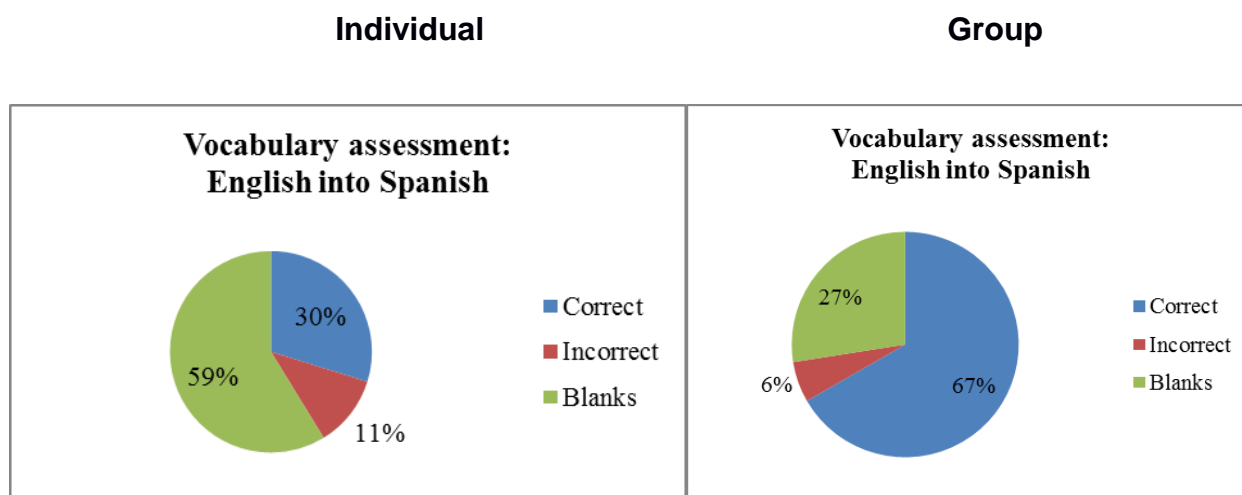


FIG. 47 - FIG. 48. Vocabulary assessment: English into Spanish

Source: Preliminary survey

The results show the same trends as those for Spanish into English. The ratio of blank answers dropped sharply from 59% to 27%, the percentage rate of correct answers rose from 30% to 67%, and even the rate of incorrect answers fell from 11% to 6%.

The implications are the same as for the English into Spanish word list. In fact, the benevolent effects of group work are even more evident than in the case of the Spanish into English translation activity. Since most Ecuadorian students are used to practicing vocabulary on their own, often rather mindlessly repeating the words aloud

many times, creating vocabulary acquisition activities for groups could lead to introducing new vocabulary learning strategies (Scrivener 226-246).

3.3 Assessment Sheets / Quizzes

In this section an attempt to explain the results obtained from the vocabulary assessment sheets will be made.

The chart below describes the scores the students achieved when working on the vocabulary activities in the chronological order they were set.

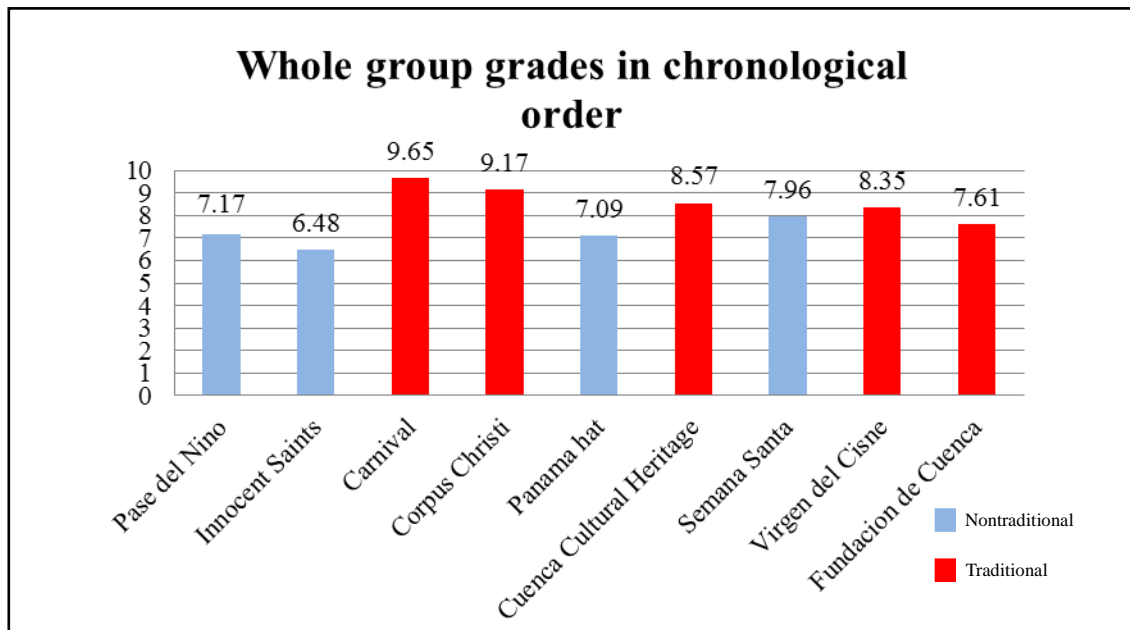


FIG. 49. Whole group grades in chronological order

Source: Vocabulary assessment quizzes

As has been pointed out in the methodology chapter, the researcher used two types of quizzes to test vocabulary acquisition and retention. One of them belonged to what one might call “traditional” vocabulary quizzes involving activities like matching, circling, underlining, and completing. The other kind involved crossword puzzles and word searches that we have referred to above as “nontraditional” vocabulary activities.



One of the objectives of the present study was to establish if students found it easier to work with one type of activity rather than the other.

As can be observed in the chart above, the two highest grades that the students obtained are associated with the traditional vocabulary quizzes; the grades are 9.65 for Carnival and 9.17 for Corpus Christi. The two lowest grades are for Innocent Saints and the Panama Hat with 6.48 and 7.09, respectively. Both of these involved nontraditional types of vocabulary quizzes.

With regard to the whole group results, it can be seen that even though there were some topics that the participants did well on, there were three borderline cases where the students, as a group, would have failed or would have been close to not passing. Obviously, these average grades hide the fact that some individuals must have done a lot better or fairly poorly.

There could be at least two reasons for the students' poor performance when working with the first two topics. We have established already that they tended to do better on traditional vocabulary quizzes than nontraditional ones, and the first two vocabulary quizzes were of the nontraditional kind. Furthermore, these relatively low results were achieved right at the beginning of the treatment and one might argue that the students needed to get used to how the texts were going to be explored for vocabulary acquisition.

Interestingly, students reported that one of their favorite readings was the one on the Panama Hat (see below), but they still did not do too well on the vocabulary quiz for this topic. While it is almost impossible to find a reason for these results they seem to suggest that the hypothesis that students will do better on topics that they like, may not always hold water.

As for the topics on which the students did best, it might be argued that the results were due to the fact that the vocabulary quizzes for Carnival and Corpus Christi were of the traditional kind. Moreover, by this time students were probably getting used to working with content-based vocabulary.

The next chart demonstrates the type of exercises (circling and underlining or completing and matching) in which the students' overall performance was higher.

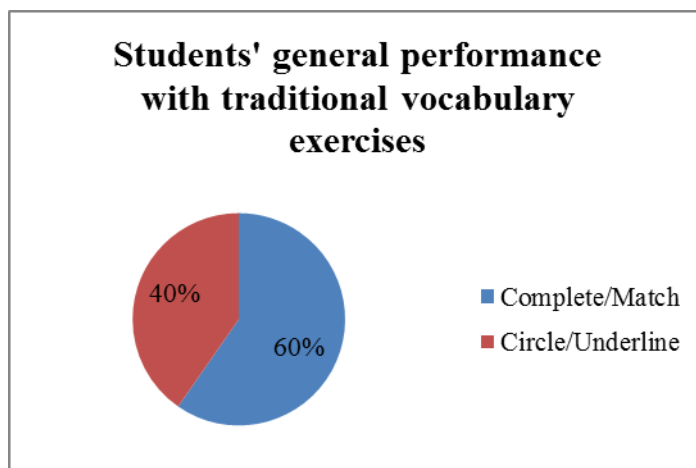


FIG. 50. Students' general performance with traditional vocabulary exercises

Source: Vocabulary assessment quizzes

Based on the grades they achieved, it can be seen that , 60% (14 students) did better when working with completing and matching exercises, while 40% (10 students) achieved better results when working with circling and underlining activities.

3.4 Streams

In order to find out what lay behind the averages for the whole group, the students were divided into two streams. These were set up according to the students' compound English grades half way through the academic year and closest to the beginning of the treatment. There were 12 students in the upper, and 11 in the lower stream.

The purpose of the exercise was to assess if students in the upper and the lower stream would show any difference in trends of vocabulary acquisition during the course of the treatment.

The charts below aim to identify trends and patterns in this regard. First of all, let us look at the average grades for the two streams.

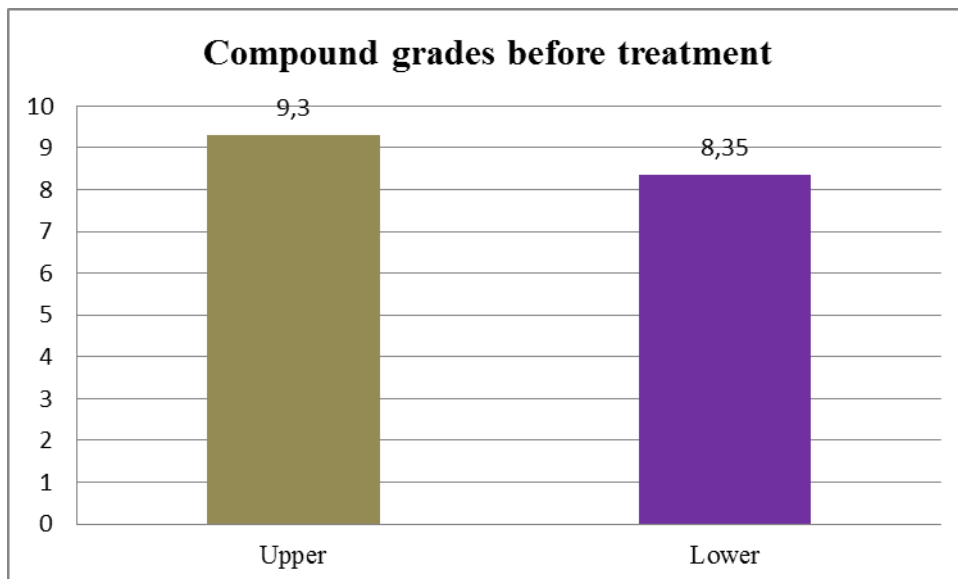


FIG. 51. Compound grades before treatment

Source: Compound grades in January 2013

As is demonstrated by the figure above, the participants overall had a good command of English since both the upper and lower stream achieved good grades of above 8.35 over 10.

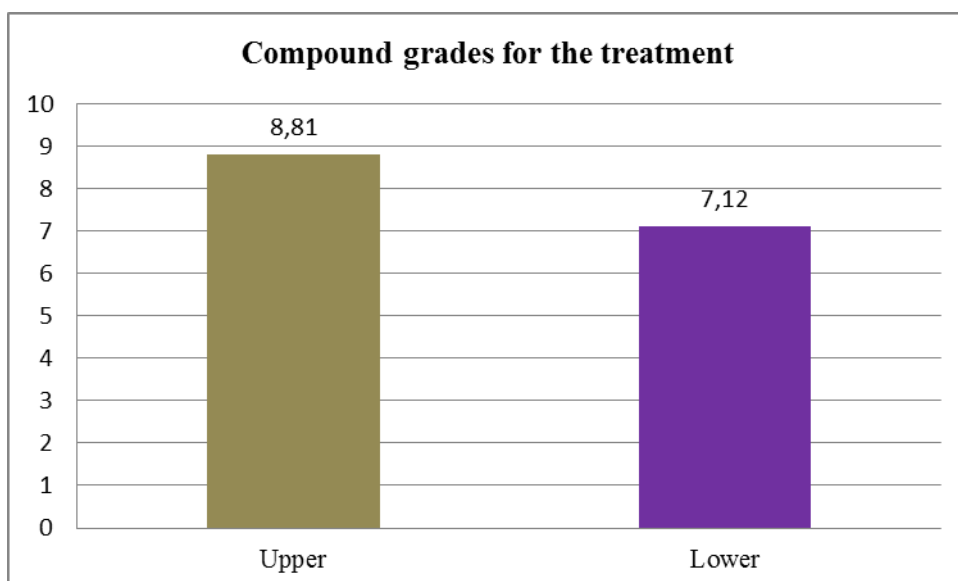


FIG. 52. Compound grades for the treatment

Source: Compound grades of treatment

As can be seen by comparing the two sets of data, the participants' vocabulary acquisition skills are below their general English language proficiency. The difference for the upper stream is not too great, 0.49 percentage points, while it is more marked for the lower group since the decrease here is 1.23%.

This could imply that students with better grades have less difficulty when focusing on vocabulary learning, while students in the lower stream may be in need of more explicit instruction regarding effective vocabulary learning skills and strategies.

Let us now look at the topic by topic results for the vocabulary quizzes in the upper stream.

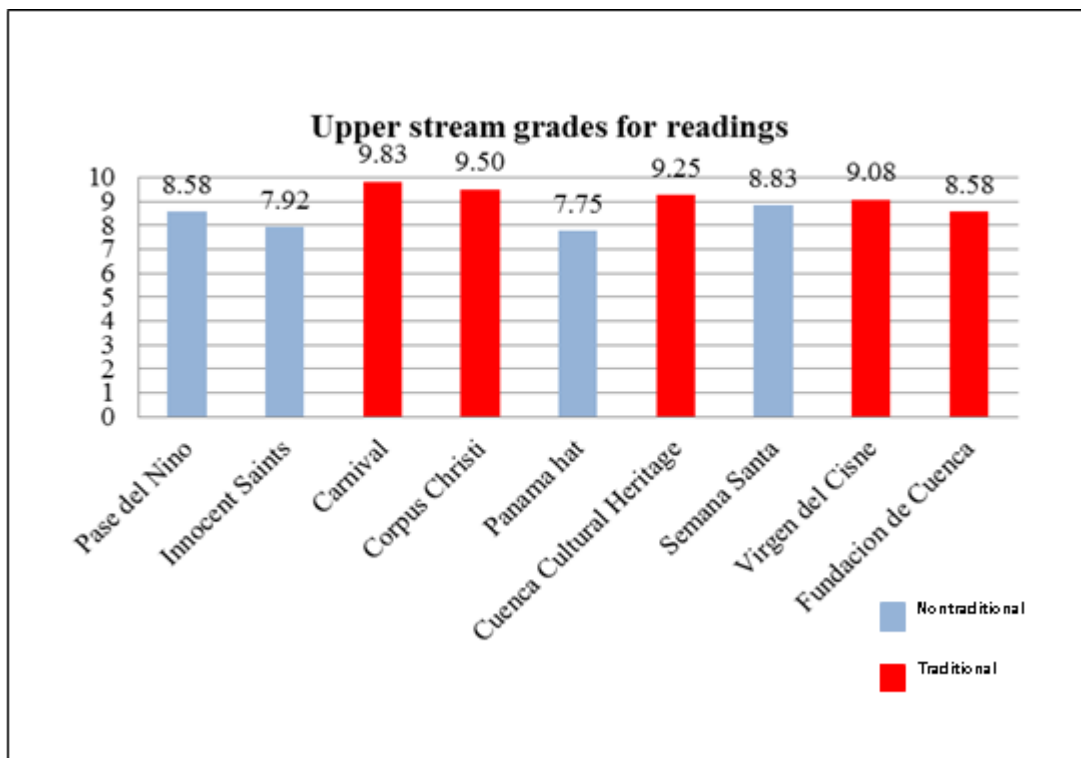


FIG. 53. Upper stream grades for readings
Source: Vocabulary assessment quizzes

As with the grades for the whole group, the upper stream seems to follow the same pattern, namely, the 12 participants of this group did better working on traditional quizzes than attempting nontraditional ones.

However, when compared with the following graph, it is apparent that the difference between the results for traditional and nontraditional quizzes in the upper stream is not as pronounced as it is in the lower stream.

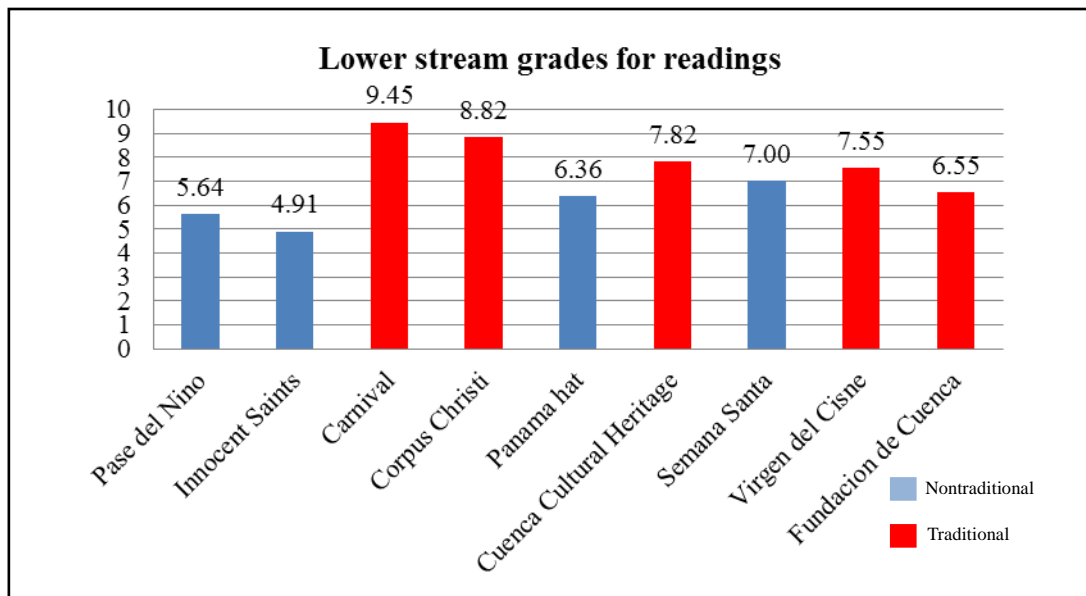


FIG. 54. Lower stream grades for readings
Source: Vocabulary assessment quizzes

The 11 participants of this group did well in the case of the traditional quizzes, and the grades achieved for the Carnival topic show no great difference between the two groups.

In order to make some tentative observations regarding the differences between the performances of the two streams, it is worth looking at how well they did for each reading by setting the results side by side.

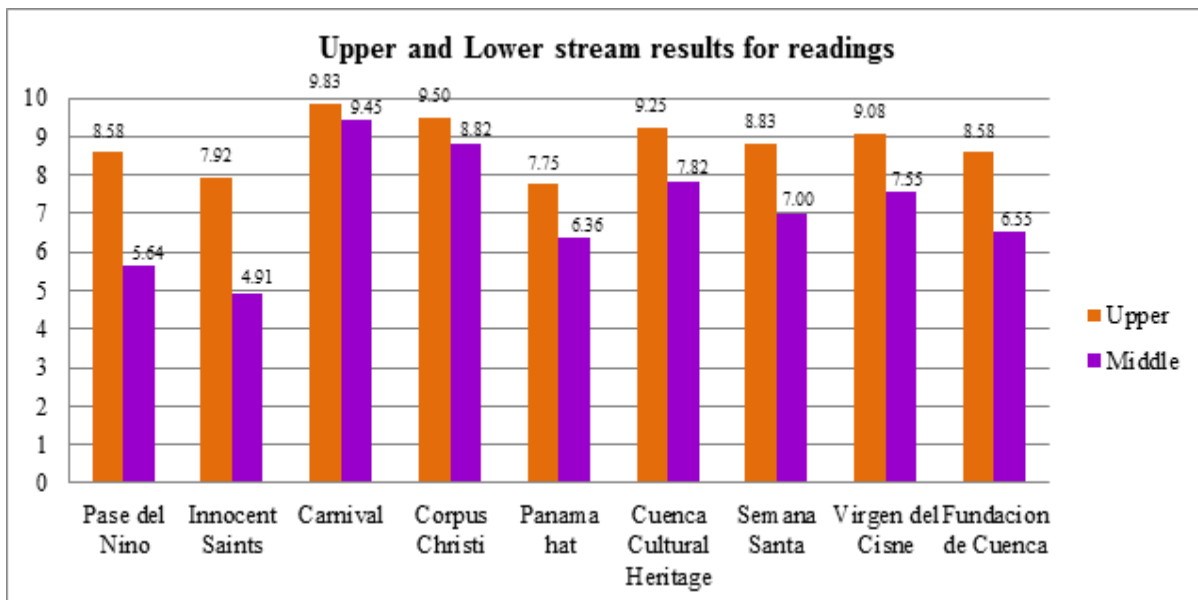


FIG. 55. Upper and Lower stream results for readings
Source: Vocabulary assessment quizzes

When analyzing the percentage rates as laid out above, it is evident that even though in general both streams did worse on the nontraditional quizzes, the lower stream did considerably worse. This is especially striking in the case of the first two topics: Pase del Niño and Innocent Saints.

The difference between the two streams is 2.94% and 3.01%, respectively. This is a very great variation considering that the general proficiency rates were not that dissimilar to start with. The difference of around 3 points over 10 implies that under normal circumstances all those participants in the lower group would have failed the test on the two topics referred to above.

There could be a number of reasons explaining these results. As has been mentioned earlier, the students in general were unused to nontraditional quizzes. Let us also not forget that the results discussed here were arrived at in the initial stages of the treatment. It is fairly difficult to pull the various strings apart, but the results suggest that better students, namely the ones in the upper stream, found it easier to adapt themselves to the new style assessment quizzes than the students in the lower stream.

This has important pedagogical implications, namely, language teachers should pay attention to the differing skills of their students in the various proficiency groups of their classes. It needs to be noted that the differences between the two groups became less prominent during the course of the treatment and except for the very last topic, it never widened to above 1.83%.

The same data could be looked at in a different manner so that we can see the trends that have taken place.

The following line graph demonstrates how well each stream did over the time of the whole treatment.

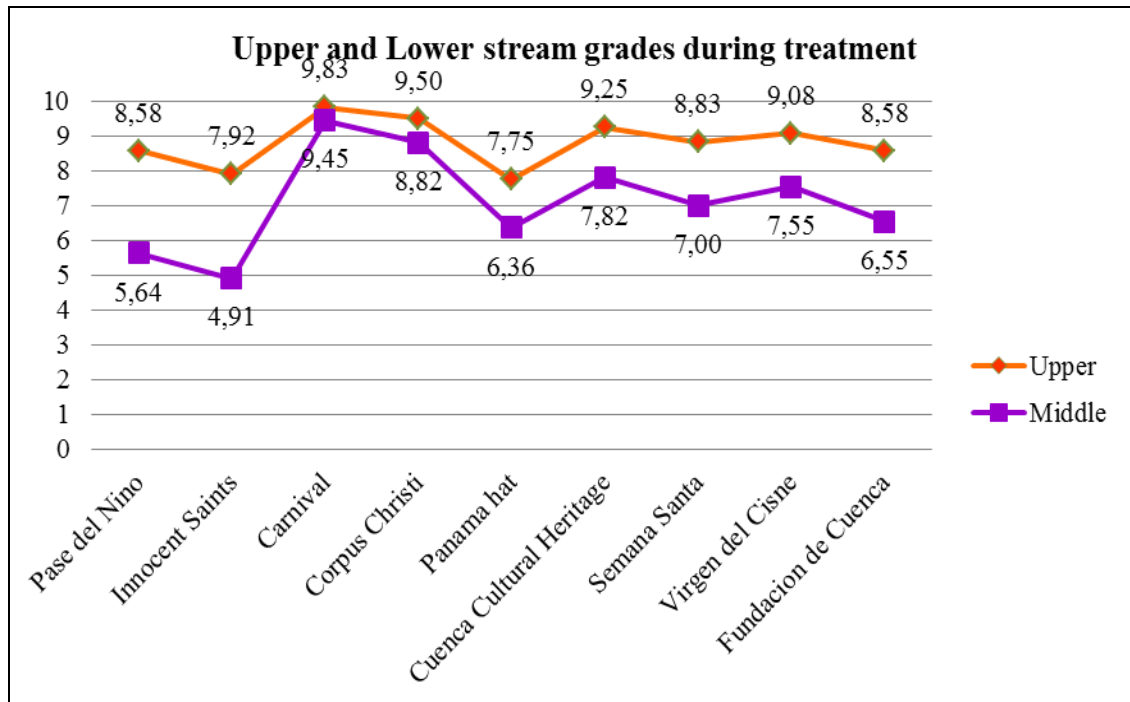


FIG. 56. Upper and Lower stream grades during treatment

Source: Vocabulary assessment quizzes

As mentioned above, both groups did worse than their average grades for the first two readings but the lower group fell behind a lot more. Afterwards the grades appear to go in tandem and the gap only widens for the last reading. There appears to be no special reason for the dip in the case of both groups for the Panama Hat



topic, especially since the participants favored that reading. A tentative explanation might be that it was one of the few authentic pieces of text written by a native speaker and perhaps more idiomatic than the others.

3.5 Qualitative analysis of vocabulary data

Below some tentative comments will be made regarding the vocabulary assessment sheets and the students' vocabulary acquisition strategies.

It needs to be noted that as opposed to the bulk of the quantitative data which was analyzed for all nine topics that the treatment involved, the present qualitative analysis will only look at certain features that seem to stand out from the wealth of data contained in the nine sets of vocabulary quizzes.

The first aspect of vocabulary acquisition concerns English-Spanish cognates.

Aske defines cognates as follows: "In linguistics the term cognate refers to native words in different languages that descend from the same word in an earlier, parent language, such as English "fish" and Spanish "pez", which may seem unrelated at first sight, but are not" (1). He talks about true (or perfect) cognates, like "motor" and "hotel" in English and Spanish and mentions "false cognates" in the case of which the "family relationship" is obvious, but the meaning of the two words may have changed over time (1-2). Another category is that of the "imperfect cognates", where the relationship is obvious, but the words have undergone some, often systematic, spelling changes.

Obviously, Spanish speakers of English will have less difficulty with the so-called "perfect cognates", like "hospital" and "terrible". Clearly, words that are perfect cognates in writing will be pronounced differently in the two languages, but this is not our primary concern at this stage.

The situation gets a little more complicated when the cognates are not perfect. Words that are almost the same but have a slight difference in spelling are especially tricky for learners.

In the first reading about Pase del Niño one of the words on the vocabulary list was “demonstration”. It is easy to see how writing down this fairly long word can be a problem for speakers of Spanish because the word in their language is spelled as “demostración”. When looking at the two words we can see that there are three minor differences. The English words has an extra “n” in the middle, it has a “t” where the Spanish writes a “c” and, as in all words in Spanish, there is an accent on the “ción”.

The results of the vocabulary tests have confirmed the assumption that the spelling of this word would involve some special difficulty for the participants of this research project.

Below are the results regarding the spelling of the English word “demonstration”.

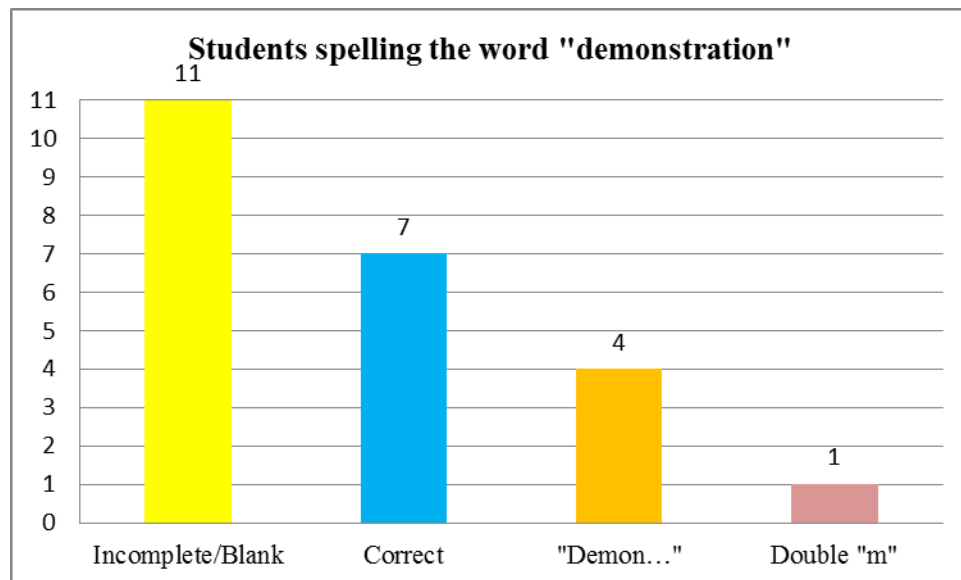


FIG. 57. Students spelling the word “demonstration”

Source: Vocabulary assessment quizzes

As it can be observed in the bar chart, 11 students (48%) either left the word blank or incomplete; another 7 students (31%) were able to spell the word correctly. Four participants (17%) got as far as writing “demon”, and there was 1 student (4%) who, in order to fill all the boxes, doubled the consonant “m” when completing the crossword puzzle.



It is obvious from these attempts that some of the students tried various strategies to solve the puzzle. Since the word had to be written into a crossword-style grid, the students had to fill in all the boxes, so the fact that the Spanish word is one letter shorter had to be resolved. One student chose to double the third letter “m”, and four students got half the word right. It was interesting to observe that one of the best students did manage to spell the word correctly, but this was the one and only word that she had deleted by using correction fluid and then had another, successful go.

Arrufat describes the difficulties that students are faced with when trying to rely on cognates:

“False cognates or the so-called “false friends” contribute to a negative transfer and so become a difficulty in the teaching-learning process. For example: The English word “actually” and the Spanish word “actualmente” seem to be cognates, as well as the word forms “interesting” in English and “interesante” in Spanish do. However, although the second pair are cognates, the first pair are not, since they differ in meaning: “actually” does not mean “actualmente” but “de hecho”. This kind of error shows evidence of negative transfer due to native language influence.”

However, in our case the difficulty did not arise from a difference in meaning, but the fact that the two words are spelt differently in Spanish and English. One way of helping students with these types of cognates could be by presenting explicitly the systematic spelling changes, for example, how the “ation” ending of an English word corresponds to the ending “ación” in Spanish.

Let us now move on to the second reading which, just like the first one, was a nontraditional vocabulary quiz in the sense that students had to find out the words based on their definitions and afterwards needed to find them in an oval shape of letters (word search). The tricky side of the activity was that the words could have been arranged going from left to right (normal reading) as well as top to bottom, diagonally, from bottom to top and also right to left. It was not analyzed in detail which

direction might be the most difficult for students, but it is likely that reading words from the bottom to the top in a foreign language is fairly challenging.

It looks like the students started with identifying the words by their definitions and then tried to look for the same words in the word search. When analyzing the data separately for the definitions and the word search, the data show that they did significantly worse in the word search than when they identified the words based on the definitions.

The graph below demonstrates the differences between the students' performance related to these two tasks. It should be noted that we have aggregated the data for the other three remaining nontraditional vocabulary quizzes of this kind so the results below refer to these three quizzes, exclusively. The columns standing next to each other represent the grades of the upper and lower group.

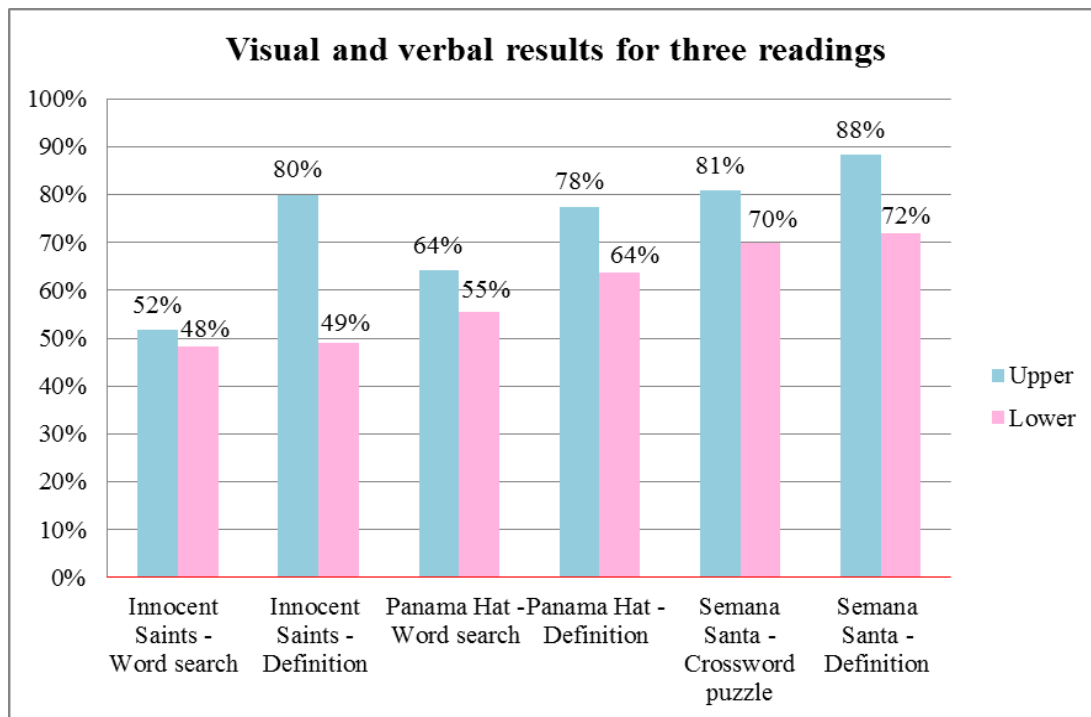


FIG. 58. Visual and verbal results for three readings

Source: Vocabulary assessment quizzes

The figure above is the visual representation of two aspects. On the one hand, it shows how the participants did on the “left” and “right” hand side of the quiz (visual



tasks as opposed to verbal tasks). On the other hand, it also shows how the two streams did as compared to one another (adjacent columns).

Let us look at the first two pairs of columns referring to Innocent Saints. It is easy to see that even though the results are low, there is not a great difference between the (low) performance of both the upper and the lower stream (4%). However, when we look at the results of identifying the words based on definitions, the difference is quite striking at (31%).

Put another way, the surprising aspect is not so much that the lower stream did considerably worse when it came to working with the definitions, but the fact that with the visual task they did not fall behind by the same degree. Pedagogically speaking this implies that mediocre students might actually have hidden talents, for example, untapped resources when dealing with nontraditional activities. This ties in well with Gardners' theory on Multiple Intelligences (77-104; 179-216).

While one would not wish to push this hypothesis beyond what appears to be a reasonable assumption, the trend appears to be consistent even though the gap narrows during the treatment. This might imply that students in both streams got used to the visually laid out tasks, and in general, started performing better on both sides of the quiz.

What could be the reason for this statistically meaningful difference? One possible explanation might be that the Ecuadorian education system favors traditionally laid out texts, namely, ones that go from left to right. Students are not very used to looking at charts, tables, grids and word games the solving of which would be treated as every day pastimes for children whose mother tongue is English. For the same reason, the use of graphic organizers has not become too widely spread and whenever they are employed teachers need to put in some extra effort to get the students to use them as a learning aid.

Regarding the chart below that refers to data set 1-2 and 3-4 there is only one observation to be made. The reading on Carnival, which was the third piece of text

presented to the students, meant that they were actually returning to their “comfort zone” of traditional quizzes and this might explain the better results that we can observe as opposed to the first two nontraditional quizzes.

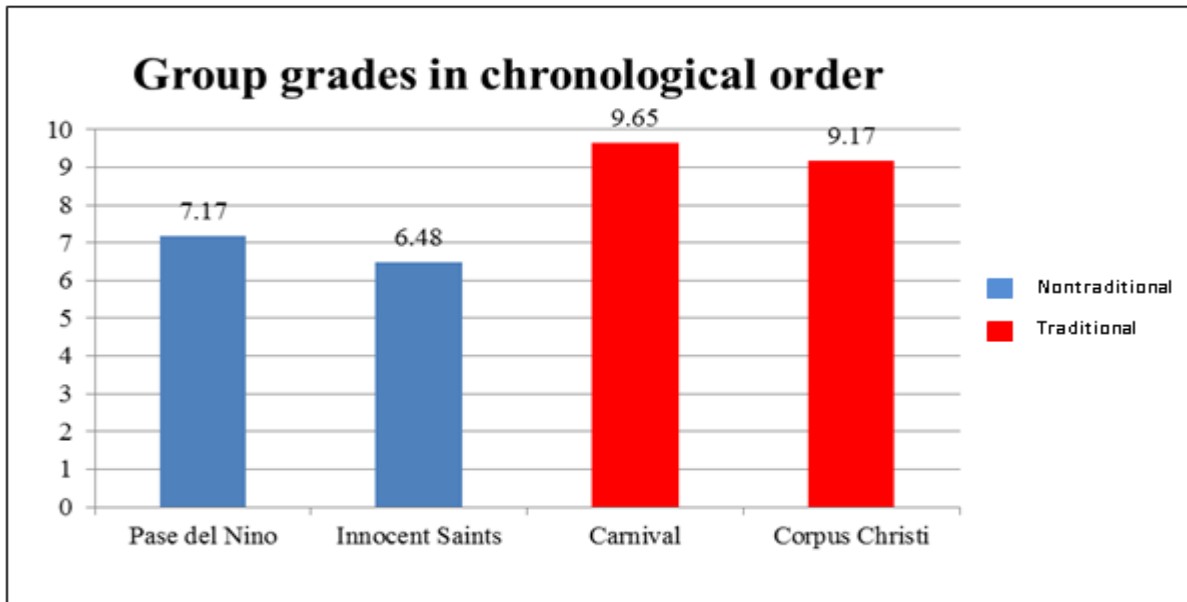


FIG. 59. Group grades in chronological order

Source: Vocabulary assessment quizzes

The chart above shows that the students’ average grade for the first nontraditional vocabulary quiz (Pase del Niño) is 7.17 over 10 while the average grade for the second nontraditional vocabulary quiz (Innocent Saints) is 6.48 over 10. As for the first two traditional vocabulary quizzes the average grades over 10 are 9.65 for the Carnival reading and 9.17 for the Corpus Christi assessment sheet.

Beyond the explanation offered above, the fact that the students were becoming used to the vocabulary quizzes might also account for the better results for topics 3 and 4. However, the difference in percentage rate is great enough to suggest that the better results were perhaps mainly due to the fact that students were more comfortable working with quizzes that look like ordinary course book exercises.

As will be seen below in the “customer satisfaction survey”, students actually confirmed that they preferred traditional quizzes. The preference is quite strong since



almost four-fifths of the students (79%) declared that they liked conventional quizzes better.

Finally, let us present another example for possible difficulties that EFL learners may encounter when working on vocabulary tasks.

Words encapsulate objects and concepts. Some of them are quite close in meaning and EFL learners, on occasion, may find it difficult to identify or tell apart two words whose meaning they feel might be overlapping. Probably this is why the participants of the research project found it difficult to differentiate between two English words, namely “emblem” and “coat of arms”. Out of 23 students 11 had a problem; 8 of them could not choose the right definition for “emblem”, and three more mixed up the two definitions for these two words.

Below is the visual representation of the difficulties that the students encountered.

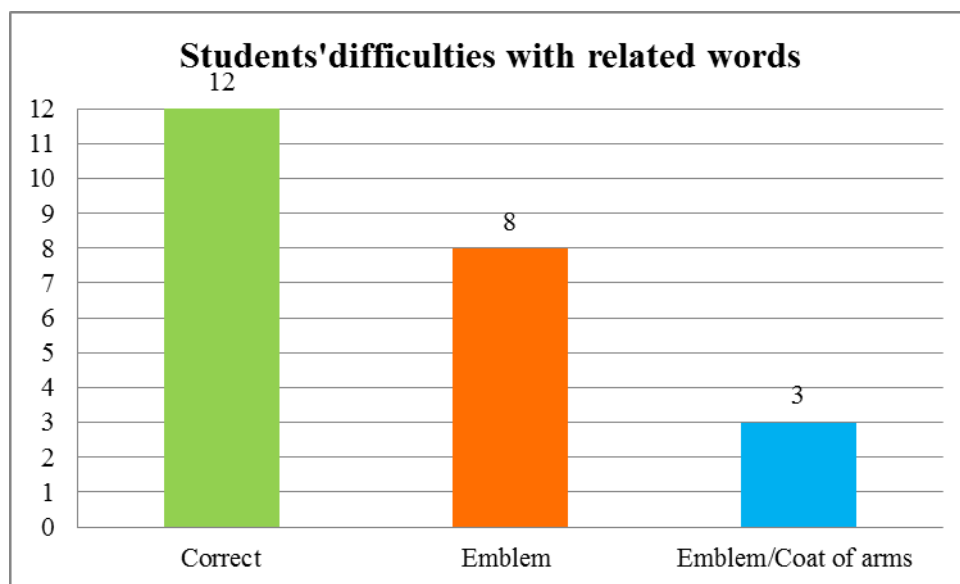


FIG. 60. Students' difficulties with related words

Source: Vocabulary assessment quizzes

As can be observed, of the 23 students 11 had some kind of difficulty with regard to these two vocabulary words. The number of students who could not choose



the correct definition for the word “emblem” was 8 which constitutes 35% of the whole group. As for having problems choosing the correct definitions for the two words, “emblem” and “coat of arms”, 3 students (14%) struggled with both.

Why should “emblem” and “coat of arms” appear to be so difficult to differentiate between? One reason might be that their meaning is not too dissimilar from each other. “Emblem” is possibly the more general term while “coat of arms” is a fairly specific historical term. Neither of them is too close to the students’ everyday experiences even though they might encounter both in the historic center of Cuenca.

3.6 “Customer satisfaction” Survey

At the end of the treatment, students filled in a “customer satisfaction” survey which served the purpose of finding out to what extent students enjoyed working with the supplementary material both as regards to the reading texts and the vocabulary exercises.

The survey was also intended to establish which readings were the students’ favorites. The researcher also wanted to find out which vocabulary learning strategies students found most useful, which kind of test was easier to work with (i.e. traditional or games) and, finally, which three readings were perceived to be the most informative ones.

Below is a detailed account and evaluation of the students’ answers to the questions of the survey.

In order to complete the first question, students had to tick the option they felt described best what they thought.

1. Did you enjoy working on the readings?

All the time _____ Most of the time _____ Sometimes _____

The following chart demonstrates the answers given by the students.

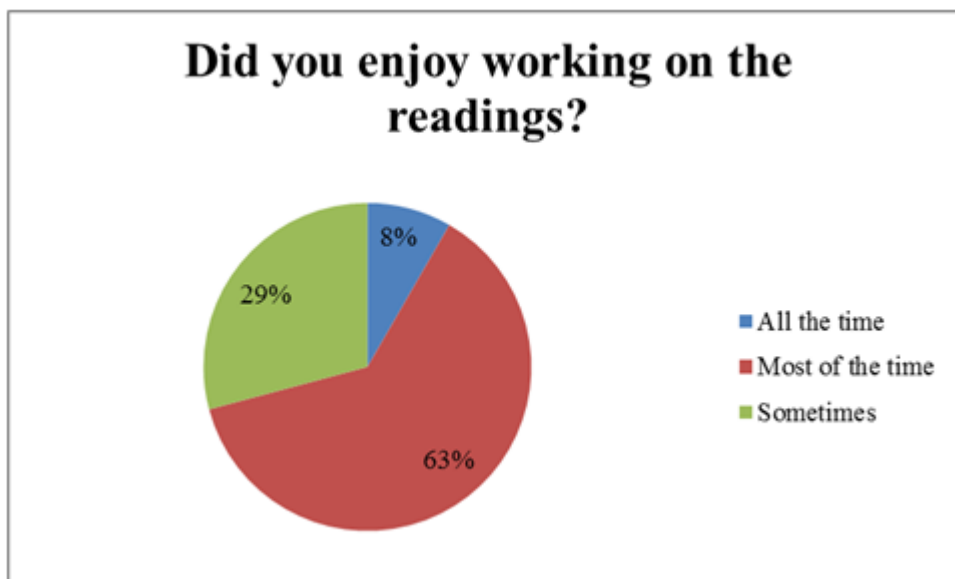


FIG. 61. Did you enjoy working on the readings?

Source: “Customer satisfaction” Survey

As the chart above indicates, 15 students (63%) stated that they enjoyed working on the readings “most of the time”, 7 students (29 %) mentioned that they enjoyed working with the readings “sometimes” and 2 students (8%) stated they liked working on the readings “all the time”.

The data seem to suggest that more than two-thirds of the students enjoyed the readings presented to them “all the time” or “most of the time”. This probably shows that the readings did engage the students and constituted an enjoyable activity for them.

2. Did you enjoy working on the vocabulary exercises?

All the time _____ Most of the time _____ Sometimes _____

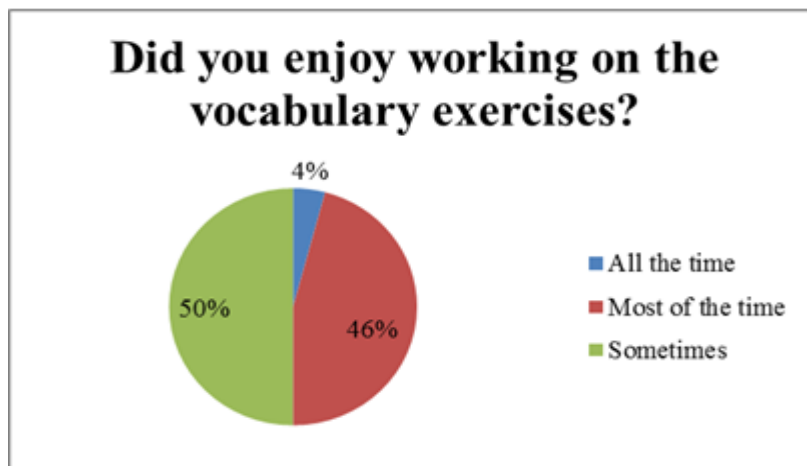


FIG. 62. Did you enjoy working on the vocabulary exercises?

Source: "Customer satisfaction" Survey

As can be observed in the chart, 12 students (50%) said that they enjoyed working on the vocabulary exercises "sometimes", another 11 students (46%) mentioned they enjoyed working on the exercises "most of the time" and 1 student (4%) said that working on the exercises was enjoyable "all the time".

It is apparent that although half of the students enjoyed the activities "most of the time" or "all the time", the other half of the group only enjoyed it "sometimes".

The results may reflect the difference between top-down and bottom-up processes in reading. This is how Treiman explains the difference between the two:

"Bottom-up processes are those that take in stimuli from the outside world -- letters and words, for reading -- and deal with that information with little recourse to higher-level knowledge. With top-down processes, on the other hand, the uptake of information is guided by an individual's prior knowledge and expectations. In most situations, bottom-up and top-down processes work together to ensure the accurate and rapid processing of information." (2-3)



Students were, apparently, happy reading a piece of informative text which they were able to comprehend even without understanding each and every word (top-down process). On the contrary, the detailed analysis of fairly complicated vocabulary might have been less appealing to a fair number of students (bottom-up process). This would suggest that students did not always appreciate the involved vocabulary work that required that they pay close attention to a given piece of text and the information in it.

3. Choose your three favorite readings: assign 1 to the best, 2 to the next, and 3 to the last one.

_____ Pase del Niño
_____ Innocent Saints
_____ Carnival in Cuenca
_____ Corpus Christi
_____ Panama Hat Story
_____ Cuenca Cultural Heritage
_____ Semana Santa
_____ Fundación de Cuenca
_____ Virgen del Cisne

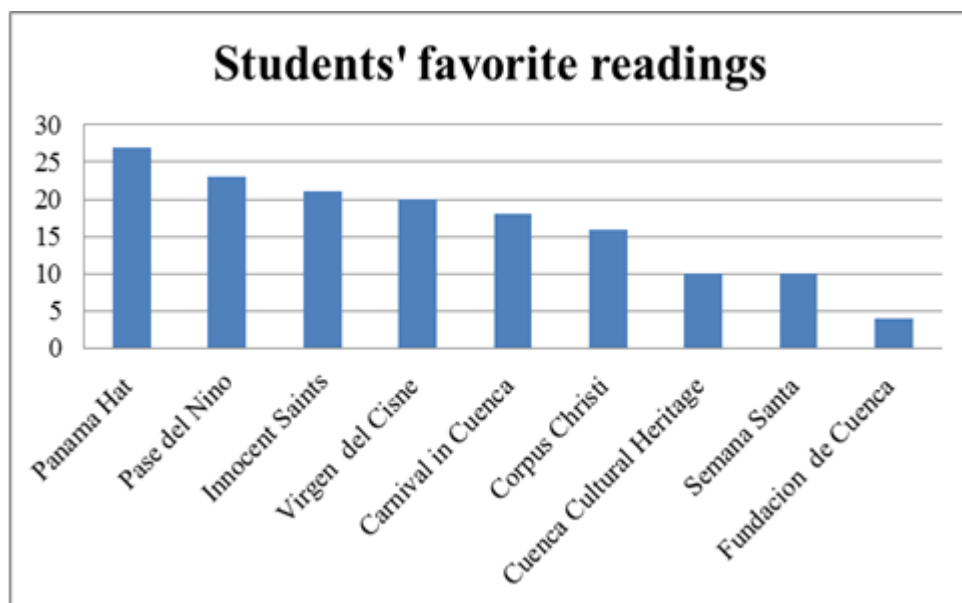


FIG. 63. Students' favorite readings
Source: "Customer satisfaction" Survey

The bar chart demonstrates that students chose the Panama Hat as their favorite reading, the next one was Pase del Niño, with Innocent Saints in third place.

One can only guess why the students chose these three topics as their favorites. A possible reason could be that the Panama Hat story was written by an educated American writer who has lived in Cuenca for a number of years. The description included interesting historical details and even references to films. In the case of the other two topics, it was possibly the richness of detail and the novelty of the information that might have caught the students' attention.

4. Choose three of the options that best describe the way in which you learn new vocabulary.

- _____ Write the word down many times
- _____ Say the word aloud many times
- _____ Look at the word in context
- _____ Learn the word by memorizing it
- _____ Learn the meaning of the word
- _____ Write down the meaning of the word

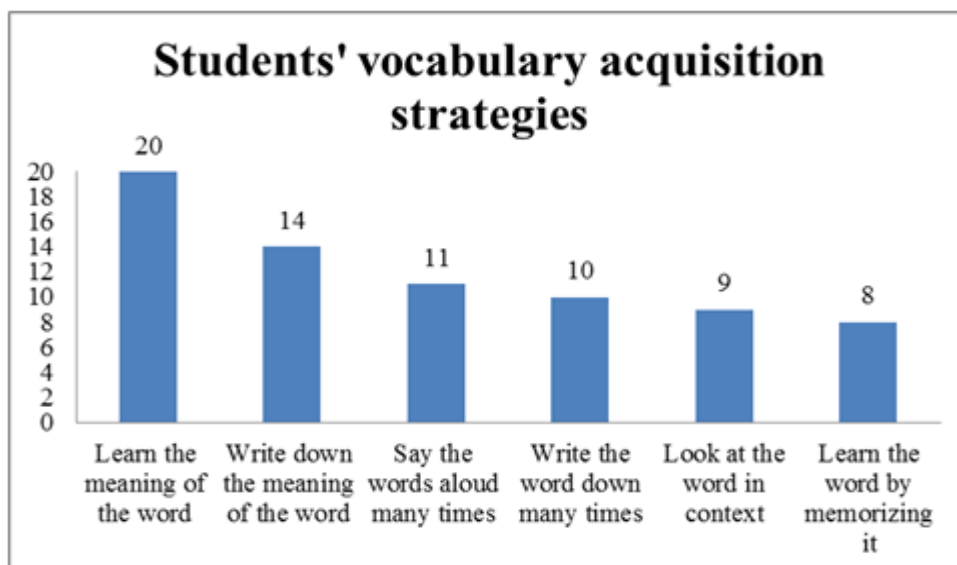


FIG.

64.



Students' vocabulary acquisition strategies

Source: "Customer satisfaction" Survey

As can be observed, the three most frequently mentioned vocabulary acquisition strategies by the students are: learn the meaning of the word, write down the meaning of the word and say the word aloud many times.

Some of the reasons why students chose these options might be because of the way they were taught to learn vocabulary. The school where the experiment took place does not have a structured vocabulary teaching system/plan that would allow students to employ new vocabulary learning strategies.

5. Which kind of test did you find easier to do?

_____ Traditional quizzes

_____ Vocabulary Games

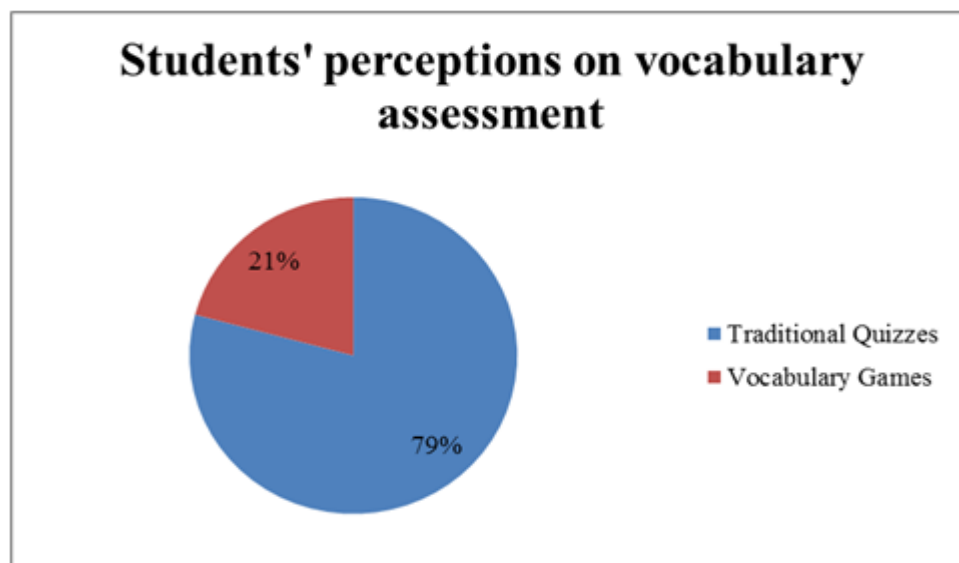


FIG. 65. Students' perceptions on vocabulary assessment

Source: "Customer satisfaction" Survey



The chart above shows that 19 students (79%) prefer working with traditional vocabulary quizzes, whereas 5 students (21%) said that they prefer working with vocabulary games.

A possible reason why more than three-quarters of the participants said they prefer working with the traditional vocabulary quizzes (rather than the vocabulary games) might be that they are not accustomed to having these kinds of activities. The fact that they were, at least initially, unfamiliar, made them more difficult for the students.

6. Write down the titles of three readings you think were the most informative.

- _____
- _____
- _____

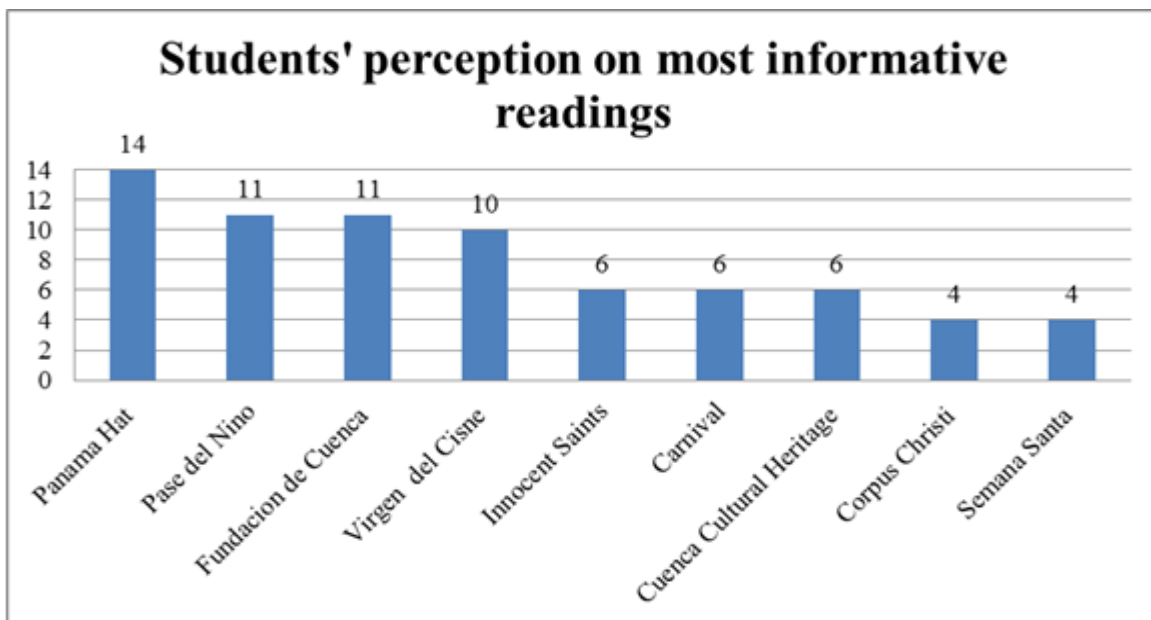


FIG. 66. Students' perception on most informative readings

Source: "Customer satisfaction" Survey



What can be observed from the chart is that students found the Panama Hat reading to be the most informative, the second most informative reading was Pase del Niño with Fundación de Cuenca in the third place.

As it has been stated before, the Panama Hat and Pase del Niño readings were full of details that made the stories richer, consequently, students gained more information from these two. As for the text on the Fundación de Cuenca, the reason why students chose it as one of the most informative readings might be because much of the information was new to them.

In Chapter III we have described, analyzed and interpreted the data pertaining to the three main stages of the experiment that was designed to explore how content-based reading texts may enhance vocabulary acquisition. We have looked at the preliminary survey that focused on cultural awareness as well as gauged the students' initial vocabulary knowledge. The nine sets of vocabulary quizzes provided both quantitative and qualitative data regarding how students handle vocabulary. Finally, the "customer satisfaction" survey provided some useful data regarding the students' attitudes to texts based on information regarding their home culture as well as their vocabulary learning techniques. Beyond the research itself, the end result of the experiment is a set of informative readings based on cultural topics and icons related to Ecuador in general and Cuenca in particular.

In Chapter IV, the conclusions and recommendations arising from the project will be discussed.



Chapter IV: Conclusions and Recommendations:

Conclusions

In the next section we will be summarizing the conclusions that follow from the data analysis and interpretation. The conclusions will be in chronological order based on how the research project took place.

One of the main findings of the present study has been that culture constitutes an important part of one's identity and that language teaching should include not just the target culture but that of the language learner's home culture as well. In this study, it has been found that Ecuadorian teenagers have very rudimentary knowledge of their home culture. There are considerable gaps in their knowledge regarding Ecuador's indigenous heritage. They also know very little about historical events and cultural icons that are related to the province or the city where they live. Very few of them were aware for example, that the Panama Hat and its history is so closely related to their hometown, Cuenca. They seem to have a better understanding of the traditions related to food although they were often unaware of the links between certain types of food and religious celebrations. As for historical events, students on occasion mixed up important dates even though these might have been set apart by hundreds of years (the Foundation of Cuenca and Cuenca's Independence Day). Indigenous traditions and celebrations also appear to be blind spots for the participants that come from the upper-middle class families of Cuenca, Ecuador.

As for the second part of the preliminary survey, the results suggest that the students have a fairly wide vocabulary and that there is not a great difference between the participant's receptive and productive vocabulary.

One aspect of the study was to establish how far the results of the preliminary survey would change if the students started working cooperatively, namely in groups. Group dynamics suggest that the forces that are at play when students work together can have a beneficial effect on performance. The study seems to support this hypothesis since during group work students made a more serious attempt to answer



the questions that they earlier left blank when working on their own. However, group work could be a double-edged sword because even though the students provided more answers than before, many of them were incorrect. As regards the jointly performed vocabulary part of the preliminary survey, once again one could see that the number of blank answers decreased by more than half and the number of correct answers increased by more than 50%.

Let us now turn to the vocabulary assessment quizzes. As it has been noted in the data analysis chapter there was a considerable difference between how the students handled traditional and nontraditional quizzes. The main difference between the two was that while the traditional quizzes more or less resembled the type of vocabulary exercises that students are possibly used to, the nontraditional word searches and crossword puzzles required students to look at the information in novel ways, perhaps even including the application of different multiple intelligence-type skills. Whether because the nontraditional quizzes were applied right at the beginning of the treatment when the routine had not as yet established itself, or because they were quite new for the students, the results showed that their grades were considerably lower than the subsequent traditional tests.

By way of conclusion one might say that students who learn the target language in a fairly traditional fashion will not do well using new tools for assessment and often will not like them either.

The study also looked at how students with higher and lower levels of English proficiency would learn vocabulary. It is probably justified to say that students in the upper stream had better vocabulary acquisition strategies and even though they did not do particularly well when working on nontraditional quizzes they reached solidly good results. It needs to be noted though, that both streams' general proficiency rates were higher than their grades for the readings than the vocabulary assessment quizzes. This seems to suggest that vocabulary learning activities and strategies should be kept high on the agenda in the EFL classroom.



Some of the conclusions regarding the qualitative analysis of the data are as follows:

Spanish speakers of English can rely on the high proportion of cognates that exist between the two languages. While perfect cognates only constitute a problem when it comes to pronunciation, the so-called “false friends” can be a huge challenge, since some of the vocabulary items are minimal pairs in the sense that they are almost spelled the same way, but not exactly. Teaching students explicitly about systematic differences in spelling might be useful in such instances.

Students also seemed to have difficulties with vocabulary words whose meanings are close to each other. Specific historical terms like “emblem” and “coat of arms” can be difficult to tell apart even for young native speakers. It may be assumed that presenting texts where such words are used contextually can help students to learn the exact meaning of these words.

Finally, let us turn to the “customer satisfaction survey”. It was good to see that the students seemed to have enjoyed working on the readings related to their cultural heritage as well as working with the vocabulary worksheets. The engaging nature of the texts implied that this content-based approach paid off and the fact that some of the vocabulary items were repeatedly used may result in better retention.

As for the students’ vocabulary acquisition strategies it looks like many of them resort to familiar ways of learning with many of them writing down or saying the words a number of times. One interesting finding of the study is the fact that liking a text and doing well when the same text is part of an assessment quiz does not necessarily correlate.

A further conclusion is that, as is often the case in education, learning outcomes may depend on external factors. The time of the day, the approaching weekend or a sports day can influence the students’ performance considerably and, therefore, teachers should be aware of these external variables.



Recommendations

Culture has been found to be an important aspect of human development; the same applies to individuals whether we are talking about culture related to the mother tongue or a foreign language. Culture has many facets and language encapsulates a lot of elements of social life. There has been a long debate going on as to which culture should be taught to language learners. The obvious option is to teach the culture of the target language but with English becoming a global, international language it is questionable whether the culture to be taught should be exclusively that of the Anglo-Saxon world.

Some would argue further that the language learners' home cultures also important from the point of view of the students' language and social development. One of the conclusions of the present research project has been that teaching the home culture appears to be an engaging and effective way of enhancing the learners' vocabulary acquisition strategies and their vocabulary expansion. Therefore, it seems to be a valid point that the students' home culture should become part of the English curriculum. Beyond an improvement in language skills it has been found that students who are confident representatives of their home culture and have a fair amount of knowledge pertaining to their cultural heritage, will have a clear idea about their identity and their place in the world. Learning a second language involves creating a new identity matching the new language. Unless learners have a safe and secure identity in their first language, the pressures of cross-cultural communication can cause difficulties for the learners and, eventually, might get in the way of their language learning.

One way of guaranteeing that learners acquire sufficient information about their own home culture is to include the related topics in the school curriculum. This was the case in Ecuador up until about 15-20 years ago. Students had a subject called "Civics" that raised cultural awareness regarding their heritage. Since this subject was



abolished, students nowadays have a lot less awareness about the cultural aspects of their country.

There are two recommendations in this regard. One would be the re-introduction of Civics in Grade 7, namely from the age of 11 upwards. The other alternative is to make sure that the content material of Civics is covered by its inclusion in subjects like Spanish, History or Social Studies. Irrespective of the fact whether either of these options are chosen by the Ecuadorian education system, English teachers can make sure that some of the topics related to the home culture are included in the curriculum.

As for Content-Based Instruction, it seems that this language teaching approach has a lot to offer with regard to teaching culture within the English curriculum. CBI could be used more widely for the teaching and learning of content related material. One important aspect of language learning, vocabulary expansion, is especially suited to being presented and acquired in this manner since words constitute content in a meaningfully constructed piece of text. CBI is eminently useful for an educational institution like the one the researcher is involved with. Santana High School intends to become a bilingual school which would imply several subjects being taught in English. The obvious candidates are Science and Social Studies. Teaching these subjects in English would require a CBI approach. However, there is nothing to prevent the English teachers of the high school from using content-based methods in their language teaching practice. The recommendation is, therefore, that those teaching English at this high school should look for ways of including this method among their teaching tools.

As for the reading comprehension aspect of EFL, both extensive and intensive reading seem to be effective in this regard, and this is what the present research project aimed at doing by introducing cultural topics with a rich vocabulary content. It has been found that vocabulary and reading comprehension reinforce each other. An expanding vocabulary helps extensive reading and understanding the words makes the reading experience more enjoyable. In turn, extensive reading leads to an



extended vocabulary and allows the application of number of vocabulary learning strategies.

Therefore, the recommendation is that educational institutions should establish a coherent reading program that should encompass both the first language curriculum and the second/foreign language teaching plan as well. It is probably not enough to have a well-resourced school library with graded readings (not all Ecuadorian schools have such libraries). What is required is a systematic reading strategy that will help students both with their native tongue and the target language. Such a strategy may result in desirable synergies because, as it has been discovered, L1 and L2 reading has a lot in common.

With regard to vocabulary expansion which was the main theme of this research project, several recommendations are in order. Once again, as with reading comprehension, schools where English is taught as a foreign language should have a systematic vocabulary teaching program. This requires English instructors to be aware of the various aspects of vocabulary acquisition. They would need relevant training both as to the theoretical and practical aspects of this part of language learning. The capacity building of EFL teachers should include such aspects as, for example, vocabulary learning strategies, an awareness of high frequency words, false friends and cognates, and concepts like receptive and productive vocabulary.

The present research project aimed at finding out how far content-based and culture-focused readings can contribute to vocabulary expansion. The results have shown that the inclusion of cultural content engages the students and can lead to focused vocabulary activities which in turn can help vocabulary acquisition.

Further research could involve replica studies with different cultural backgrounds as well as the creation of similar sets of readings to explore cultural content. More systematic research on the connection between receptive and productive vocabulary as well as high and low frequency words could shed light on successful vocabulary expansion strategies and the most effective ways of instruction in this regard.



Works Cited

- Adegbite, Wale. "Teaching Reading Comprehension in English through Vocabulary: A Demonstration of Some Strategies." *TESL Reporter* 33.1 (2000): 23-31. Web. 6 Oct. 2012.
- Aguirre, Zhofre. "Diversidad étnica y cultural del Ecuador." *monografias.com* N.pag., n.d. Web. 30 June 2013.
- Arrufat Mingorance, Yolanda. "How to Deal with Language Transfer in the English Classroom." *Eduinnova*. N. pag. 2010. Web. 26 Oct. 2013.
- Aske, John. "Cognates: True, false, and in between." N.p., n.d. n.pag. Web. 19 Dec. 2013.
- Brinton, Donna M., Marguerite Ann Snow, and Marjorie Wesche. *Content-Based Second Language Instruction*. Detroit: Michigan, 2003. Print.
- Cakir, Ismail. "Developing Cultural Awareness." *Turkish Online Journal of Distance Education* 7.3 (2006): 154-161. Web. 9 Feb. 2013.
- Corrales, Kathleen and César Maloof. "Student perceptions on how content based instruction supports learner development in a foreign language context." *Artículos de Investigación Research Reports* 15 (2011): 40-53. Web. 16 Aug. 2013.
- Dorđević, Jasmina. "The Integration of the Mother Culture in the Process of Teaching and Learning English." *Facta Universitatis Series: Linguistics and Literature* 7.1 (2009): 87-100. Web. 4 Oct. 2012.
- Dörnyei, Zoltán and Angi Malderez. "Group Dynamics and Foreign Language Teaching." *System*. 25.1 (1997): 65-81. Web. 19 Nov. 2013.



Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York:

Basic Books, 2011. Print.

Geary, Charlotte A. "Adolescent Autonomy with Parents as a Predictor of Low

Susceptibility to Peer Pressure". Thesis. University of Virginia. N. pag., n.d.

Web. 4 Oct. 2013.

Grabe, William and Federicka L. Stoller. "Content-Based Instruction: Research

Foundations." *Content-Based Instruction in Foreign Language Education:*

Models and Methods. Ed. Stephen B. Stryker and Betty Lou Leaver.

Georgetown: Georgetown UP, 1997. 5-21. Web. 12 May 2013.

GringoTree. N.p., n.d. Web. 12 April 2013.

Heo, Yoon Christina. "Content-Based Instruction." *TESOL Working Paper Series 4.2*

(2006): 25-31. Web. 7 Aug. 2012.

Hernández Herrero, Annabelle. "Content-Based Instruction in an English Oral

Communication Course at the University of Costa Rica." *Revista Electrónica*

"Actualidades Investigativas" en Educación 5.2 (2005): 1-28. Web. 3 Nov.

2013.

Hill, Carrie. "What can Teachers do to Improve Reading Comprehension?: An

Examination of Second Language Research and Implications for English

Language Teaching Practices." *The Arbutus Review* 2.1 (2011): 62-74. Web. 8

March 2013.

Hinkel, Eli. *Culture in Second Language Teaching and Learning*. Cambridge:

Cambridge UP. 1999. Print.



Jiménez, Robert T. "Literacy and the Identity Development of Latina/o Students."

American Educational Research Journal 37.4 (2000): 971-1000. Web. 13 Jan. 2013.

Kiet Ho, Si Thang. "Addressing Culture in EFL Classrooms: The Challenge of Shifting from a Traditional to an Intercultural Stance." *Electronic Journal of Foreign Language Teaching* 6.1 (2009): 63-76. Web. 8 July 2013.

Kirmizi, Özkan. "Learner Attitudes and Preferences in Terms of Learning Culture." *The Journal of Language and Linguistic Studies* 9.1 (2013): 160-175. Web. 17 May 2013.

Kramsch, Claire. "The Cultural Component of Language Teaching." *Zeitschrift für Interkulturellen Fremdsprachenunterricht* (2007): 1-10. Web. 15 May 2013.

Laraba, Samir. "The Importance of Vocabulary Development in Reading Comprehension in Efl Classes." *Revue Sciences Humaines* B.28 (2007): 45-56. Web. 4 Apr. 2013.

Larsen-Freeman, Diane and Marti Anderson. *Techniques and Principles in Language Teaching*. Oxford: Oxford UP, 2011. Print.

Lehr, Fran, Jean Osborne, and Elfrieda H. Hiebert. "A Focus on Vocabulary." *Pacific Resources for Education and Learning*. Regional Educational Laboratory. N. d., n. pag. Web. 7 Aug. 2012.

Lin, Lu-Fang. "Second Language Learners' Identity toward their Home Culture." *CCSE Asian Social Science* 5.8 (2009): 43-51. Web. 12 June 2013.



Madrid, Daniel and E. García Sánchez. "Content-based Second Language Teaching."

Present and Future Trends in TEFL. Ed. García Sánchez. Universidad de Almería: Secretariado de publicaciones. 2001. Web. 7 Aug. 2012.

Matsuoka, Warren and David Hirsh. "Vocabulary learning through reading: Does an ELT course book provide good opportunities?" *Reading in a Foreign Language* 22.1 (2010): 56-70. Web. 19 Dec. 2012.

Pavičić Takač, Višnja. *Vocabulary Learning Strategies and Foreign Language Acquisition*. Clevedon: Multilingual Matters, 2008. Print.

Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge UP, 2001. Print.

Richards, Jack C. and Samuela Eckstut-Didier. *Strategic Reading 1 Student's Book: Building Effective Reading Skills*. Cambridge: Cambridge UP, 2003. Print.

Schmitt, Diane. "Academic Vocabulary: What is it and how can it be incorporated into a language teaching program?" TESOL 2013. Power Point Presentation. 2013. Web. 10 Sept. 2013.

Sonbul, Suhad and Norbert Schmitt. "Direct teaching of vocabulary after reading: Is it worth the effort?" *English Language Teaching Journal* 64.3 (2010): 253-260. Web. 8 Aug. 2013.

Pavičić Takač, Višnja. *Vocabulary Learning Strategies and Foreign Language Acquisition*. Clevedon: Multilingual Matters, 2008. Print.

Scrivener, Jim. *Learning Teaching*. Macmillan: Oxford, 2005. Print.

"The Ten Best Vocabulary Learning Tips." *Sheppard Software*. N.pag., n. d. Web. 17 Jan. 2013.



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Treiman, Rebecca. "Reading." *Blackwell Handbook of Linguistics*. Ed. M. Aronoff and J. Rees-Miller. Oxford, England: Blackwell, 2001. 664-672. Web. 9 May 2013.

"Where is Ecuador." *Hola Galapagos*. N.pag., n.d. Web. 19 May 2013.



ANNEXES

Annex 1: Pre-test Culture

Institution: Unidad Educativa
Santana.

English Level: Intermediate

Grade: 10th.

Date: February, 2013.

1. Write the date in which each festivity is celebrated.

Corpus Christi: _____

Inti Raymi: _____

Killa Raymi: _____

Fundación de Cuenca: _____

Cuenca: Patrimonio Cultural de la Humanidad: _____

2. What is celebrated in Semana Santa?

3. Mark with an X and correct the statements that you think are not correct about the “El sombrero de paja toquilla” (Panama Hat)

- _____ Manabí, Santa Elena, Cañar y Azuay are some of the provinces that produce the hat.

- _____ The hat originated in Cañar.

- _____ A hat can cost \$5000 dollars.

- _____ Cuenca began to produce this hat in 1839.



4. Match each food to its corresponding festivity.

Fanesca	Corpus Christi
Motepata	Semana Santa
Dulces tradicionales (turrón, monjas, etc.)	Carnaval

5. Can you write four (4) different traditional foods apart from the ones mentioned in Q # 4 that are eaten during Ecuadorian festivities.

- _____
- _____
- _____
- _____

6. Answer T (True or F (False) to each statement.

- Carnival is a religious festivity _____
- Semana Santa is celebrated before the Cuaresma _____
- La Virgen del Cisne is over four centuries old _____
- Ingapirca means "Ciudad Inca" _____
- Don Gil Ramírez Dávalos founded Cuenca _____



1. Give the ENGLISH equivalent of these words.

- Duda:
- Reflejar:
- Creencia:
- Enfocar:
- Oro:
- Plata:
- Por adelantado:
- Circunstancias:
- Procesiones:
- Complejo:
- Invitado:
- Regalo:
- Acompañar:
- Traer:
- Madrugada:
- Canela:
- Paseo:
- Entusiasmo:
- Centro:
- Bíblico:

2. Give the SPANISH equivalent of these words.

- Purpose:
- Associated with:
- Christianity:
- Imposed:
- Empire:
- Birth:
- Spread:
- Worship:
- Infant:
- Velvet:
- Stitch:
- Parade:
- Surrounding:
- Sponsor:
- Agreement:
- Belong:
- Involve:
- Performance:
- Presiding:
- Commitment:



Annex 2: Procession of Pase del Niño

Name: _____

Procession of Pase del Niño

El Pase del Niño in Cuenca is, without a doubt, one of the most important demonstrations of popular religiosity of the country. This celebration reflects, as well as a few others do, the culture and traditions of a people that expresses its beliefs in multiple and diverse forms of folklore.



El Pase del Niño has as its purpose the adoration of the Niño Dios (God as a child). These ceremonies honoring a nascent god have their most remote origin in Hellenic and Roman cultures. Actually, in Rome, the nativity of the sun associated with the image of the Caesar is celebrated on December 25th. When Christianity was imposed as the official religion of the Roman Empire, this day started to be used to celebrate the birth of Christ. It is known that St. Francis of Assisi celebrated the Nativity of Jesus for the first time in an attractive way in Europe, with a live representation of the facts in which humble people of the country represented the Virgin Mary, Joseph and the baby Jesus. Soon this tradition, which was impelled by the Franciscans, was spread throughout the Christian world. This and other religious traditions were diffused starting from the times of the Colony in our country. The worship of baby Jesus is performed by means of novenas, mass and the decoration of mangers.





A tradition in Cuenca

Cuenca is the place where the tradition of the decoration of mangers and worship to God as a child during the Christmas celebrations has had the greatest reception. The families from Cuenca have also added some very own and



autochthonous elements to this tradition. The processions, in which participants (mainly children) dress up in religious and profane costumes, known as “Pase del Niño” (Pass of the Child), focus on the image of Jesus as an infant, generally dressed with very elegant clothing of silk and velvet stitched with gold and silver

decorations. These parades, in which there is a massive participation of the ordinary city dwellers and peasants, are organized each year in the city and the surrounding towns. They start on the first Advent Sunday and end on Carnival Tuesday.

All preparations start with much time in advance directed by “priostes” (hosts) and “mantenedores” (presidents). The hosts are the ones who sponsor the event socially and financially; every year they are elected in agreement with the circumstances of each town. Many decide to volunteer themselves to do it, while others are designated by the former host or by the community. The president, on the other hand, is the one responsible for all aspects related with the Pass and they are in charge of keeping the tradition alive; therefore their period of service is quite long.



Greater and Minor Passes

There are two types of Passes: greater and minor. The first ones are those with a great number of participants. In these processions the people worship a Niño Dios (God as a child) that belongs to a church or religious community. The minor Pass



involves a smaller number of participants and it is generally of an informal nature. There is also a very complex ritual preceding the performance of Passes, it includes an invitation and a watch. The invitation is extended many months in advance and it is addressing the city people as well as peasants. All guests get a present from the president; it is usually sweet bread commonly known as “costar” and a glass of “chicha” (a sweet drink). Accepting the gift will mean a commitment to take part in the Pass. Finally, the night before mass, a watch is performed. All participants “accompany” the image of Niño Dios to a church when it is a greater Pass, and the host’s home when it is a minor Pass. When the watch is performed at someone’s home it is very common for the guests to bring along liquor and food to celebrate the event which will end at dawn with a cup of coffee, cinnamon tea or hot chocolate and a piece of bread.



Traveling Child

The most important among all Passes is the one in honor of the “Niño Viajero” (Traveling Child) which is celebrated each year on December 24th in Cuenca. An image of the Niño Dios that was sculpted in 1823 by request of Mrs. Josefa Heredia is known by that particular name. Its last owner, Monsignor Miguel Cordero Crespo, performed a pilgrimage to different places of the Holy Land in 1961 along with the image of the child which was blessed by Pope John 23rd at the end of the trip. When he returned to Cuenca, the enthusiastic people gave the sculpture the name of “Niño Viajero” (Traveling Child) and from then on a cult of worship with much pomp is offered on Christmas Day with a procession or Pass that generally starts at 10:00 a.m. and finishes at about 3:00 p.m. This procession starts from Ordoñez Lasso Avenue and travels along the Simón Bolívar Street downtown. All traditional elements of this celebration can be observed, such as the colorful and countless “carros alegóricos” (allegorical cars), the popular bands performing songs honoring the Child, country music bands, children wearing biblical characters’ costumes, shepherds, gypsies, jíbaros, saraguros, otavalos and



other ethnic groups and mayorales (stewards). These are particularly attractive and interesting since they represent the peasants of the provinces of Azuay and Cañar that had great power and prestige among the peons of the big farms; and in general, men and women of good economic status. Their outfits are stylizations of the attire of the cholos and cholas of the region; therefore, they are very colorful and elegant in order to express wealth. They ride horses covered with fine blankets or knitting of wool and silk; equipped with the “castillo” (castle) (a group of different foods assembled in shapes of garlands with fruits, legumes, bonbons, bottles of liquor, toys, etc.) These “castles” constitute “offerings” to the Child, and they are formed by a tray with cooked meals carried on horses that belong to the president. In some other cases these trays are carried on allegorical cars, or in baskets carried by the shepherds. The most common foods are cooked potatoes, boiled eggs, hot peppers and baked meats like pork, guinea pigs, turkey and chicken which have colorful ribbons with dollar bills hanging from their snout or beak.



Once the Pass is over, there are celebrations at the homes of each family that participated. At home they carefully disassemble the “castle”. The food from the offering is distributed among the members of the family and their guests during a great banquet.

The Pass of the Child in Cuenca is a popular religious demonstration of great ethnographic wealth, and in spite of the passing of time and the continuous presence of foreign cultural elements, it maintains its splendor. This is a celebration that does not only respond to the humble faith of simple people but also to their desire to stand out and to value the cultural elements that characterize them.

Taken from: <http://www.cuenca.com.ec/cuencanew/en/node/151>



Vocabulary Activities

1. Find the word in *italics* in the first two paragraphs, then match each word to its meaning and write what part of speech (N for Noun and Adj for Adjective) is each one.

Diverse - Demonstration – Folklore – Remote - Nascent

- _____ The act of showing or making evident _____
- _____ Distant in time or place _____
- _____ Of various kinds _____
- _____ Beginning to exist _____
- _____ Traditional customs, tales, dances, etc.
preserved among people _____

2. Circle the correct definition according to how the word is used in the reading.

- Nativity (n):
 - A. Birth
 - B. Early childhood
- Humble (ad):
 - A. Pretentious
 - B. Modest
- To impel (v):
 - A. To cause to be slower than expected
 - B. To urge a person to do something
- To diffuse (v):
 - A. To spread or cause to spread
 - B. To keep within bounds
- Manger (n):
 - A. A box from which horses or cattle eat
 - B. Small child's bedstead with high enclosing on the sides



3. Complete each definition with the correct word from the box. Write V for verb, N for noun or ADJ for adjective next to each definition.

Peasant - Autochthonous - Sponsor - Profane - Former

- _____ Originating where found _____
- _____ Not relating to religious matters _____
- _____ A member of the class constituted by small farmers and tenants _____
- _____ A person or organization that pays for the costs involved in staging an event _____
- _____ Word used to describe someone who used to have a specific job, position, or role, but no longer has it _____

4. Read each definition and circle the word that belongs to it. Find the word in the reading and check your answer.

- A period of time during which a person has to look out for danger or trouble **Overlook / Watch / Ignore** (Paragraph 5)
- A journey to a place of particular interest or religious significance **Pilgrimage / Travel / Mission** (Paragraph 6)
- Of splendid display **Dullness / Pomp / Parade** (Paragraph 6)
- People of the same race or nationality who share a distinctive culture **Community / Ethnic group / Inhabitant** (Paragraph 6)
- A circular arrangement usually made of flowers and leaves used as decoration **Garland / Crown / Pot** (Paragraph 6)
- The projecting nose and mouth of an animal **Trunk / Horn / Snout** (Paragraph 6)



5. Complete each statement with the correct word from the box. Be careful there is an extra statement.

Diverse – Nascent – Humble - Autochthonous - Profane – Former –
Pomp - Allegorical

- Chelsea is a culturally _____ area of London.
- The _____ fauna of Australia includes kangaroos.
- Several books have been written describing the _____ and splendor of the English aristocracy.
- The _____ theories of the creation of the Universe don't seem to agree with the Big Bang theory.
- It is considered extremely rude to use _____ language in a church.
- Many _____ cars can be seen in the parade.
- The _____ director of the comedy festival has just died.
- This village is a relatively _____ community in modern Thailand.
- His acceptance speech was very _____

6. Circle the corresponding word for each statement. Write N for noun or ADJ for adjective.

- Please contact customer services to arrange a free **demonstration/ demonstrative**. _____
- My aunt was giving a **demonstrative / demonstration** presentation on the last Friday of the month. _____
- Our school is very **diversity / diverse**. _____
- The **diversity / diverse** of the United States is great. _____
- Today in school we talked about Dutch **folklore / folkloric**. _____
- That dance was very **folkloric / folklore**. _____



7. Match numbers 1 to 4 in column A with letters A to D in column B so as to obtain one full statement.

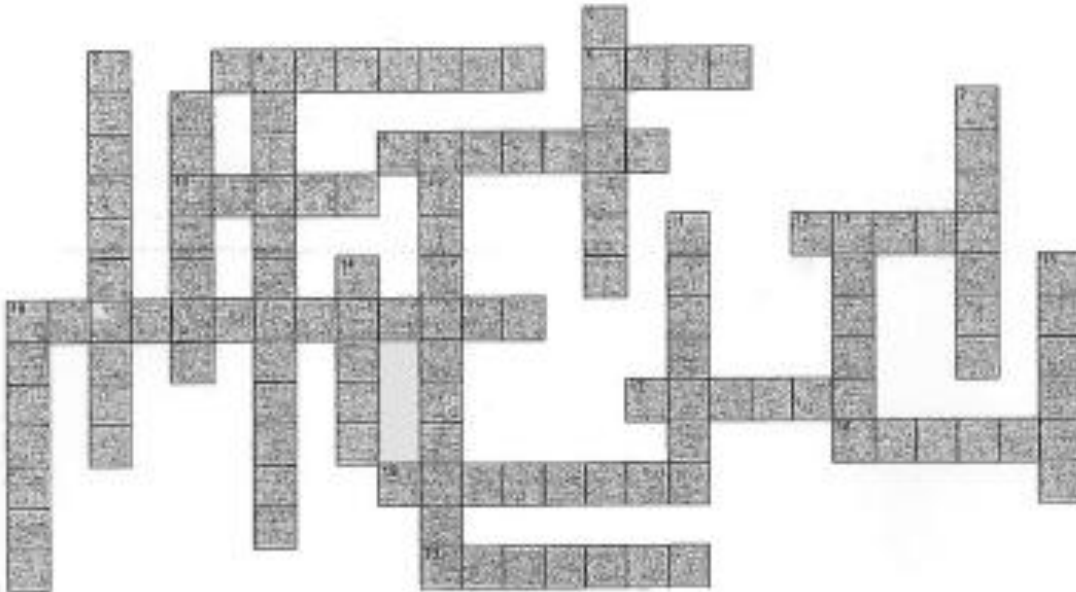
Column A	Column B	Answer
1. Peasants	A. My mother uses _____ to decorate our house at Christmas.	
2. Mangers	B. Please put fresh hay in the _____ for the horses to eat.	
3. Stewards	C. The _____ had a plan to take over the empire.	
4. Garlands	D. All the _____ on the plane were really nice to me.	



Annex 3: Procession of Pase del Niño quiz

Name _____

Procession of Pase del Niño



ACROSS

- 3 Birth
- 5 Of splendid display
- 8 A member of the class constituted by small farmers and tenants
- 10 The projecting nose and mouth of an animal
- 12 To urge to do something
- 16 The act of showing or making evident
- 17 Modest

- 18 Distant in time or place
- 19 Traditional customs, tales, dances, etc. preserved among people
- 20 Not relating to religious matters

DOWN

- 1 A person or organization that pays for the costs involved in staging an event
- 2 A journey to a place of particular interest or religious significance
- 4 Originating where found
- 6 Beginning to exist
- 7 A circular arrangement usually made of flowers and leaves used as decoration
- 9 People of the same race or nationality who share a distinctive culture
- 11 To spread or cause to spread
- 13 A box from which horses or cattle eat
- 14 A period of time during which a person has to look out for danger or trouble
- 15 Word used to describe someone who used to have a specific job, position, or role, but no longer has it
- 16 Of various kinds

Annex 4: Innocent Saints

Name: _____

Innocent Saints

Religious origins

The festivity of the Innocent Saints shows a curious concordance between paganism and religion. It originated back in the 5th century when the Catholic Church started to celebrate a fiesta in memory of the children who were killed in Judea by King Herod a short time after Jesus was born.



According to the Bible, King Herod occupied the throne of Judea during the season Jesus was born. He discovered that a child who was being called the “King of the Jews” was born;

this news caused him fear and jealousy, so he called the three wise men that had arrived from the Orient to worship the infant, and asked them for information about the child saying he also wanted to worship him.

The wise men, who had already been warned in a dream to not go back to Herod, returned to their country by another route. When Herod realized he had been outwitted, he was furious, and he gave orders to kill all the baby boys in Judea who were two years old and under, hoping to kill The One who was supposed to supplant his throne. The Catholic Church considers the slaughtered children as martyrs who died instead of Christ. Therefore they are called the “Innocent Saints”.



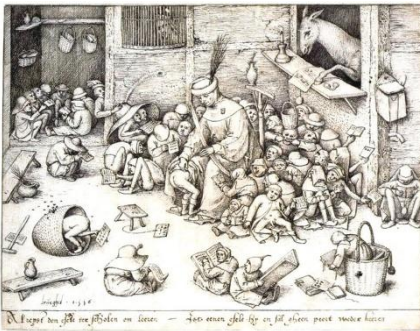
Pagan influence

In the beginning this celebration was strictly religious. However, as time went by, some pagan elements have been included in it. It is known, for example, that the

“Fiesta de los Locos” (Festivity of the crazy ones) and the “Fiesta del Asno” (donkey’s festivity) were celebrated in some places of Europe with much hustle and bustle and during the Middle Ages. In the first festivity they intended to play a mordant satire on the clergy, so they elected a bishop and in some cases a “pope of the crazy ones” as well. These characters preceded a “carnival” where people wore masks and costumes of extravagant and ridiculous style and in many cases they adopted obscene behavior. Frequently, pagan characters such as



Baco (god of wine) were worshipped. This one, being naked, led a wagon drawn by a naked female and a male (and a female) centaur.



In the “Fiesta del Asno” a loud and noisy ceremony was performed. The participants entered the temple with great revel in order to make fun of the clergy. The main character was a donkey dressed in priestly garments which was

led towards the choir and the “prosa del asno” (prose of the donkey) was sang to it. The “Fiesta del Asno” as well as the “Fiesta de los locos” is celebrated between late December and early January. As time went by these celebrations have been forbidden by the ecclesiastical authorities due to the excesses carried out during them. In spite of it all, many of the traditions belonging to these celebrations have remained and have been introduced into the “Fiesta de los Santos Inocentes” (Festivity of the Innocent Saints).

Jokes, satires and masquerades

In our culture, the tradition of celebrating the Festivity of the Innocent Saints with satires and jokes has remained since colonial times. The word “innocent” in this context refers to someone candid and easy to trick rather than someone without

fault. Therefore the religious meaning of this celebration has been distorted; instead, this time is used to evidence the innocence of people by means of jokes and masquerades. This fiesta starts on December 28th and ends on January 6th. It is a national fiesta celebrated in the main cities with the use of jokes, masquerades and satires. An example of the most common trick that people play on each other is telling lies or inventing stories that are easy to believe.



In Cuenca, the Festivity of the Innocent Saints presents a particular interest due to the enthusiasm its inhabitants put into it. Every year, on January 6th, a number of people walk along the streets of the city wearing all kinds of costumes. In the afternoon an enormous parade with special dancers and street

drama is performed and the most outstanding people and events of the year are satirized. There are clubs in charge of organizing and rewarding the most original and creative group of the year.

Taken from: <http://www.cuenca.com.ec/cuencanew/>

Vocabulary Activities

1. Find the words from the box in the text in paragraphs 1, 2, and 3, read each definition and write the corresponding word next to it. Write V for verb, N for noun.

Fear - Outwit – Concordance – Jealousy - Supplant – The three wise men

- _____ A state of agreement or harmony _____
- _____ A feeling of agitation and anxiety caused by the presence of danger _____
- _____ Fear of being displaced by a rival _____
- _____ The sages who visited Jesus and Mary and Joseph shortly after Jesus was born _____
- _____ To make a fool of someone _____
- _____ To substitute for another _____



2. Match each word (1 to 6) with its definition (A to G). Be careful there is one extra definition.

- Martyr (n) _____
- Satire (n) _____
- Bustle (n) _____
- Slaughtered (adj) _____
- Clutter (n) _____
- Mordant (adj) _____

- A. To be killed in a violent manner
- B. A person who suffers greatly or dies for a cause, belief, etc.
- C. An organized public procession during a festival
- D. Energetic and noisy activity
- E. A state of disorder
- F. A sharp and biting way of criticizing a person or an idea using humor
- G. Performance that makes fun of people or things with the use of irony, sarcasm, or ridicule

3. Circle the correct word for each definition. Check your answer by spotting the word in the text (par. 4 – 5)

- (adj) Being so excessive it becomes offensive **Innocent / Obscene / Pure**
- (n) A four-wheeled, usually horse-drawn vehicle with a large rectangular body **Truck / Wagon / Cart**
- (adv) Many times **Frequently / Seldom / Rarely**
- (n) A noisy celebration **Revel / Tragedy / Catastrophe**
- (n) A creature that has the head, arms, and upper body of a man and the legs and body of a horse. **Demon / Dragon / Centaur**

4. Circle the correct definition, then find the word in the text and check your answer.

- According to the reading, the word **candid** (adj) (parahraph 6) means:
 - A. A photograph of someone taken without the person in it knowing that they are being photographed
 - B. Someone who is free from prejudice, naïve and honest
- According to the reading, the word **garment** (n) (paragraph 5) means:
 - A. An article of clothing
 - B. A piece of rag used to remove dirt
- According to the reading, the word **forbid** (v) (paragraph 5) means:
 - A. To prohibit someone to do something
 - B. To allow someone to do something
- According to the reading, the word **prose** (n) (paragraph 5) means:



- A. Formal language people use in speaking or writing
B. A piece of text that does not rhyme
- According to the reading, the word **distort** (v) (paragraph 6) means:
A. To give the true meaning of something
B. To twist the true meaning of something

5. Underline the correct definition for each word. Write V for Verb or N for Noun.

- Enthusiasm ____: Lack of interest or concern / Great excitement or interest in a subject or cause
- Parade ____: An organized public procession during a festival / A regular place of assembly for the review of troops
- Outstanding ____: Of no exceptional ability or quality / Standing out among others of its kind
- Satirize ____: To make of fun of people or things using irony, sarcasm, or ridicule / Not to make of fun of people or things using irony, sarcasm, or ridicule
- Reward ____: To give a prize in recompense for good behavior, winning a competition etc. / To hand down a sentence for an offense

6. Match words from column A (1 to 8) with a sentence from column B.

Column A	Column B
1) Supplanted (v)	The party supported its candidate with much ____.
2) The three wise men (n)	She has always been quite ____ about her past.
3) Jealousy (n)	He wrote a ____ review of the movie.
4) Enthusiasm (n)	____ who visited Jesus brought him gifts.
5) Prose (n)	The lawyer felt the witness was ____ the facts.
6) Mordant (adj)	Both are extremely successful and I've never sensed ____ between them.
7) Candid (adj)	Some old traditions are being ____ by modern ones.
8) Distorting (v)	Julio Cortázar is famous for writing in ____.



7. Circle the word that best fits each statement.

- In literature class the teacher told us about the **centaur / martyr**, which is a monster half human and half horse.
- Her mother **forbade / rewarded** him from visiting the girl next door.
- Her final ballet performance was **outstanding / unexceptional**; you could tell she practiced really hard.
- The police **rewarded / charged** the man who gave information about the crime.
- The mother pulled her twin boys in a **wagon / boat** with large wheels.
- Zuzana's **fear / devotion** of spiders caused her to scream when Adam showed her his tarantula.
- She fought against racism all her life and died a **martyr / slave** to the cause.

8. Unscramble the words (1 to 6) and complete each statement.

1. oncoeracnc : _____
2. eartsi: _____
3. lerve: _____
4. nargetm: _____
5. rdaepa: _____
6. lcutert: _____

- That party was a complete _____
- Her salary is in _____ with her expenses.
- The King was dressed in a _____ of the finest materials.
- The carnival _____ is organized by the government.
- The TV show was full of _____ that made everyone laugh.
- Get rid of all the _____, your room is a mess.

9. Complete each statement with a word from the box. Write V for verb, N for noun, ADV for adverb or ADJ for adjective.

Outwit – Bustle – Slaughtered – Obscene – Frequently - Satirized

- He is _____ complaining about his job. _____
- It was difficult to move around because of the _____ they were making. _____
- Millions of people were _____ in War World II. _____
- The kids tried to _____ the teacher during the quiz. _____
- The old man was using an _____ vocabulary when he talked to her. _____
- The comedian _____ the politicians in his show. _____



Annex 5: Innocent Saints quiz

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



- Use the definitions (1 to 28) to complete the word search. Write each word next to its definition as well.

1. A state of agreement or harmony _____
2. A feeling of agitation and anxiety caused by the presence of danger

3. Fear of being displaced by a rival _____
4. The sages who visited Jesus and Mary and Joseph shortly after Jesus was born _____
5. To make a fool of someone _____
6. To substitute for another _____
7. To be killed in a violent manner _____
8. A person who suffers greatly or dies for a cause, belief, etc. _____
9. An organized public procession during a festival

10. Energetic and noisy activity _____
11. A state of disorder _____
12. A way of criticizing a person or an idea using humor

13. Performance that makes fun of people or things with the use of irony, sarcasm, or ridicule _____
14. Being so excessive it becomes offensive _____
15. A four-wheeled, usually horse-drawn vehicle with a large rectangular body _____
16. Many times _____
17. A noisy celebration _____
18. A creature that has the head, arms, and upper body of a man and the legs and body of a horse _____
19. Someone who is free from prejudice, naïve and honest

20. Article of clothing _____
21. To prohibit someone to do something _____
22. A piece of text that does not rhyme _____
23. To twist the true meaning of something _____
24. Great excitement or interest in a subject or cause

25. An organized public procession during a festival

26. Standing out among others of its kind _____
27. To make of fun of people or things using irony, sarcasm, or ridicule

28. To give a prize in recompense for good behavior, winning a competition etc. _____



Annex 6. Carnival in Cuenca

Name: _____

Carnival in Cuenca

Carnival and its Origins

It has been said that the most remote origins of Carnival are found in ancient Sumer and Egypt, where pompous celebrations honoring Apis the Ox, god of fertility, were celebrated about 5.000 years ago.

This celebration was scattered later throughout the Roman Empire where diverse celebrations performed in Greece and Rome on the occasion of spring and New Year 's Eve persisted, such as the “bacanales” honoring Baco, god of wine – and the “saturnalias” honoring Saturn, god of planting and harvesting.

During the celebration for Baco, the supreme priest of this god led a ship over wheels called “carrus navalis” (marine car). Many agree this is the origin of the word “carnival”. Other people assure this term comes from the Italian words “carnel valel” that means “good-bye to flesh”, which perfectly links with the expression “carnis tollendus” (flesh that must be removed), referring to the need to get rid of the flesh previously to Lent, Ash Wednesday.



The pagan celebrations of the ancient Roman Empire related with the arrival of the New Year and spring persisted even after the triumph of Christianity with the shape of Carnival. In a religious sense, this celebration was the last opportunity people had to strengthen the body with abundant food and drinks before starting the *Lent* season, which represented fasting and penance.

In America our forefathers celebrated it already before the arrival of the Europeans. During these celebrations, the New Year was received while



requesting fertility and harvest abundance from the gods. After the conquest and the imposition of Catholicism, these ancient celebrations were absorbed by the European celebration of Carnival, originating a popular demonstration with rich colors that correspond to the characteristics of identity in each place.



In the specific case of Cuenca, Carnival presents features that make it unique, either because of the exquisite typical gastronomy of the region or the customs that persist among some of its inhabitants.

One of them that has practically disappeared but is attempted to be rescued, is the one known as the Thursday of godparents. The purpose of this tradition that used to start two weeks before Carnival (on a Thursday), was to strengthen the bonds of friendship and solidarity. The godfathers and godmothers were chosen depending on the level of relationship or friendship with them. The chosen person received a “guagua de pan” (girl-shaped piece of bread), wrapped in a traditional way – like a tamale – on a tray filled with flower petals. In addition, it was usual to give a “present” that could have been sweets, eggs, a chicken, etc.

The ritual continued at the place of the “chosen ones” who considered themselves committed with such an “honor”, and therefore they offered a glass of delicious “mistela” (liquor with macerated fruit) and promised to attend the celebration of carnival at the home of those requesting the godfather or godmother condition role.

Carnavalesque Gastronomy



Another very attractive element of the Cuencano Carnival is the abundance of food during this celebration. A huge variety of culinary delights are prepared by families that get ready to spend three days of amusement in the city or the countryside. One of these is, for example, the classic bread from Cuenca that is kneaded and baked previously to the days of celebration. The exquisite peach, quince and fig marmalade produced with much care and patience by many housewives continues the tradition. And of course, pork is present in countless dishes that have become a delight to many, such as the “mote pata” prepared with peeled corn, pork meat, bacon and sausage, stewed with squash toasted and ground seeds. It is also possible to find delights such as “chicharrones” (pork crackling), “morcillas” (sausages), “hornado” (baked pork), “sancocho” (parboiled pork meat), “mote sucio” (cooked corn scrambled with pork lard), “fritada” (fried pork meat) and “tostado” (toasted corn) everywhere during this celebration.



The Game

As for the Carnival game, it's been said that playing with water is a custom that comes from Spain. There are testimonies that in the past, in some towns of Spain people used to play



throwing water at each other. But not always was water the main element in



the Carnival celebrations in Cuenca. Rich old families used to prepare all kinds of products - long before Carnival – such as confetti, colored fragrant water, special powders, etc. Big parties were organized with a colorful display of food, music and costumes.



People in the popular quarters used to celebrate by getting completely wet saying that water during Carnival could cure all sort of diseases. Then, dancing and drinking the typical “canelazos” (cinnamon water boiled with sugar, fruit and sugar cane liquor) was always part of the party.

To summarize it all, Carnival in Cuenca is a synonym of enjoyment and fun; a celebration where games, music, tradition and pleasure for good food is present. This beautiful city watered by four rivers is the perfect place to relax and enjoy ourselves on dates like this.

Taken from: <http://www.cuenca.com.ec/cuencanew/node/7>

Vocabulary Activities

- 1. Find the words in column A in the text (Paragraphs 1, 2, 4). Then match each word to its meaning in column B.**

Column A	Column B	Answers
1. Ancient (adj)	A. To go in different directions	
2. Remote (adj)	B. Unreligious	
3. Harvesting (n)	C. Distant in space and time	
4. Scatter (v)	D. Belonging to the very distant past and no longer in existence	
5. Pagan (adj)	E. The process or period of gathering crops	

- 2. Choose the best definition for each word according to how it is used in the reading (Paragraph 4).**

- According to the text, the word FAST(v) means:
 - A. To eat all kinds of food or drink, especially as a religious observance
 - B. To abstain from all or some kinds of food or drink, especially as a religious observance
- According to the text, the word PENANCE (n) means:
 - A. A punishment undergone as penitence for sin
 - B. An act of devotion done voluntarily to show sorrow for a sin or other wrongdoing
- According to the text, the word STRENGTHEN (v) means:



- A. To make something weaker
- B. To make something stronger
- According to the text, the word LENT (n) means:
 - A. (in the Christian Church) the period preceding Easter which is devoted to fasting, abstinence and penitence in commemoration of Christ's fasting in the wilderness
 - B. (in the Christian Church) the period after Easter which is devoted to fasting, abstinence and penitence in commemoration of Christ's death
- According to the text, the word TRIUMPH (n) means:
 - A. A public celebration
 - B. A great victory or achievement

3. Find the underlined words in the text (paragraphs 5, 6, 7). Underline the correct meaning of each word.

- If someone is a godparent to a child, it means a father / a person who presents a child at baptism and promises to take responsibility for their religious education
- To have an abundance of resources, means a very large quantity of something/ a very small quantity of something
- When you describe the features of someone, it means you are describing a distinctive attribute or aspect of something / a distinctive feeling or emotion
- When people talk about their forefathers, it means they are talking about members of the past generations / members of the present generation
- When you have a special bond with a friend, it means you join things together / it is a feeling that unites the two of you

4. Complete each definition with a word from the box. Write V for verb, N for noun or ADJ for adjective.

Lard – Amusement - Quince – Knead

- _____ The experience of finding something funny _____
- _____ To work into a dough with the hands _____
- _____ A hard, sour, pear-shaped fruit _____
- _____ Fat from the abdomen of a pig _____

5. Find the words in italics in the text (paragraph 9, 10, 11). Look at each definition and complete the boxes. Write V for verb, N for noun or ADJ for adjective next to each definition.



Parboil - Fragrant – Quarter - Enjoyment

- The process of taking pleasure in something _____
- A place of residence _____
- Partly cooked by boiling _____
- Having a pleasant smell _____

6. Read each statement and decide how the word in bold is being used.

Write V for Verb, N for Noun or ADJ, for adjective.

- There isn't a town that hasn't got its distinctive **features**. _____
- Some artists are **featuring** with her on her new CD. _____
- My garden has an **abundance** of flowers. _____
- How can we be sure that oil will become less **abundant**? _____
- Winning the spelling bee was a great **triumph** for me and my classmates. _____
- Whether its notoriety represents a **triumph** or a tragedy depends on your point of view. _____
- The soldiers made a **triumphal** entry to the arena. _____
- If you exercise every day, you'll gain **strength** in your legs. _____
- The doctor told me I need to exercise to **strengthen** my muscles. _____
- I like the **fragrant** smell of those roses. _____
- The perfume has a **fragrance** of red roses and mint. _____

7. Complete each statement with a word from the box.

Harvesting – Remote – Ancient – Forefathers - Godparents

- Both are British born but both have _____ who were non-British.
- The _____ season is about to begin.
- This village is a relatively _____ community in modern Thailand.
- They have remained close friends over the last 25 years each becoming _____ to each other's' children.
- The best part of our trip to Mexico was our tour of the _____ ruins.



8. Circle the correct part of speech according to how the word in bold is being used.

- He did seven years of **penance** for a sin he had committed.
A. Noun
B. Verb
- Some people **fast** every year around Easter.
A. Verb
B. Noun
- **Fasting** is important before a medical exam.
A. Noun
B. Verb
- He was **amused** by the fact that her mother never knew her twin sister.
A. Adjective
B. Noun
- This also caused yet more **amusement** in various onlookers.
A. Noun
B. Verb
- **Amusing** to note, my family now reads about what I do in my job.
A. Verb
B. Adjective
- But that doesn't spoil the **enjoyment** of reading it.
A. Noun
B. Adjective
- **Enjoy** what you do!
A. Noun
B. Verb



Annex 7. Carnival in Cuenca quiz

Name: _____

Carnival in Cuenca

1. Complete each definition with a word from the box.

Lard – Amusement - Quince – Knead - Ancient – Remote – Harvesting –
Scatter – Pagan

- To go in different directions _____
- Unreligious _____
- Distant in space and time _____
- Belonging to the very distant past and no longer existing _____
- The experience of finding something funny _____
- To work into a dough with the hands _____
- A hard, sour, pear-shaped fruit _____
- Fat from the abdomen of a pig _____
- The process or period of gathering in crops _____

2. Circle the correct definition for each word.

• **FAST**

- C. To eat all kinds of food or drink, especially as a religious observance
- D. To abstain from all or some kinds of food or drink, especially as a religious observance

• **PENANCE**

- C. A punishment undergone as penitence for sin
- D. An act of devotion done voluntarily to show sorrow for a sin or other wrongdoing

• **STRENGTHEN**

- C. To make something weaker
- D. To make something stronger

• **LENT**

- C. (in the Christian Church) the period preceding Easter which is devoted to fasting, abstinence and penitence in commemoration of Christ's fasting in the wilderness
- D. (in the Christian Church) the period after Easter which is devoted to fasting, abstinence and penitence in commemoration of Christ's death



- **TRIUMPH**

- C. A public celebration
- D. A great victory or achievement

3. **Underlined the correct definition for each word.**

- If someone is a **godparent** to a child, it means a father / a person who presents a child at baptism and promises to take responsibility for their religious education
- To have an **abundance** of resources, means a very large quantity of something/ a very small quantity of something
- When you describe the **features** of someone, it means you are describing a distinctive attribute or aspect of something / a distinctive feeling or emotion
- When people talk about their **forefathers**, it means they are talking about members of the past generations / members of the present generation
- When you have a special **bond** with a friend, it means you join things together / it is a feeling that unites the two of you

4. **Match each word to its corresponding definition.**

Parboil
Fragrant
Quarter
Enjoyment
The process of taking pleasure
in something
A place of residence
Partly cooked by boiling
Having a pleasant smell

Annex 8. Corpus Christi

Name: _____

Corpus Christi

Corpus Christi is, without a doubt, one of the most important religious festivals as well as one of the oldest in the city of Cuenca.

Its origin is remote; according to some authors, it is found in ancestral European



celebrations of pagan nature related to numerous rituals, making reference to winter's end and vegetation's rebirth (spring). According to the Church's official version, Corpus Christi has its beginnings in a miraculous event attributed to Saint Juliana De Mont, who had a vision in 1208 about

Jesus Christ's true presence in the Eucharist. Based on this, the Church authorities saw the need to establish a festivity to always remind the faithful of a fundamental Catholic dogma. Thus, Pope Urban IV, through the formal proclamation "Transiturus," extended this celebration in honor of the "Body of Christ" to the whole Church in 1264.

Corpus Christi came to America with the Iberian conquest. During colonial times, the Spanish Crown tried to impose the Christian rituals on the indigenous American population, which resulted in the interesting syncretism present to this day, in which indigenous traditions merge with the Catholic celebration.

Corpus Christi falls between late May and the middle of June, on the first Thursday after Trinity Sunday (60 days after Easter). In some countries the festival is celebrated on the Sunday after Trinity Sunday.

The Fiesta of Corpus Christi in Cuenca is, without a doubt, the most traditional of the city, with a particularity - it is celebrated during seven days and seven nights, so it is also popularly called the Feast of the Septenary.

It is known that this festival was already established in the first year of the city's



foundation, in 1557, as one of the main religious celebrations, which began to be called "The Festival of the City". The cult to the Holy Sacrament or Jesus of the Blessed Sacrament continues today in a very solemn manner through its exhibit in the Cathedral and a procession in which it is taken to the other churches for the worship of the faithful.

The people of Cuenca are profoundly religious, and their faith is externally displayed by the lights that illuminate the main square of Cuenca, and all around. One of its main attractions is always the castle (a structure made of giant reeds and tissue paper over four meters high) that symbolizes the Custody. The moment everyone waits for is the castle's burning in which, through the turning lights, you can see a clear representation of the Sun of the Eucharist.



The procession of Corpus Christi is another important and peculiar event of the Fiesta del Septenario; the people and the municipal authorities adorn the streets and the balconies of the streets through which the procession passes.

With 400 years of history, the religious festivity of Corpus Christi is one of the oldest traditions of the city, and it attracts thousands of visitors. The sweets, specially prepared for Corpus, have become a unique attraction of Cuenca, showing the culinary richness of the south of Ecuador in each of the exquisite preparations. These sweets are not made at any other time of the year. Kiosks are set up around the main park to sell all kinds of food, particularly the famous sweets such as



arepas (corn tortilla), candies, small rolls, cocadas (sweets made of coconut),



nougat candy, faltriquera eggs, glazed doughnuts, little sweet balls of beets, carrots and sweet potato that are a delight not only for passers-by, but for dozens of bees attracted by the sweet smells.

Meanwhile, inside the Cathedral of the Immaculate Conception, the smell of incense gets into every pore and ignites the religious fervor during the Holy Hour prayer.

The point of view of the Catholic church sacrament fuses here in a cultural symbiosis with local traditions. Each day of the fiesta is hosted by a "prioste" representing a clearly identified group that finances the expenses that the celebration demands, such as groups of merchants or farmers. The procession of the Septenary goes along the main streets of Cuenca. The Bishop and clergy of Cuenca and the Municipality have an important part to play in this festival.

Corpus Christi or Cuenca's Septenario is one of the country's most colorful celebrations, a reflection of the popular and religious culture of a people in love with its traditions which, despite the passing of time, do not disappear.

Taken from:

- http://www.metropolitan-touring.com/content.asp?id_page=2262
- <http://www.cuenca.com.ec/cuencanew/>



Vocabulary Activities

1. Complete each definition or synonym with a word from the box. Write what part of speech is each (V for verb, N for noun, ADJ for adjective or ADV for adverb)

Thus – Presence – Proclamation – Miraculous – The faithful

1. _____ Of the nature of a supernatural power _____
2. _____ The state of existing or being present _____
3. _____ The practicing members of a religion _____
4. _____ Consequently _____
5. _____ An official public announcement _____

2. Find the words in *italics* in the reading and circle the meaning of each word according to how it is used in text.

1. *Extend* (v) (paragraph 1):
A. To spread
B. To enlarge the area of
2. *To merge* (v) (paragraph 3):
A. To cause to move
B. To cause to combine
3. *Particularity* (n) (paragraph 4):
A. The quality of being unique and individual
B. The quality of being all the same
4. *Blessed* (paragraph 6):
A. Wicked
B. Made holy
5. *Cult* (n) (paragraph 6):
A. A building for public worship.
B. Formal religious veneration and devotion towards a particular figure



3. Match a word (A to G) from column A and a definition (1 to 6) in column B. Be careful there is one extra word.

Column A	Column B	Answer
A. Peculiar (adj)	1. An object or a work of art put in a public place	
B. Profoundly (adv)	2. Very strong feeling	
C. Fervor (n)	3. Characteristic of only one person, group, or thing	
D. Solemn (adj)	4. To make more beautiful or attractive	
E. Exhibit (n)	5. A tall plant of the grass family which grows in water	
F. Adorn (v)	6. Deeply serious and formal	
G. Reed (n)		

4. Read each definition, circle the correct word in bold for each and check your answer by spotting the word in the text.

1. (n): A person who happens to be going past something, especially on foot **Passerby / Witness / Spectator** (paragraph 9)
2. (v): To cause to catch fire **Burst / Ignite / Burn** (paragraph 10)
3. (n): A sweet made from sugar or honey, nuts, and egg white **Nougat / Candy / Treat** (paragraph 9)
4. (n): A substance that produces a pleasant smell when it is burned **Incense / Perfume / Scent** (paragraph 10)
5. (n): A small structure with one or more open sides used to sell things **Booth / Stand / Kiosk** (paragraph 9)



5. Choose a word from Column A, a definition from Column B and part of speech from Column C. Match the three columns by coloring them with the same color.

Column A: Words	Column B: Definitions	Column C: Part of speech
To fuse	A group of people authorized to perform religious duties	Preposition
To finance	Interaction between two different organisms living in close association / a cooperative relationship	Noun
Expense	To blend to form one single thing	Verb
Clergy	To provide funding for someone or something	Verb
Symbiosis	The cost incurred in or required for something	Noun

6. Complete each statement with a word from the box.

Extended – Fuses – Ignited - Finances – Adorned – Merge - Cult

- That new restaurant _____ Japanese and Chinese food.
- The _____ of the Virgin Mary began in Europe in the middle ages.
- During Christmas celebrations the city is _____ by the municipality.
- I _____ the wood with a match.
- Most Christian traditions have _____ around the world.
- The two airlines were expected to _____ to reduce operating costs.
- This new company _____ a lot of environmental research.

7. Circle the word in bold that best fits each sentence.

- **Reed / Grass / Wheat** is used to build houses.
- The shaman inhaled the **incense / perfume** smoke at the ceremony.
- There are some people that claim they have felt the **presence / expenses** of God.
- Due to the work of the missionaries, a religious **fervor / syncretism** swept



through the islands.

Fairs have **kiosks / houses** in which they sell toys and food.

- The **expenses / quantities** of the prom dance will be covered by the school.
- Elephants and the birds that eat bugs off them are an example of **presence / symbiosis**.

8. Read each statement and decide if the word in bold is an adverb, an adjective or a preposition.

- No one bought the house **despite** the reduced price. _____
- It's **miraculous** he survived the heart surgery. _____
- I made a **solemn** promise not to share my friend's secret. _____
- I find it **peculiar** that Bob only speaks to his mother. _____
- The magician left the audience **profoundly** amazed after his performance. _
- The plane crash damaged the building, **thus** it collapsed. _____
- The **blessed** church in which he got married will become a school. _____

9. Match words (A to H) from column A with sentences (1 to 8) in column B.

Column A	Column B	Answer
A. Particularity	1. The new _____ at the Museum of Modern Art are spectacular	
B. Dogmas	2. The ____ stopped to buy some food.	
C. Nougats	3. Some Jewish ____ are really strict and orthodox.	
D. Passers - by	4. The ____ shouldn't be involved in political matters.	
E. Proclamation	5. The ____ go to mass every Sunday.	
F. Faithful	6. The ____ of that school is that all the teachers are American.	
G. Exhibits	7. ____ are one of my favorite treats.	
H. Clergy	8. The ____ of independence was an important step towards the birth of a new nation.	



Annex 9. Corpus Christi quiz

Name: _____

Corpus Christi

1. Match a word to its corresponding meaning. Write what part of speech is each word (V for verb, N for noun, ADJ for adjective or ADV for adverb)

Word:

- A. Thus
- B. Extended
- C. Presence
- D. Proclamation
- E. Merge
- F. Miraculous
- G. The faithful

Definitions:

- _____ Of the nature of a supernatural power _____
- _____ The state of existing or being present _____
- _____ To enlarge the are of _____
- _____ The practicing members of a religion _____
- _____ Consequently _____
- _____ To cause to combine _____
- _____ An official public announcement _____

2. Complete each definition with a word from the box.

Adorn - Cult – Exhibit - Particularity – Fervor – Blessed - Reed

- _____ The quality of being unique and individual (n)
- _____ To make more beautiful or attractive (v)
- _____ Very strong felling (n)
- _____ Made holy (adj)
- _____ A tall plant of the grass family which grows in water (n)
- _____ An object or a work of art put in a public place (n)
- _____ Formal religious veneration and devotion towards a particular figure



3. Match a word (A to G) from column A with a definition (1 to 7) in column B.

Column A	Column B	Answer
A. Peculiar (adj)	1. To cause to catch fire	
B. Passerby (n)	2. Very strong feeling	
C. Ignite (v)	3. Characteristic of only one person, group, or thing	
D. Solemn (adj)	4. A sweet made from sugar or honey, nuts, and egg white	
E. Incense (n)	5. A person who happens to be going past something, especially on foot	
F. Ignite (v)	6. Deeply serious and formal	
G. Nougat (n)	7. A substance that produces a pleasant smell when it is burned	

4. Read each definition, circle the correct word in bold for each one.

- A group of people authorized to perform religious duties (n) **Witness / Spectator / Clergy**
- (v): To provide funding for someone or something **Burst / Finance / Burn**
- (n): Interaction between two different organisms living in close association / a cooperative relationship **Symbiosis / Cooperation / Treat**
- (n): In opposition to all efforts of **Despite / Regardless / although**
- (n): A small structure with one or more open sides used to sell things **Booth / Stand / Kiosk**
- (n): The cost incurred in or required for something **Expense / Cost / Price**
- (v): To blend to form one single thing **Fuse / Blend Mingle**

Annex 10. The Panama Hat Story

Name: _____

The Panama Hat Story

by Deke Castleman



It's one of the world's classic riddles and abiding ironies that Panama hats are, and have always been, made in Ecuador. Of course, as almost everyone now knows, starting as far back as the 1830s, Ecuador's sombreros de paja toquilla, or "hats of toquilla straw," were originally marketed in Panama, the main route for travelers between the

coasts of North America. When gold was discovered in California, these strong, lightweight straw hats exploded in popularity, as foreigners appreciated their ability to deflect the tropical sun, allow sweat to pass through, fold small for storage, and accessorize summer-weight linen and silk suits.

Panama hats gained further acclaim in the early 1900s when the Panama Canal was under construction. Canal workers often wore the hats, and a widely published photograph of U.S.



President Teddy Roosevelt in his Panama hat as he operated a 95-ton steam shovel is generally credited with the origin of the name.



They're also known as Jipijapa and Montecristi hats, after two towns on the Ecuadorian coast that were the original centers of the toquilla-straw-hat trade. When the conquistadores arrived in the 16th century, they saw natives



wearing woven head coverings that they likened to “vampire wings.” In the early 17th century, with prompting from the Spanish, these were transformed into brimless hats, known as toquillas. In 1796, when King Charles V of Spain promoted the creation of craft guilds, among them was one for the straw hat.

In the 1830s, with the export market for the hats growing, Cuenca saw an opportunity to boost its economy by opening a straw-hat factory, training weavers, establishing supply lines for the paja toquilla from the coast, automating the process with hydraulic presses and hat forms, hiring master weavers, and declaring hat-making apprenticeships mandatory throughout Azuay Province. Since then, Cuenca has been the center for manufacturing and exporting the hats.

Later, national hero Eloy Alfaro funded his liberal revolution of Ecuador through the export of Panamas. Napoleon III, Edward VIII, and numerous artists, writers, and movie stars have worn them over the years.

And if you’re of an age to remember the 1959 moldy-oldie by Dodie Stevens, it’s possible you’re already singing the chorus to “Pink Shoelaces”: “He wears tan shoes with pink shoelaces /And a big Panama with a purple hat band.”

The largest and best-known straw-hat company in Cuenca is Homero Ortega located on Avenida Gil Ramirez Dávalos, behind the Terminal Terrestre.

Aurelio Ortega García, like many Cuencanos, made his living on straw hats in the early 20th century. His son, company founder Homero Ortega, grew up in the business, trekking with his father through the Andes, crossing the Continental Divide, and arriving at the port in Guayaquil where they boarded trading ships and sold their hats to merchants heading for Panama. Over the ensuing decades, Homero built the company into one of the largest Panama hat exporters





in the world, selling hats to 32 countries on five continents. Five generations of the Ortega family have been dedicated to hat-making.

In 2008, Homero Ortega opened its La Magia del Sombrero (Magic of the Hat) museum. The attractive three-room museum has bilingual exhibits on the history of the Panama hat, the hat-making process, and the history of Homero Ortega itself. From there, guides take visitors throughout the plant, explaining the manufacturing process.

A paja toquilla forest takes three years to mature. The plant is cut and the fibers are stripped thin, boiled, and hung up to dry for around a week. Next, the straw is woven into the rough hat. The hats are bleached and dried; the brim is ironed and trimmed of excess straw. Then the crown is shaped, using special presses and different-sized forms that combine the optimal heat, humidity, and pressure to impart the desired shape and feel. The brim is finished by cutting it to the desired width and reinforcing it, then a band is stitched inside the hat and another is placed around the hat on the outside.

The quality is in the tightness of the weave and the skill of the weaver. A hundred weaves per square inch are considered minimal; the highest quality and most expensive hats have as many as 2,000 weaves per square inch. The superfino



Panamas are so expertly woven that, reportedly, they can hold water; also, they can be rolled up so small for storage or traveling that they can pass through a wedding ring. Superfinos can sell for thousands of dollars, though you can also buy pedestrian, looser-weave Panama around town for as low as \$20.



Of course, you can purchase any of the numerous weaves, sizes, colors, and



styles of Panamas in Homero Ortega's showroom, where your guide delivers you at the end of the tour, from the 300-400 hats finished daily at the plant. The two most popular styles of mens' hats, appropriately enough, are the "Montecristi" and the "Cuenca."

The adjacent gift shop sells jewelry, carvings, shawls, painted plates, wall hangings, boxes, dishes, and other Ecuadorian products, including Pacari chocolate, the first single-origin organic chocolate made entirely in Ecuador, which uses the Arriba Nacional cacao bean.

Taken from:

<http://www.gringotree.com/cuenca/articles/mod/articles/article.php?article=9>

Vocabulary Activities

1. Complete each definition with a word from the box. Write V for verb, N for noun or ADJ for adjective. Be careful there is an extra word you don't need.

Irony - To acclaim - Route - Trim - Riddle - Straw - Abiding

- A. _____ A puzzle or joke in which a question that seems to be nonsense is asked but the answer is clever or amusing _____
B. _____ Lasting for a very long time and not changing _____
C. _____ An expression that involves saying the opposite of what one means _____
D. _____ Dried, yellowish stalks from crops such as wheat
E. _____ A way from one place to another _____
F. _____ To acknowledge publicly the excellence of someone or something _____



2. Read each statement, circle the correct definition of the word in bold, and then write V for verb, N for noun or ADJ for adjective.

- The teachers' **guild** agreed they needed a salary raise. _____
 - A. It means an organization of people who do the same job and have the same goal
 - B. It means a group of organisms that use the same ecological resource in a similar way
- Taking vitamins and minerals helps to **boost** immunity and energy levels. ____
 - A. It means to help to increase and improve something
 - B. It means to help to lower and decrease something
- Teaching the **weavers** that new technique with the loom was not an easy task. _____
 - A. Are people who make garments by crossing threads over and under each other
 - B. Are people who make garments by using knits and thread
- They have a vast food **supply** in case a natural disaster occurs. _____
 - A. It means a stock or amount of something available for use
 - B. It means the amount of a product or service that people want
- **Automating** the hat making process was a great improvement. _____
 - A. It means not controlling and operating by mechanical or electronic devices
 - B. It means controlling and operating by mechanical or electronic devices

3. Match word A to E in column A with its definition 1 to 5 in column B.

Word	Definition	Answer
• Brimless (adj)	1. To cause something to change direction	
• To deflect (v)	2. To increase or grow	
• Trade (v)	3. Encouraging to do something	
• Prompting (n)	4. The activity of buying, selling, or exchanging goods	
• To gain (v)	5. Not having the projecting edge around the bottom of the hat	

4. Circle the correct word for each definition.

- The system of learning a skill in a fixed period of time is **Knowledge / Apprenticeship / Wisdom**
- To make something in a factory is to **Manufacture / Destroy / Ruin**
- Musty from age or lack of use is **Smelly / Moldy / Sour**
- To go on a long, arduous journey is to **Trek / March / Jog**



- Someone who buys or sells goods, especially one who imports and exports them is a **Buyer / Customer / Merchant**
- Following subsequently or in order is **Antecedent / Ensuing / Preceding**

5. Find the words in *italics* in paragraph 10, read each and decide which word belongs to each definition.

Stitch – Rough – Bleach - Trim - Mature - Brim

- A. The projecting edge around the bottom of a hat _____
- B. Having an irregular, not smooth surface _____
- C. To remove excess by cutting so it looks neater _____
- D. To reach a state of complete development _____
- E. To join pieces together using a needle and thread _____
- F. To remove the color of something using chemicals _____

6. Write the letter of the corresponding word for each definition or synonym.

- _____ 1. The closeness of the threads in a woven fabric
- _____ 2. The pattern of weaving or construction of a fabric
- _____ 3. According to rumor or report
- _____ 4. When something is ordinary and not at all interesting
- _____ 5. To buy
- _____ 6. An object that has been cut out of stone or wood
- _____ 7. Large piece of woolen cloth which is worn over the shoulders to keep warm

- A. Shawl (n)
- B. Weave (n)
- C. Pedestrian (adj)
- D. Purchase (v)
- E. Tightness (n)
- F. Reportedly (adv)
- G. Carving (n)

7. Complete each sentence with the correct word from the box.

Weavers – Apprenticeship - Ensue – Manufacturing - Rough – Bleaches – Straw - Trim

- Some of the bricks were missing and the sidewalk was _____ and irregular.
- Loom _____ formed the most important trade in the town.



- She always _____ her clothes with chlorine.
- I _____ my dog every two months.
- The _____ process of aluminum requires great amounts of electricity.
- In Ecuador some houses are made of _____.
- If you don't clean your laundry filter a fire risk will _____.
- He learnt everything he knows about lawyers during his _____ at his aunt's law firm.

8. Circle the verb that completes each statement better.

- It is scientifically proven that water can **deflect / boost** light.
- South and North Korea stopped **trading / gaining** products from each other.
- **Trekking / Maturing** is actually a very interesting sport.
- Eating vegetables every day **boosts / prompts** energy levels and increases concentration.
- When a person **matures / gains**, the ability to make better decisions is improved.
- I've **gained / purchased** a lot of weight over the last year.
- On the coasts of Ecuador there are some fishermen that still **weave / purchase** their fishing nets.
- The police officer noticed the suspect was **prompting / trading** his girlfriend with the answers she should give.
- She **purchased / weaved** that dress for a ridiculous amount of money.

9. Match a word (1 to 8) from column A with a sentence (A to H) in column B.

Column A	Column B	Answer
1. Irony	A. My mother collects _____ from all the different places she has been to.	
2. Route	B. _____ are fun and make you think.	
3. Brim	C. _____ are commonly made of silk.	
4. Merchants	D. The _____ is that when he finally got the job, he discovered he didn't like it.	
5. Shawls	E. All the _____ that work in the port are on strike.	
6. Guilds	F. It is always better to wear a hat with a _____ because it covers you from the sun.	
7. Carvings	G. Most big factories in Ecuador have _____ that protect the employee.	
8. Riddles	H. The train's _____ was changed because of an accident.	



10. Write V for verb, N for noun or ADJ for adjective according to how the word in bold is being used.

- The bread was already **moldy** when we wanted to eat it. _____
- **Pedestrian** Panama hats can be purchased at \$20. _____
- The dress she bought had to be **stitched** again after she tried it on. _____
- The school bought new **supplies** for the students. _____
- My grandparents have had an **abiding** love for 50 years. _____
- She hates wearing **brimless** hats. _____
- I was **acclaimed** to be the fastest runner of the school year. _____
- When choosing a quality hat, **tightness** is really important. _____



Annex 11. The Panama Hat Story Quiz

Name: _____

The Panama Hat Story

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

Use the definitions (1 to 35) to complete the word search. Write each word next to its definition as well.

1. A puzzle or joke in which a question that seems to be nonsense is asked but the answer is clever or amusing _____
2. Lasting for a very long time and not changing _____
3. An expression that involves saying the opposite of what one means _____
4. Dried, yellowish stalks from crops such as wheat _____
5. A way from one place to another _____
6. To acknowledge publicly the excellence of someone or something _____
7. It means an organization of people who do the same job and have the same goal _____
8. It means to help to increase and improve something _____
9. Are people who make garments by crossing threads over and under each other _____
10. It means a stock or amount of something available for use _____
11. It means to control and operate by mechanical or electronic devices ____
12. To cause something to change direction _____
13. To increase or grow _____
14. Encouraging to do something _____
15. The activity of buying, selling, or exchanging goods _____
16. Not having the projecting edge around the bottom of the hat _____
17. The system of learning a skill in a fixed period of time is _____



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

18. To make something in a factory is to _____
19. Musty from age or lack of use is _____
20. To go on a long, arduous journey is to _____
21. Someone who buys or sells goods, especially one who imports and exports them is a _____
22. Following subsequently or in order is _____
23. The projecting edge around the bottom of a hat _____
24. Having an irregular, not smooth surface _____
25. To remove excess by cutting so it looks neater _____
26. To reach a state of complete development _____
27. To join pieces together using a needle and thread _____
28. To remove the color of something using chemicals _____
29. The closeness of the threads in a woven fabric _____
30. The pattern of weaving or construction of a fabric _____
31. According to rumor or report _____
32. When something is ordinary and not at all interesting _____
33. To buy _____
34. An object that has been cut out of stone or wood _____
35. Large piece of woolen cloth which is worn over the shoulders to keep warm



Annex 12. Cuenca Cultural World Heritage

Name: _____

Cuenca Cultural World Heritage

The Historic Centre of Santa Ana de los Ríos de Cuenca

Cuenca is an outstanding example of a planned inland Spanish colonial city, demonstrating the successful implantation of the principles of Renaissance urban planning in the Americas. In addition, the successful fusion of different societies and cultures in Latin America is vividly symbolized by the layout and townscape of Cuenca.

Santa Ana de los Ríos de Cuenca is set in a valley surrounded by the Andean mountains in the south of Ecuador. This inland colonial town (entroterra), now the country's third largest city, was founded on the rigorous planning guidelines issued thirty years earlier by the Spanish king Charles V. Cuenca still observes the formal orthogonal town plan that it has respected for 400 years.

The town was founded in 1557, on the orders of the Viceroy Andrés Hurtado de Mendoza, on a site next to Pumapungo. The purpose was to turn it into an agricultural centre, as the conditions of the surrounding plains were favorable for farming and



stock-raising. The aim was also to establish an administrative centre for the numerous Indian populations in this Andean region.

The town of Cuenca developed slowly, because it was hampered for a long time by its initial layout, and remained a centre for agricultural production. It incorporated a succession of architectural contributions, in keeping with its urban fabric and character as a colonial town. This situation continued until political independence from the Spanish Crown in 1820.



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

At the same time, the various populations and cultures intermingled. During the second half of the 19th century, the town went through a manufacturing phase, particularly the production of quinine and straw hats. This development enabled it to become relatively richer, and it was accompanied by the construction of some of the



most important buildings, including the University of Cuenca in 1867.

Owing to its geographical isolation, Cuenca had a coherent urban profile until 1950. However, this was followed by the threats of urban expansion and

transformations resulting from pressure exerted by real-estate promotion and new social requirements. An Urban Development Plan for the Metropolitan Area of Cuenca was adopted in 1982 to safeguard the image of the town and to restore several buildings.

The Andean mountain chains have allowed the town to maintain close contact with its natural environment over a long period of time. It is laid out on a strict grid of perpendicular streets stretching from the Main Square, the Abdón Calderón Park, to form a total of 200 blocks.

The seat of the Town Council, the Office of the Governor, two cathedrals, and the Law Courts are arranged around the Main Square. The paved streets are wide and sunlit. The urban fabric is noteworthy for the presence of parks, squares, church cloisters and other public areas.

Many of the simple colonial houses have been converted into more important residences, especially during the period of expansion. The result is an unusual architecture incorporating various influences, both local and European. A few important edifices are worthy of mention, such as the New Cathedral, begun in 1880, the Old Cathedral, the Carmelite Monastery and the Church of Santo Domingo.





UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Just a stroll along the cobbled streets of Cuenca and a visit to its churches, museums and markets is sufficient to understand why this city is a World Heritage Site.



The 52 churches located within the city's historical centre are of impressive beauty. Cuenca's history is epitomized by the El Sagrario Church and the Old Cathedral, the principal place of worship during the colonial era but no longer used for religious services.

Cuenca is a city with history in which pre-Hispanic, colonial, Republican, and modern architectures coexist.

Perhaps the most distinctive feature of Cuenca, clearly visible from most parts of town, are the large, sky-blue domes of the nineteenth-century Catedral Nueva (officially called La Catedral de la Inmaculada Concepción) gracing the flowery Parque Calderón. The domes sit towards the back of the building over a jumble of outsized turrets, arches and buttresses, while the front is dominated by the immense twin-towered facade looming over the square. Inside the large central nave features some gorgeous stained-glass windows – the work of the Basque artist Guillermo Larrázabal – and a very ornate high altar, made up of a gold-leaf canopy supported by four gilded columns.



The cathedral's grand scale and self-confidence stand in marked contrast with the modest Catedral Vieja (or El Sagrario) facing it across the square. Occupying the side site of a mud-and-straw chapel built immediately after the city was founded, the present building dates from the eighteenth century, and is characterized by its low, horizontal outline, simple, whitewashed walls, clay-tiled roof and central bell tower.





Just off the Parque Calderón, in Calle Sucre, the Plazoleta del Carmen – a tiny square more commonly known as the Plaza de las Flores - is home to a daily flower market, presided over by *chola* women wearing blue- or pink-checked aprons, long black plaits and Panama hats. Right behind it stands the Iglesia El Carmen de la Asunción, a white-walled, eighteenth-century church with a beautiful carved Stone portico. One block south of here, on Córdova and Padre Aguirre, you'll find another market square, the Plaza San Francisco, this one selling a diverse mix of chunky knitwear, wall hangings and cheap clothes and shoes. It's overlooked by the peach-and-white Iglesia San Francisco, rebuilt in the early twentieth century in a neo-colonial style, sporting smooth, stuccoed walls embellished with lots of plaster relief. Inside, the only survivors of the original church, built in the eighteenth century, are the high altar adorned by a carving of the Virgin de la Inmaculada by Bernardo de Legarda and the gold-leaf pulpit. Three blocks north, on Gran Colombia and Padre Aguirre, the grey-blue, twin-towered Iglesia Santo Domingo is another early twentieth-century church built in the colonial style. It's worth popping inside to admire the intricate geometric motifs covering every inch of the arches and ceilings, and the series of eighteenth-century paintings on the walls, depicting the Mysteries of the Rosary.

Six blocks west of the Parque Calderón, past the brilliant-white walls of the nineteenth-century Iglesia del Cenáculo, the Iglesia San Sebastián marks the western limit of Cuenca's *centro histórico*. Built in the seventeenth century this is one of the city's oldest churches and features a single bell tower over the right-hand side of the entrance, giving the church a slightly lopsided appearance.

The single-storey whitewashed building with blue windows that spans the southern side of the square was built in 1876 as a Temperance House in a effort to curb the drinking habits of Cuenca's citizens, and particular those of its clergy. Since then it's served as a prison, an asylum for beggars and an old people's home, and currently houses the municipal Museo de Arte Moderno. The museum puts on temporary exhibitions of national and Latin American artists, displayed in a series of rooms around a large, beautiful courtyard.



Taken from:

<http://en.ecuador.travel/what-to-do/for-activities/cultural-tourism/history-architecture-heritage>

<http://whc.unesco.org/en/list/863>

Vocabulary Activities

- 1. Write the corresponding word (A to F) next to its corresponding definition. Write V for verb or N for noun. Be careful there is one extra definition.**

Words:

- A. Townscape
- B. To hamper
- C. To intermingle
- D. Isolation
- E. To safeguard

Definitions:

- _____ A plant used as food and to make alcoholic drinks _____
- _____ What is seen when you look at a town _____
- _____ To mix people, ideas, colours, etc. together _____
- _____ To protect something or someone from loss, harm or damage _____
- _____ To prevent from easily doing or achieving something _____
- _____ The state of being alone or lonely _____

- 2. Underline the correct definition for each word according to how it is used in the reading (paragraph 6 - 7 - 8). Write V for verb, N for noun or ADJ for adjective.**

- To restore _____ : To bring back a situation or feeling that existed before / To repair a building, work of art, etc. so that it looks as good as it did originally
- Grid _____: A pattern of straight lines, usually crossing each other to form squares / a frame of metal or wooden bars that are parallel or cross each other
- Paved _____: Without a firm, level surface. / Road surface covered with concrete, stones or bricks
- Wide _____: Measuring a lot from one side to the other / Including a large number or variety of different people or things; covering a large area
- Sunlit _____: Burnt or discolored by the rays of the sun / Receiving light from the sun



- Noteworthy ____: Not deserving to be noticed or to receive attention because it is unusual, important or interesting / Deserving to be noticed or to receive attention because it is unusual, important or interesting

3. Complete each definition with a word from the box.

Cloister – Turret - Dome – To epitomize – Jumble - Cobbled

- (n): A covered passage with arches around a square garden _____
- (adj): Covered with small stones _____
- (v): To be a perfect example of something _____
- (n): A round roof with a circular base _____
- (n): An untidy or confused mixture of things _____
- (n): Small tower on top of a wall or building _____

4. Match words from column 1 (A to F) with definitions in column 2 (1 to 6) and the corresponding part of speech in column 3.

Column 1	Column 2	Column 3	Answers
A. Ornate	• A stone or brick structure that supports a wall	Noun	
B. Gilded	• Wet earth that is soft and sticky	Noun	
C. Mud	• Covered with a lot of decoration	Noun	
D. Buttress	• A layer of something that spreads over an area like a roof	Adjective	
E. Façade	• Covered with a thin layer of gold or gold paint	Noun	
F. Canopy	• The front of a building	Adjective	

5. Find the words in bold in the text (paragraph 15 – 16), decide what part of speech is each one and write V for verb, N for noun or ADJ for adjective, then choose the correct definition.

- ____ Plait ____
- ____ Checked ____
- ____ Apron ____
- ____ Knitwear ____
- ____ To embellish ____
- ____ Stuccoed ____



- A. Having patterns of squares
- B. A piece of clothing worn over the front of the body, from the chest or the waist down, and tied around the waist
- C. Hair that is divided into three parts and twisted together
- D. Items of clothing that have been knitted
- E. To be covered with a white paste in order to have a smooth, hard surface
- F. To make something more beautiful by adding decorations

6. Read each definition and circle the correct word. Check your answer by spotting the word in the text (paragraph 16 – 17 – 18).

- (n): A substance made of water and sand that is put on walls and ceilings to give them a smooth, hard surface **Glue/ Plaster / Gum**
- (n): A design or pattern used as decoration **Motif / Idea / Subject**
- (adj): Having one side lower, smaller, etc. than the other **Awry / Lopsided / Even**
- (v): Control or limit something, especially something bad **Curb / Chain / Border**
- (n): A person who lives by asking people for money or food **Tramp / Beggar / Vagabond**

7. Complete each statement with a word from the box.

Checked - Beggars - Knitwear – Turrets - Mud - Façades - Dome – Aprons – Safeguard

- The car wheels got stuck in the _____.
- _____ are worn over other clothes to keep them clean, for example when cooking.
- The _____ pattern in her dress made her look thinner.
- The White House has a big _____ in the middle.
- Many _____ sleep on the pavement.
- Most colonial houses have very beautiful_____.
- Castles usually have _____ on top of each room.
- All kinds of _____ can be found at the Indian market.

8. Circle the word that best fits each statement.

- He needs to learn to **curb / allow** his temper.
- The streets in downtown Cuenca are **paved / striped**.



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

- During the celebrations all the streets were **embellished / magnified**.
- It is **noteworthy / ordinary** that the majority of students at the university are women.
- The government has **restored / destroyed** many old buildings by painting their facades.
- That table is so old it is **lopsided / even**.
- The old paintings from the cathedral are **gilded / tawdry**.
- The cave had ancestral **motifs / concepts** on the walls.

9. Unscramble each word (A to H) and complete the statements.

Word	Word	Statement
A. Tawscpeno		The church's _____ have been wrenched since 1905
B. Cslriteos		That old law _____ women from voting
C. Pitla		The New Cathedral doesn't have any _____
D. Bstresutes		Cholas usually have long _____
E. Patelrs		Part of the decorations was a _____ around the altar
F. Conpay		The _____ can be seen from my balcony
G. Hmpedaer		The _____ lines on the map go from north to south
H. Grdi		The workers used _____ to cover the hole in the wall

10. Match a word (A to H) to the correct statement.

Word:

- A. Epitomize
- B. Jumbled
- C. Wide
- D. Isolation
- E. Sunlit
- F. Ornate
- G. Cobbled
- H. Intermingled
- I. Stuccoes

Statement:

- Some streets have been _____ since the XVII century.
- _____ are used to cover walls and ceilings.
- He has a _____
- _____ collection of things.
- He lived in _____ for many years.
- The book _____ facts and fiction.
- The mirror has a golden _____.
- The room has _____ windows and doors.
- All the streets are _____ in the afternoon.
- The movie seemed to _____ the 1950's



Annex 13. Cuenca Cultural World Heritage quiz

Name: _____

Cuenca Cultural World Heritage

1. Write the corresponding from the box next to its definition. Write V for verb or N for noun. Be careful there is one extra definition.

Apron - Townscape – Curb Hampered – Intermingled – Stuccoes - Isolation -
Safeguard

- _____ To be covered with a white paste in order to have a smooth hard surface _____
- _____ What is seen when you look at a town _____
- _____ To mix people, ideas, colours, etc. together _____
- _____ A piece of clothing worn over the front of the body, from the chest or the waist down, and tied around the waist _____
- _____ To control or limit something, especially something bad _____
- _____ To protect something or someone from loss, harm or damage _____
- _____ To prevent from easily doing or achieving something _____
- _____ The state of being alone or lonely _____

2. Circle the correct definition for each word. Write V for verb, N for noun or ADJ for adjective.

- **Restore** _____
 - A. To bring back a situation or feeling that existed before
 - B. To repair a building, work of art, etc. so that it looks as good as it did originally
- **Grid** _____
 - A. A pattern of straight lines, usually crossing each other to form squares
 - B. A frame of metal or wooden bars that are parallel or cross each other
- **Paved** _____
 - A. To create a situation in which somebody will be able to do something or something can happen
 - B. Covered surface with flat stones or bricks
- **Embellished** _____
 - A. To make something more beautiful by adding decorations
 - B. Hair that is divided into three parts and twisted together



- **Wide** _____
 - A. Measuring a lot from one side to the other
 - B. Including a large number or variety of different people or things; covering a large area
- **Sunlit** _____
 - A. A room with large windows, and often a glass roof, that lets in a lot of light
 - B. Receiving light from the sun
- **Noteworthy** _____
 - A. Not deserving to be noticed or to receive attention because it is unusual, important or interesting
 - B. Deserving to be noticed or to receive attention because it is unusual, important or interesting
- **Plate** _____
 - A. Hair that is divided into three parts and twisted together
 - B. To make something more beautiful by adding decorations

3. Circle the corresponding word in bold for each definition.

- **Tramp / Beggar** (n): A person who lives by asking people for money or food
- **Dome / Closter** (n): A covered passage with arches around a square garden
- **Cobbled / Epitomized** (adj): Covered with small stones
- **Glue/ Plaster** (n): A substance made of water and sand that is put on walls and ceilings to give them a smooth hard surface
- **Motif / Idea** (n): A design or pattern used as decoration
- **Awry / Lopsided** (adj): Having one side lower, smaller, etc. than the other
- **Epitomized / Cobbled** (v): To be a perfect example of something
- **Closter / Dome** (n): A round room with a circular base
- **Turret / Jumble** (n): An untidy or confused mixture of things
- **Turret / Dome** (n): Small tower on top of a wall or building

4. Match words from (A to F) with a definition.

Word:

- A. Ornate
- B. Glided
- C. Mud
- D. Checked
- E. Buttress
- F. Façade
- G. Canopy
- H. Knitwear



Definition:

- A. _____ A stone or brick structure that supports a wall
- B. _____ Items of clothing that have been knitted
- C. _____ Wet earth that is soft and sticky
- D. _____ Having patterns of squares
- E. _____ Covered with a lot of decoration
- F. _____ A layer of something that spreads over an area like a roof
- G. _____ Covered with a thin layer of gold or gold paint
- H. _____ The front of a building



Annex 14. Semana Santa

Name: _____

Semana Santa

Easter

Easter is the number one holiday of the year. It is celebrated all around the world. In many countries, just like in Ecuador, it is even more important than all the other religious festivities including Christmas.



Before it is celebrated, a "time of preparation" is held for the resurrection of the Lord, which is called Lent (starts on Ash Wednesday and culminates in the celebration of Palm Sunday).

Holy week is dedicated to celebrating the passion, death, and resurrection of Jesus Christ. His four main days are Thursday, Friday, Saturday and Easter Sunday. But the celebrations start on the Sunday before Easter, namely on Palm Sunday.

Palm Sunday

The ceremony is presided over by the Bishop who reads the Gospel narration of the triumphant entry of Jesus into Jerusalem. The blessing of the branches is given in the Church "Carmen de la Asunción", and then begins a procession with branches or small plants to the Cathedral where the Holy Mass is celebrated.



Holy Thursday

In the morning, a single mass is held in the Cathedral presided over by the Lord Archbishop with the assistance of all the priests of the diocese; it is called the "chrism



mass", because it enshrines the "chrism", a mixture of oil (olive oil) and perfume; as well as the oil for the sick (the last rites sacrament).

In this same Eucharistic celebration priests renew their (priestly) promises that they made on the day of their ordination.



On Holy Thursday night, the mass in memory of the institution of the Eucharist is celebrated. The Bishop in the Cathedral and the parish priests in their churches perform the washing of the feet.

Good Friday

At 3:00 pm, a liturgical celebration, which is not a mass, gets started during which there are Bible readings alluding to the passion and death of Jesus Christ. The image of the crucified Christ presides over the celebration.

At night, people follow the Via Crucis (the path of the cross) as they walk from the Park of San Blas to the Cathedral.

The images of San Blas, the Holy Christ, and the Virgin of Sorrows are carried.

Once the faithful are gathered in the Cathedral, the Archbishop makes an exhortation to those present and blesses them with a relic of the true cross of Christ, which is saved in the Cathedral, and was brought by one of the bishops who served in the Diocese of Cuenca. A group of people will then go back with the images to the Church of San Blas to return them.

Good Friday is a day of fasting or abstinence from meat. In Cuenca "fanesca" (a rich soup made from different beans and grains and salted cod) is prepared as a special fasting food. People usually only have one meal on Good Friday, for most of them this single meal is at lunchtime.

Holy Saturday



Saturday is spent as a day of rest. Saturday in Hebrew means "rest", when Jesus lying in his grave is remembered.

Saturday night, Easter Vigil is celebrated. Mass on Holy Saturday blesses baptismal water at the Cathedral and all the parish churches. After the blessing of the water, all the faithful present make the solemn renewal of their baptismal promises. This is the most important celebration of the year which includes symbols of light and water.



At the Easter Vigil, the Catholic Church celebrates a very special liturgy, and does so with the maximum solemnity. This celebration occurs in the Cathedral of the Immaculate Conception. It starts Saturday at 10 pm, as it does in the majority of churches throughout the diocese.

The service begins in the dark, lighting and blessing a new fire in the atrium of the Church which presides over the celebration. From that fire, the Paschal candle, a large candle symbolizing a resurrected Christ is lit. This candle bears an inscription of the year which is being celebrated and the letters alpha and omega meaning "α" (the beginning) and "ω" (the end), which is to say that Jesus Christ is the beginning and the end.

Easter Sunday

On Sunday the triumph of Jesus with his resurrection is celebrated. Sunday means "Day of the Lord", this being the day of the celebration of the risen Christ. It is customary to ring the bells at the moment when the resurrection of Christ is liturgically commemorated.



Beliefs and Popular Customs

Holy Thursday is a day of great importance among Christians, by commemorating the last supper, where Christ says goodbye to his loved ones and instituted the Eucharist.

The popular devotion of the people on this date consists of visiting seven churches (Catedral de la Inmaculada Concepción, Iglesia del Carmen de la Asunción, Iglesia de San Francisco, Iglesia de Todos Santos, Iglesia de San Blas, Iglesia de Santo Domingo y Iglesia de las Conceptas) since they symbolize the different places that the Lord was led to on the night of his arrest. The faithful walk from one church to another, and many of them pray the Via Crucis (the path of the cross) or any other prayer. At the arrival of each church, there is a brief moment of prayer.



The majority of popular customs tied to Holy Week have been lost. For example, the strict fasting on Good Friday, a day on which even drinking water was not allowed. Likewise, dressing as if in mourning that day; silence, practiced by families throughout the day, or prayer, in the heart of the home.

In old times, no one dared to bathe on Good Friday, because according to popular belief, the man who bathed on that day was transformed into a fish and the woman into a mermaid.

Taken from:

<http://www.cuenca.com.ec/cuencanew/node/10>

Vocabulary Activities

1. Circle the correct word for each definition. Check your answer by spotting the word in the text (paragraph 2 and 4).

- (n) **Ash / Dust:** The grey or black powder that is left after something has burnt



- (v) **To terminate / To culminate**: To end with a particular result, or at a particular point
- (n) **Absolution / Blessing**: The act of invoking divine protection or aid
- (n) **Branch / Twig**: A part of a tree that grows out from the main stem and on which leaves, flowers and fruit grow
- (n) **Testament / Gospel**: The life and teaching of Jesus as explained in the Bible
- (v) **Preside / Conduct**: To lead or be in charge of a meeting, ceremony

2. Complete each definition with a word from the box. Decide what part of speech is each one (V for verb or N for noun). Be careful there is one extra word.

Rite - Archbishop – Enshrine - Renew – Customary - Diocese

- _____ A senior priest of the highest rank responsible for all the churches in a large area _____
- _____ A district for which a bishop is responsible _____
- _____ To make a law, right, etc. especially by stating it in an important written document _____
- _____ A ceremony performed by a particular group of people, often for religious purposes _____
- _____ To begin something again after a pause or an interruption _____

3. Circle the correct definition for each word according to how the word is used in the text.

- Ordination (n):
 - A. The act or ceremony of making somebody a priest, minister or rabbi
 - B. The act or ceremony of making somebody a Christian by pouring water on their heads.
- Parish (n):
 - A. A small country or area that has its own elected government
 - B. An area that has its own church and that a priest is responsible for
- To allude (v):
 - A. To mention something in an indirect way
 - B. To mention something in a direct way



- To depart (v):
A. To leave a place, especially to start a trip
B. To behave in a way that is different from usual
- Sorrow (n):
A. A very sad event
B. A feeling of great sadness because something very bad has happened

4. Match word from column A (1 to 5) with definitions from column B and decide what part of speech is each one (V for verb or N for noun)

Column A	Column B	Answers
1. Exhortation	A place in the ground where a dead person is buried	
2. Liturgy	To be able to accept and deal with something unpleasant	
3. Bear	The act in which somebody tries hard to persuade somebody to do something	
4. Grave	A large high space, usually with a glass roof, in the centre of a building	
5. Atrium	A fixed form of public worship used in churches	

5. Read each statement, circle the correct definition of the word in bold, and then write V for verb, N for noun or ADJ for adjective.

- They recently built a **shed** for bicycles and sports equipment. _____
A. It means a small, simple building, usually built of wood or metal, used for keeping things in
B. It means a building with open sides where the wool is cut off sheep
- In Ecuador it is **customary** to eat fanesca at Easter. _____
A. What people usually do in a particular place or situation
B. What people usually don't do in a particular place or situation
- I am not used to eat **supper** every day. _____
A. A main meal, usually smaller and more formal than dinner eaten before going to bed
B. The last meal of the day, usually smaller and less formal than dinner eaten before going to bed



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

- My mother taught me to say my **prayers** before going to bed. ____
A. A religious meeting that takes place regularly in which people say prayers
B. Words that are said to God giving thanks or asking for help
- The government announced a day of national **mourning** for the victims. ____
A. Sadness that you show and feel because somebody has died
B. Clothes that people wear to show their sadness at somebody's death
- When we were in school we never **dared** to cheat in an exam. ____
A. To be brave enough to do something
B. To show anger about something someone has done.

6. Complete each statement with a word from the box.

Rite – Archbishop - Parish – Grave - Atrium – Diocese - Branch

- The cat was crawling along a tree _____.
 - The reception was held in an _____.
 - The bishop is responsible for a _____.
 - There were flowers on the _____.
 - Baptism is an initiation _____ in Christianity.
 - He is the vicar of a big rural _____.
 - He was made _____ of Florence in 1999.
7. Circle the verb that best fits each sentence.
- The ceremony **culminated** / **presided** with a chant from the choir.
 - These rights are **enshrined** / **departed** in the constitution.
 - The session was **presided** over/ **renewed** by the president.
 - He is **departing** / **renewing** from Quito Airport.
 - She never **enshrines**/ **dares** to disobey her mom's rules.
 - My parents **renew** / **bare** their vows every 10 years.
 - She had to **bear**/ **renew** listening to the burglar's story over and over again.



8. Choose a word from Column A, a statement from Column B and part of speech from Column C. Match the three columns by coloring them with the same color.

Column A: Word	Column B: Definition	Column C: Part of speech
Shed	She had her father's _____ to get married.	Noun
Customary	I am feeling sick from yesterday's _____.	Noun
Ashes	She was in _____ for a long time after her dad died.	Noun
Blessing	Every church has its _____ rites.	Noun
Supper	_____ are read every Sunday at church.	Noun
Prayers	_____ from the volcano spread all over the city.	Noun
Mourning	The old _____ stills stores my childhood toys.	Noun
Gospels	_____ are taught to children when they are little.	Noun

9. Match each word to its corresponding statement. Decide what part of speech is the word by how it is used in statement.

1. Ordination: _____
2. Liturgy: _____
3. Alluding: _____
4. Renewal: _____
5. Exhortation: _____
6. Sorrow: _____

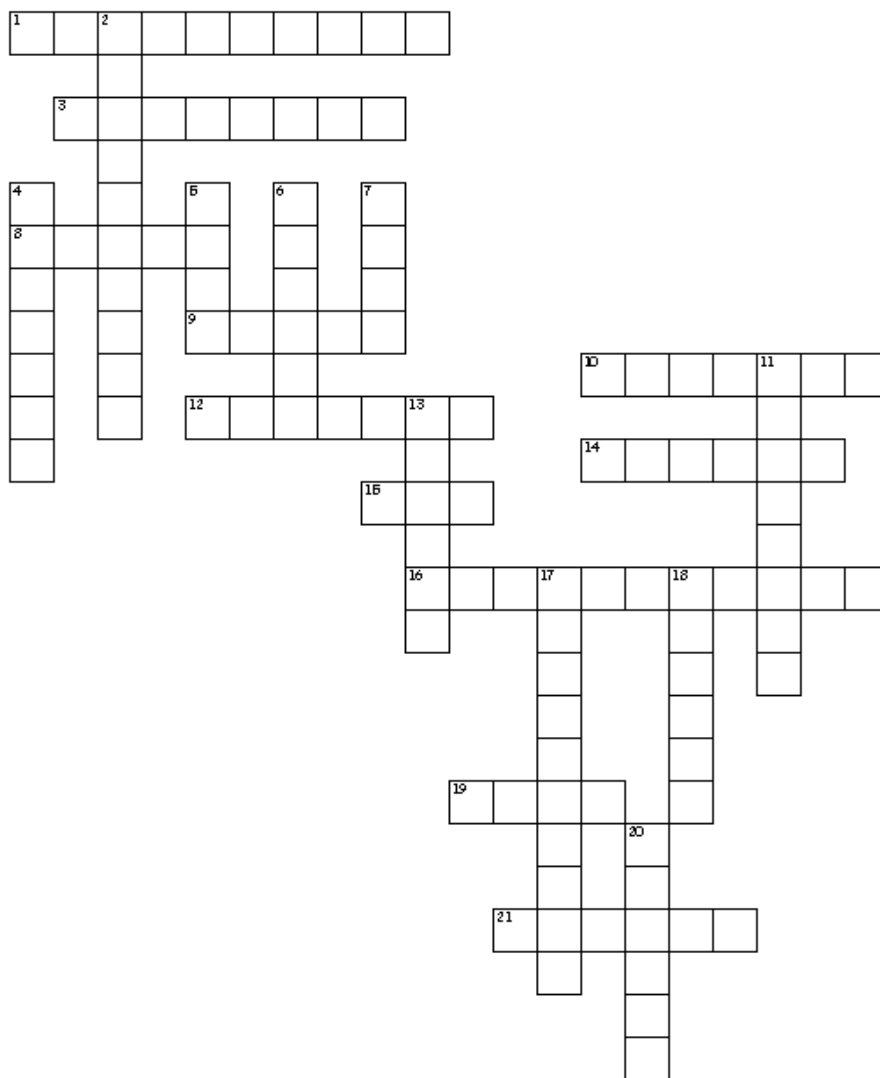
- Her contract is coming up for _____ this year.
- When she left his eyes filled with _____.
- After the priest's _____ the faithful left the church.
- His answers were really _____.
- The Catholic church _____ hasn't changed much over the centuries.
- He finally became a priest after his _____.



Annex 15. Semana Santa quiz

Name: _____

Semana Santa



Across :

1. A senior priest of the highest rank, responsible for all the churches in a large area
3. Approval of or permission for something
8. To begin something again after a pause or an interruption
9. A place in the ground where a dead person is buried
10. A district for which a bishop is responsible
12. A fixed form of public worship used in churches
14. An area that has its own church and that a priest is responsible for
15. The grey or black powder that is left after something has burnt



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

- 16. The act in which somebody tries hard to persuade somebody to do something
- 19. To be able to accept and deal with something unpleasant
- 21. A feeling of great sadness because something very bad has happened

Down :

- 2. To end with a particular result, or at a particular point
- 4. To lead or be in charge of a meeting, ceremony
- 5. A part of a tree that grows out from the main stem and on which leaves, flowers and fruit grow
- 6. To leave a place, especially to start a trip
- 7. A ceremony performed by a particular group of people, often for religious purposes
- 11. To make a law, right, etc. especially by stating it in an important written document
- 13. The life and teaching of Jesus as explained in the Bible
- 17. The act or ceremony of making somebody a priest, minister or rabbi
- 18. To mention something in an indirect way
- 20. A large high space, usually with a glass roof, in the centre of a building



Annex 16. Fundación de Cuenca

Name: _____

Fundación de Cuenca

Introduction

Santa Ana de los Ríos de Cuenca is the name by which the capital of the province of Azuay is known. It is located in the southern center of the Andes of Ecuador.

Its geographic profile is characterized by rivers, lakes, unique landscapes, temperate climate, fertile soils, and a considerable variety of flora and fauna, medium height mountains, in the middle of which there are small valleys irrigated by many rivers that make up the system of the Paute River. In one of these plains lies the city of Cuenca surrounded by four rivers: Tomebamba, Yanuncay, Tarqui and Machangara.



The colonial period begins in 1557 and lasts for three hundred years, in which the city undergoes a series of processes and transformations of a different kind. Initially mining marks the first phase of economic development; later, agriculture, animal husbandry, and especially diversified handicraft allow the growth for trading, thus resulting in urban growth.



In this manner, the city begins growing gradually based on the architectural contribution of the layout at the time of its founding. Monasteries and churches are raised as well as houses for residents. Urban space also evolves with the appearance of new streets and squares. By the mid-19th century a new architectural cycle is begun with the building of the old Seminary, the new Cathedral, and several buildings that suit the architectural styles and European tastes, especially French. This new architectural configuration extends



to the first decades of the 20th century, a period in which the entire length of the Barranco becomes a beautiful viewpoint.

Today Cuenca, after 452 years of being founded by the Spanish and boasting worldwide

recognition, continues to increase its creative potential and the ability to continue forging another heritage; in other words, its future.



Pre-Hispanic Cultural process

Cuenca has an extensive cultural heritage which begins over 10,000 years ago. Archaeological records establish the presence of hunters and gatherers in the Black Cave of Chobshi, located in canton Sigüig, province of Azuay. Later the Cañaris settled down in the valley of "Guapondelig", which means "a large plain like heaven" where today the city lies. Finally, the Incas, who were originally not from this territory and stay here for more than half a century, built the city of Tomebamba, which means "the field of knives", on the Pumapungo site.

In 1535 a group of Spanish colonizers started to settle down in Tomebamba; they began to cultivate agricultural products brought from Europe, especially wheat. Then the first mill was erected using the honeycombed stones and lintels of Pumapungo. The first chapels and homes were also built at this time, then the main square and streets; and, in general, this is how the foundations for the later official founding of Cuenca were laid down.

The founder Andres Hurtado de Mendoza

Mendoza was born in Cuenca, Spain, possibly in the last decade of the 15th century. He became appointed viceroy of Peru and came to Cuenca in 1556 and began to work on behalf of the Crown while looking after the welfare of the Indians.



Later on, one of the objectives of the Spanish Empire is the founding of cities, placing loyal and honest people with those committed to the cause. One of them is Gil Ramírez Dávalos, who is named as the governor of Quito and is given provisions to establish Cuenca.



Captain General Gil Ramírez Dávalos, founder of Cuenca

Born in Andalusia, Spain in the second decade of the 16th century, he begins to work in the service of Hurtado de Mendoza who sent him to Mexico in 1535, where he stayed for 16 years. Subsequently, in recognition for his good performance in, the new viceroy Andrés Hurtado de Mendoza appointed him Captain General and sheriff of Quito, Portoviejo, Guayaquil, Loja and Zamora in 1556. Soon after he moved to the settlement of Tomebamba with the order of founding the city of Cuenca.

The Foundation of Cuenca



On Monday 12 April 1557 General Gil Ramírez Dávalos, his officers, the residents of the region and the Cañari chieftain, meet to start the acts of the Foundation of Cuenca. The name for the city comes from the mandate of the viceroy Andrés Hurtado de Mendoza, who named the city after the place where he was born in Spain, Cuenca.

Ramirez Dávalos proceeds to take possession of the territory on behalf of the Crown; marks communal lands for cattle breeding, assigns a place for the setting up of the council, the main church and a trade centre.

Later, the city authorities are named: Gonzalo de las Peñas, Mayor; Nicolas de Rocha and Andrés Pérez, aldermen; Juan de Salinas, Governor. The clerk of the Foundation is Anton de Sevilla.

A few days after becoming a town, the council members aspire that Cuenca has its own emblem. With this purpose in mind, they then request the Founder Hurtado de



Mendoza to allow them to create the coat of arms. The petition is approved through the mandate dated November 20, 1557. The documents contain some instructions as to how the town should be laid out.

Taken from:

Based on "Fundación y Genesis de Cuenca." Publicity material in Spanish distributed in the City Museum of Cuenca.

Vocabulary Activities

1. Circle the word in bold that corresponds to each definition. Check your answer by spotting the word in the text (paragraph 2 and 3)

- **Landscape / Countryside / Background** (n): Everything you can see when you look across a large area of land, especially in the country
- **Flood / Flush / Irrigate** (v): To supply water to an area of land through pipes or channels so that crops will grow
- **Hill / Plain / Mount** (n): A large area of flat land
- **Undergo / Commit / Execute** (v): To experience something, especially a change
- **Product / Handicraft / Invention** (n): Objects and things modeled and done by hand

2. Match each word to its definition. Write V for verb or N for noun. Be careful there is one extra word.

Word:

- A. To suit
- B. To boast
- C. Clerk
- D. To erect
- E. Lintel
- F. Viceroy

Definition:



- _____ To talk with pride about something you have or can do
- _____ To build something _____
- _____ A person who is sent by a king or queen to govern a colony _____
- _____ To be convenient or useful for somebody _____
- _____ A piece of wood or stone over a door or window, that forms part of the frame _____

3. Underline the correct definition for each word according to how it is used in the text.

- Welfare (n):
 - A. Practical or financial help that is provided, often by the government, for people or animals that need it
 - B. The general health, happiness and safety of a person, an animal or a group
- Appoint (v):
 - A. To choose somebody for a job or position of responsibility
 - B. To arrange or decide on a time or place for doing something
- Chieftain (n):
 - A. The leader of a group of people
 - B. An officer of middle rank in the US armed forces
- Cattle (n):
 - A. Cows and bulls that are kept as farm animals for their milk or meat
 - B. Food for animals

4. Choose the correct word in the box to complete each definition. Write V for verb or N for noun

Aldermen – Coat of arms - Emblem – To breed - Clerk

- _____ To keep animals in order to produce young ones in a controlled way _____
- _____ Senior members of a town _____
- _____ An official in charge of the records of a council, court, etc _____
- _____ A design or picture that represents a place _____



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

- _____ A design or a shield that is a special symbol of a family, city or other organization _____

5. Match each verb from column A with sentences in column B.

Column A	Column B
Suit	The new building was _____ by the government.
Erected	Cuenca is _____ by 4 rivers.
Appointed	They _____ him as the new director.
Breeding	I don't want to _____ but I speak 6 languages.
Irrigated	Long vacations will _____ me perfectly.
Boast	Ecuador has _____ many changes in the past 6 years.
Undergone	The _____ season has just started.

6. Circle the word that best fits in each sentence.

- The **viceroys / clerks** Hurtado de Mendoza named the city of Cuenca after his home town in Spain.
- Antonio de Sevilla was the **clerk / viceroy** of Cuenca's founding.
- Cuenca is located on a big **plain / lintel**.
- That window's **lintel / coat of arms** hasn't collapsed after all these years.
- Parents look after their kids' **welfare / clerk**.
- Cuenca has its own **coat of arms / welfare**.

7. Complete each sentence with a word from the box.

Handicraft – Landscape - Chieftain - Emblem - Aldermen - Cattle

- Cuenca's _____ has been in use for over 400 years.
- The _____ represent the residents' best interest.
- My farm has _____ that are used for milk and meat.
- The old _____ of the tribe has just died.
- Cuenca's _____ is characterized by mountains and rivers.
- Many markets sell _____ at very cheap prices.



Annex 17. Fundación de Cuenca quiz

Name: _____

Fundación de Cuenca

1. Complete each definition with a word from the box. Be careful there is one extra definition.

Breed - Undergo - Landscape – Irrigate – Plain - Handicraft

- _____ (n) Everything you can see when you look across a large area of land, especially in the country
- _____ (v) To supply water to an area of land through pipes or channels so that crops will grow
- _____ (n) A large area of flat land
- _____ To keep animals in order to produce young ones in a controlled way
- _____ (v) To experience something, especially a change
- An official in charge of the records of a council, court, etc _____
- _____ (n) Objects and things modeled and done by hand

2. Match each word to its definition. Write V for verb or N for noun. Be careful there is one extra word.

Word:

- G. Suit / Benefit
- H. Boasting / Claim
- I. Agent / Clerk
- J. Build / Erect
- K. Aldermen / Seniors
- L. Axle / Lintel
- M. Viceroy / King

- _____ To talk with pride about something you have or can do _____
- _____ To build something _____
- _____ A person who is sent by a king or queen to govern a colony _____
- _____ An official in charge of the records of a council, court, etc _____
- _____ To be convenient or useful for somebody _____
- _____ Senior members of a town _____



- _____ A piece of wood or stone over a door or window, that forms part of the frame _____

3. Choose the correct definition for each word.

- **Welfare (n):**

- C. Practical or financial help that is provided, often by the government, for people or animals that need it
- D. The general health, happiness and safety of a person, an animal or a group

- **Emblem (n):**

- A. A design or picture that represents a place
- B. A design or a shield that is a special symbol of a family, city or other organization

- **Appoint (v):**

- C. To choose somebody for a job or position of responsibility
- D. To arrange or decide on a time or place for doing something

- **Chieftain (n):**

- C. The leader of a group of people
- D. An officer of middle rank in the US armed forces

- **Coat of arms (n):**

- A. A design or a shield that is a special symbol of a family, city or other organization
- B. A design or picture that represents a place

- **Cattle (n):**

- C. Cows and bulls that are kept as farm animals for their milk or meat
- D. Food for animals



Annex 18. Virgen del Cisne

Name: _____

Virgen del Cisne

63 kilometers west from Loja up a steep hill a striking sight awaits on the top, as the road twists around the hill and dips down to reveal a carpet of rustic, terracotta roofs clustered around a huge, white, neo-Gothic basilica, whose pinnacles and spires

dwarf everything around it. This is the tiny village of EL CISNE and its famous Santuario, home to a sixteenth-century painted cedar carving of the Virgin Mary.



This icon, known as the Virgen del Cisne, is the subject of a fervent cult of devotion, attracting pilgrims year-round from all over the world. The basilica of El Cisne was built in 1742.

The woman called “La Churona,” commonly known as the “Virgin of El Cisne,” has a very unique story which Ecuadorians keep very close to their hearts. This devotion reaches its culmination during the Fiesta del Virgen which begins on August 15. The following day, thousands of pilgrims start a seventy-kilometer trek to Loja, carrying the Virgin on their shoulders. The image arrives on August 20 and is deposited in Loja’s cathedral, while the partying continues in the city.

The virgin is draped in a gold and crimson gown and topped by a golden crown, she has long, dark brown, curly hair that goes beyond her hips, and she wears long golden and silver earrings.



The native Ecuadorians developed a devotion to the Blessed Mother after a miracle that was performed. The story goes that in 1594 there was a terrible drought in the province of Loja. There was no rain, the ground was dry and dusty and everything was dying. To aggravate the situation, a plague of mice consumed any food that had survived the rays of the sun. There was no food and the people were starving.



Due to their desperate situation, the peasants of El Cisne came to the distressing conclusion in October of that year that they would have to abandon their town in order to survive.



Prior to leaving, the residents gathered to pray to the Blessed Mother begging her assistance so they could stay in their homes and if they had to leave that she would watch over them while they were in exile. When they attempted to leave with the Statue of the Virgin a terrible wind storm occurred forcing them to return to their homes. Soon afterwards, the Holy Virgin appeared to the village elders and told them not to leave. She told them she would watch over them and if they built a church and practiced their faith, they would never be hungry again.

On October 12th, 1594 dense clouds covered the horizon and the blessing of the rain fell upon the parched earth. The people obeyed the Virgin and with great devotion built a church, a place where many miracles have occurred ever since.

El Cisne is one of Ecuador's major pilgrimage and tourist sites. Every year 20,000 devotees are part of this celebration. One begins to get an idea of the faith that is invested in this icon at the museum attached to the basilica crammed with hundreds of gifts brought to thank the Virgin for her favors, from exam certificates and medals to jewelry and vases. There's also a large collection of tiny model buses and trucks, left by drivers in return for her protection. Tucked away in a hushed, softly lit side room next door, you'll find a collection of eighteenth-century religious paintings and carvings along with some richly embroidered garments and silver lecterns.



The pilgrimage was popularized and gained official state support after a decree from Simon Bolívar in 1822. People from all around the world travel to Ecuador to be a part of this important event which has become one of the most important religious celebrations in Ecuador.



Taken from:

<http://www.goecuador.com/magazine/travel/el-cisne1.html>

<http://hearyoni.blogspot.de/2010/08/little-bit-about-virgen-del-cisne.html>

<http://www.steveremichphoto.com/el-cisne>

<http://www.leprovoc.com/migrant-virgin-event-educates-audience-about-ecuador-1.2929904#.UXmolLVvCKo>

<http://stthomasaquinaschurch.blogspot.com/2008/08/our-lady-of-el-cisne-revisited.html>

Vocabulary Activities

- 1. Complete each definition with a word from the box. Write V for verb, N for noun or ADJ for adjective.**

To drape - Clustered – Crimson - Pinnacle – Spire – To dwarf
angel

- _____ People, things or animals that are closed together _____
- _____ Small, pointed stone decoration built on the roof of a building _____
- _____ Dark red in color _____
- _____ To make something seem small compared with something else _____
- _____ A tall pointed structure on the top of a building, especially a church _____
- _____ To hang clothes loosely on somebody or something _____

- 2. Match each word (A to G) to its corresponding definition.**

Word:

- A. Distressing (adj)
- B. To top (v)
- C. Crammed (adj)



- D. To starve (v)
- E. Elders (n)
- F. Parched (adj)
- G. Gown (n)

Definitions:

- _____ A woman's dress, specially a long one for special occasions
- _____ To put a top on someone or something
- _____ To suffer or die because you do not have enough food to eat
- _____ Making you feel extremely upset, especially because of somebody's suffering
- _____ People of greater age, experience and authority
- _____ Very dry, especially because the weather is hot
- _____ Full of things or people

3. Circle the corresponding word for each definition. Check your answer by spotting the word in the text (paragraph 9 and 10)

- A. **Hushed / Peaceful** (adj): Quiet because nobody is talking
- B. **Decorated / Embroidered** (adj): Made more attractive with colored thread patterns
- C. **Pulpit / Lectern** (n): A stand for holding a book when one reads in a church, giving a talk, etc.
- D. **Gain / Boost** (v): To obtain or win something
- E. **Announcement / Decree** (n): An official order from a governor that becomes a law

4. Complete each statement from column B with the correct adjective from column A (1 to 7).

Column A	Column B
1. Distressing	The _____ animals lived in the barn.
2. Clustered	The earth looked _____ after the dry season.
3. Crimson	The shed is _____ with all kinds of toys.
4. Parched	I went into the _____ church after the ceremony.
5. Crammed	The _____ parade costumes were beautiful.
6. Hushed	The divorce was extremely _____ for the kids
7. Embroidered	The virgin was wearing a beautiful _____ dress.



5. Circle the correct word for each statement.

- The church **pinnacle** / **gown** was covered in dust.
- Her wedding **gown** / **spire** was truly spectacular.
- During the war the cathedral lost its golden **spires** / **pinnacles**.
- The old houses were **dwarfed** / **draped** by the new building.
- The kids were **starving** / **gaining** after gym practice.
- She **gained** / **starved** much recognition after that movie.

6. Complete each statement with the corresponding word from the box.

Write N for Noun or V for verb.

Elders - Drape – Lectern - Decree

- Some fabrics will _____ beautifully. _____
- The _____ from the village shared their wisdom with the rest of the tribe. _____
- The church's old _____ has broken. _____
- After Tuesday's _____ alcohol is not to be sold on Sundays. _____



Annex 19. Virgen del Cisne quiz

Name: _____

Virgen del Cisne

1. Complete each definition with a word (A to F).

Words:

- A. Draped
- B. Clustered
- C. Crimson
- D. Pinnacle
- E. Spire
- F. To dwarf

Definitions:

- _____ (n) People, things or animals that are closed together
- _____ (n) Small, pointed stone decoration built on the roof of a building
- _____ (adj) Dark red in color
- _____ (v) To make something seem small compared with something else
- _____ (n) A tall pointed structure on the top of a building, especially a church
- _____ (v) To hang clothes loosely on somebody or something

2. Complete each definition with a word from the box.

Decree - Lectern - Hushed – Gain - Embroidered

- _____ (adj) Quiet because nobody is talking
- _____ (adj) Made more attractive with colored thread patterns
- _____ (n) A stand for holding a book when one reads in a church, giving a talk, etc.
- _____ (v) To obtain or win something
- _____ (n) An official order from a governor that becomes a law



3. Circle the corresponding word for each definition.

- **Dress / Gown** (n): woman's dress, specially a long one for special occasions
- **Top / Cover** (v): To put a top on someone or something
- **Fast / Starve** (v): To suffer or die because you do not have enough food to eat
- **Fearful / Distressing** (adj): Making you feel extremely upset, especially because of somebody's suffering
- **Crammed / Crowded** (adj): Full of things or people
- **Older / Elders** (n): People of greater age, experience and authority
- **Arid / Parched** (adj): Very dry, especially because the weather is hot



Annex 20. “Customer satisfaction” Survey

Students’ Survey

1. Did you enjoy working on the readings?

All the time ____ Most of the time ____ Sometimes ____

2. Did you enjoy working on the vocabulary exercises?

All the time ____ Most of the time ____ Sometimes ____

3. Choose your three favorite readings: assign 1 to the best, 2 to the next, and 3 to the last one.

- _____ Pase del Nino
- _____ Innocent Saints
- _____ Carnival in Cuenca
- _____ Corpus Christi
- _____ Panama Hat Story
- _____ Cuenca Cultural Heritage
- _____ Semana Santa
- _____ Fundacion de Cuenca
- _____ Virgen del Cisne

4. Choose three of the options that best describe the way in which you learn new vocabulary.

- _____ Write the word down many times
- _____ Say the word aloud many times
- _____ Look at the word in context
- _____ Learn the word by memorizing it
- _____ Learn the meaning of the word
- _____ Write down the meaning of the word



5. Which kind of test did you find easier to do?

_____ Traditional quizzes

_____ Vocabulary Games

6. Write down the titles of three readings you think were the most informative.

- _____
- _____
- _____

7. Any other comments:

Thank you for your cooperation and hard work this semester.

You have been great!

Annex 21. Photos

