

**PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO
FACULTAD DE FILOSOFÍA Y EDUCACIÓN
INSTITUTO DE LITERATURA Y CIENCIAS DEL LENGUAJE**



**Vernacular English:
Breaking Cultural barriers in the EFL classroom**

An elective Workshop for Senior Students

**Trabajo de Titulación para optar al Grado de Licenciado en Educación y al
Título de Profesor de Inglés**

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Viña del Mar, Diciembre, 2015

Introduction

It has been years since English started becoming a world-known language and so many approaches and objectives have been created to teach non-native students in the EFL (English as a Foreign Language) classroom that they have led to increase our students' knowledge of and proficiency in the language. Whichever the approach, most, if not all, agree on culture being an aspect central to teaching English and all languages around the world.

In our country, the EFL classroom aims to provide a set of communicative skills for students to be able to interact in English in different settings. According to the Mineduc's curriculum, the aim is to prepare students to be able to communicate in oral and written form, be it in a professional setting or in everyday communication. The programs provided by the government emphasize the importance of a vocabulary-based learning and how significant it is to bring the language to the students' setting; in that sense, the program establishes thematic units addressing Chilean social issues and teen-related problematics.

However, the fact that most people in our country have access and exposure to English not only as a language but also as a cultural product (mainly the American and the British culture) seems to have been set apart, and instead, in the classroom, poorly contextualized language is provided to our students and narrowed down to two of the many cultures that place English as its official tongue nowadays.

In an interview with TEFL Equity Advocates in 2014, regarding native and non-native speakers of English, Crystal stated that "we have to prepare our students to encounter English in any country they happen to visit or encounter through the media... The English spoken in each country has its own cultural distinctiveness, reflecting the society of which it is a part."

Therefore, it is crucial, as approaches evolve, to start considering, along with culture, dynamism as another central aspect of language. As language is a dynamic phenomenon, it is not realistic anymore to stick to the teaching only of the standard version of it; there are more English variants than the British and the American ones, and there is more in English that influences different languages and dialects. Just in the US, there are lots of different cultures playing their role to modify the English that is spoken; African American Vernacular English (AAVE) is one of the many examples that are found all over the country.

It is there and then when this proposal takes place to provide seniors with a different perspective on the language they have already studied for 10 years at school by giving them new tools, not just to understand it but also to use it as a powerful communicative vehicle.

Culture and language, reciprocal influences

It is highly important to define the concept of “vernacular”; vernacular is defined as “... [a] language or dialect native to a region or country rather than a literary, cultured, or foreign language” (merriam-webster.com, Dictionary, *vernacular*); but it is also referred to as “the non-standard form of a language or dialect”. The latter description is the most suitable for the purposes of this project.

That said, it is also relevant to acknowledge what the teaching praxis tells us about the importance of including culture in the EFL classroom; “language, [...], is infused with culture. ... Members of the culture use their language to portray their culture, to put their cultural perspectives into practice, to carry out their way of life” (Moran 2001: 47). Therefore, the belief is that by immersing our students in everyday scenarios of the target culture, their learning process is made more significant and attractive to them. But then, it is necessary to state what culture is. Many have tried to come up with a specific definition of culture, but it has been impossible to stick to just a simple one. Despite that, all those accurate definitions can be summed up as that it (...) include[s] the philosophical perspectives, the behavioral practices, and the products – both tangible and intangible – of a society” (Standards for Foreign Language Learning in the 21st Century; p. 47). Consequently, it makes complete sense to try to immerse EFL learners in the target culture, so they can learn the language as a consequence of this immersion process.

Moran (2001:35) states that “Language is a product of the culture..., but it also plays a distinctive role” and continues “Members of the culture have created language to [...] name the underlying cultural perspectives in all various communities that comprise their culture. [...] Language, therefore, is a window to the culture.” From that perspective, it is possible to believe not only that language is a product of the immersion process, but also that through language and its distinctive aspects, learners can get to meet new cultures and state the

cultural processes and dimensions that are present for that product – in this case language – to occur.

The Standard English-based methods used to teach students to communicate in real-life situations with a native speaker rally, are grounded on the premise that students need to convey meaning orally (productive skills); but there is an important aspect missing: students also need to understand what they are being asked for or commanded to (receptive skills). In the best case scenario, this communicative exchange will take place with a literate person of the target culture, so their knowledge of Standard English will come in handy; but this native speaker might also be a middle-class worker on a cruise or a tourist who might belong to any segment of society. The possibilities are even wider if it's the EFL student who happens to be the tourist in an English-speaking country; then, chances are that vocabulary items or grammatical and syntax construction would restrict full comprehension of what is being heard.

English, a global language

According to the ISO 3166-1, just for English as the official language the list rises to 83 countries and regions ¹ and it is not possible to determine an exact number of countries where English is spoken as second language (ESL) or as a foreign language (EFL). English language around the world, hence, is better determined in number (or approximation of them) of speakers around the world and classified them as proposed by Kachru. ²

¹ Retrieved from: http://www.nationsonline.org/oneworld/most_spoken_languages.htm

² Adapted from Crystal, 2003. English as a Global Language, second edition; p. 60- 61.

- *Inner circle*: countries that are the traditional bases of the English language and where English is the primary language (USA, UK, Australia, etc.). Between 320-380 million speakers.

- *Outer or extended circle*: non-native countries and territories conquered in the phases of the spreading of the British Empire; here English is set as a second language and used in official social and politic situations (India, Singapore, among others). The rate is between 300-500 million speakers.

- *Expanded circle*: countries and territories that have not been colonized by any of the countries in the inner circle, but recognize the importance of English and teach it as a foreign language (Russia, Japan, Greece, among others). Rate fluctuates between 500-1,000 million speakers.

Just by looking at the figures from the inner circle, it is possible to have an idea of how many actors there are in the production of English every day; taking that into account, and considering how much language can change from one person to another, and from place to place, it is not crazy to think, then, that the varieties of vernacular forms of the language are just as numerous. And when vernacular English (variations at the level of the syntax and grammar) mixes with regional dialects (vocabulary items involved here), makes even more sense to say English is a global language. This variety of speakers and territories gave opportunity for different vernaculars to emerge and nowadays it is possible to find a considerable number of different forms of pidgin – defined as a “simplified language... which combines elements of [their] different languages” (Crystal, 2003), and is/was mostly used for trading purposes in small communities – and creole – which is “argued that over time pidgins, suitably expanded, become creoles...” (Nero 2006:5). Both are types of vernacular English.

In the US, about 250-300 different languages or dialects are spoken all over the fifty states (this considering the existence of foreign languages such as Spanish or German in Pennsylvania, and indigenous dialects and languages such as Navajo, Apache, Hawaiian, etc.), most of these merging with English and creating, for example, Hawaiian English,

African-American English (or Ebonics), Mexican-American English (also known as Chicano English or Latino English), etc.

Moving out of the continent's frontiers, it is also possible to find variations of vernacular English such as Australian Kriol, in Australia; Nigerian and Cameroonian pidgin; Krio, spoken in Sierra Leone; Samoan English, and many more English-based creole languages from communities that have adopted English as their own language and are living proof, first of the global aspect of English and, second, that language belongs to whoever wants to own it; "to have learned a language is immediately to have rights in it" (Crystal, 2003; p. 172). Language, hence, is a multicultural product.

Vernacular English in the EFL classroom

"The teaching of the target culture has to serve the development of cross-cultural communication" (Cakir, 2006). Following that principle, it is highly important that the teaching process presents students with as many options and varieties as possible; the material teachers provide in the classroom should be, therefore, as authentic as possible too; in that manner, students are not only able to understand the language but also the intentions behind the communicative exchange presented. Students develop a more skilled communicative competence since they use everyday language and cultural awareness as they feel part of an immersion process.

It is common to see a classroom language based on Standard English that usually, if at any point, provides students with the difference in some vocabulary items between American and British English. That is what the Education Curricula consider to be an accurate language to present and teach to students; classroom's dynamics are not supposed to include informal language or to increase the varieties of English that can be provided to students. As a result, it is common to face classroom situations where students react under the assumption that AAVE is labeled as "ghetto" language, or that "Australians don't know how to speak well"; and so many more. "The stigmatization of vernacular speakers is also one of the principal tenets of linguistic imperialism" (Nero, 2006). Since students are not exposed to these varieties, they react to it as if "it is the wrong way of saying it"; but Cakir (2006:157) proposes:

“Learning to understand a foreign culture should help students of another language to use words and expressions more skillfully and authentically; to understand levels of language and situationally appropriate; to act naturally with persons of the other culture; while recognizing and accepting their different reactions, and to help speakers of other tongues feel at home in the students’ own culture.”

In order to be competent and prepared, students need to be exposed or at least to be introduced to those new forms of English that have emerged around the world.

Crystal (2003:178) states:

“Today, we live in the proverbial global village, where we have immediate access to other languages and varieties of English in ways that come to be available but recently; and this is having a strong centripetal effect. With a whole range of fresh auditory models becoming routinely available, chiefly through satellite television, it is easy to see how any New English could move in different directions at the same time.”

That living reality has also reached our country and, since our students are expected to be native-like communicators of the target, foreign, language, the need for addressing those issues in the EFL classroom and not only for making them aware of these varieties but also teaching them some notions of it is becoming more demanding each day.

Creating a workshop for senior students

It is based on everything exposed on the preceding pages that this project proposes a workshop with a syllabus that integrates functional and skill-based syllabi features – in that predominant order –; and it is intended for senior students at a semi private school. The syllabus design considers a semester-long workshop composed by three units as an initial stage – given the topic it can be extended to more units and so to more than one semester only. It considers two pedagogical hours per week (90 mins.) and a group up to forty students in each session.

A situational syllabus works with “a collection of real or imaginary situations...” (Reilly; 1988) “which reflects the way language and behavior are used every day outside the classroom” (Rabbini); this type of syllabus provides students with the type of real-life situations they would need in order to understand use and meaning, and be able to replicate it on their own.

A functional syllabus “is a collection of the functions that are performed when language is used” (Reilly, 1988); therefore, it would help students to accurately place the communicative

exchange by knowing what they intend to convey in terms of meaning – what is their purpose when communicating.

Finally, a skill-based syllabus “group(s) linguistic competencies ... together into generalized types of behavior, such as listening to spoken language for the main idea... and so on” (Rabbini, 1988); this type of syllabus would not only meet the students’ learning needs, but also would help to focus on the most relevant skills – listening and speaking – to be developed in this workshop.

All these characteristics together, help create a didactic and interesting workshop for students at a school level where they have already mastered some basic communicational tools and can understand messages more easily and also make themselves understood at the moment of speaking – allowing the workshop to focus on topic and culture, and to work dynamically.

Data collection – Needs Analysis

A 16-question questionnaire (see Appendix 1) was applied to ninety-two senior students, distributed into three classes, from a semi-private school in Viña del Mar. The questionnaire was divided into two sections: the first twelve questions were answered by using a Likert scale graded from 1(=strongly disagree) to 5 (=strongly agree); the following four were open-ended questions where students were asked to give some information on their knowledge of the language and culture. All sixteen questions were designed to collect information about the group’s opinions and views on the language, the English class and culture, and will be relevant for the designing of the syllabus and development of the class.

Regarding the topic of the course, the answers to the two most relevant questions were considered highly useful; in question number 11 “Are you familiarized with the word “Vernacular”?”, 65.2% of students answered 1 (=strongly disagree). While in question number 12, “Would you like to take a workshop on “English-based dialects and culture”?” 30.4% of students answered 3 (= neither agree nor disagree), 27.2% answered they “agree” and 17.4% answered the “strongly agree”. From these results, we can infer that the topic (or any content

related) has not been covered, so there is a gap to be filled, and there is a considerable number of students interested in participating.

In relation to the competence level expected – according to references made in the MINEDUC’s programs – , 28.3% of the students answered 3 when asked about their comfort level if they were to interact with a native speaker of English, while 26.1% answered 4 (see graph #3). Students were also asked about where else, apart from class, they are exposed to the English language and how useful what they learned in class in those situations is; answers to the first question varied from real-life situations such as “talking with a brother, friends and international people” to “songs, TV, movies and internet”, this last one being the most common answer. Answers to the second question were mostly negative, just the English learned at school is not useful for them in those situations, and the positive answers in relation to the same question clarified that prompts and in-class role plays are the most useful ones (in terms of vocabulary and starting and keeping a conversation).

From the students’ preferences when learning, 40.2% of students strongly agreed on the assertion “I like and learn better with videos and audio files” (see graph #4); also, 37% of students agreed that they would rather focus on the language/vocabulary than the topic from the unit (see graph #5). Therefore, the type of syllabus chosen would provide students with more oral (audios and videos) rea-life situations and with as much focus on language used as possible.

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Syllabus Design

Name of the course:	Vernacular English: Breaking cultural barriers in the EFL classroom
Type of course:	Elective
Audience:	Senior students
English level:	Intermediate and upper-intermediate
Duration:	Semester
Class hours:	90 min. session, once a week
Teacher:	Constanza Saavedra
Email:	constanza.saavedra.h@outlook.com

Rationale

This elective course has been designed to present senior students with a wider and authentic view of English as a global language by providing them an uncommon cultural background. Throughout the development of this workshop, students will be exposed to different varieties of English produced in different cultural communities in the world. These varieties of English contain specific characteristics of the different cultures that speak it; hence, students will be able to have a global view on how communities enrich the English language around the world. This course is based on a syllabus that integrates not only in-context situations but also linguistic functions and skills.

General Objective

By the end of this workshop, students will be able to accurately apply their knowledge of language variations to different communicative settings.

Course organization

This elective course consists of three units. The first unit is divided into four lessons intended to introduce students to the concept of English as a global language, present them with communicative situations from movies or different TV shows they are already familiar with but may not understand the content in them or the reason for language variations. Also this unit includes some basic concepts that would be used throughout the course.

Based on the cultural characteristics of the South African people, the second unit consists of five lessons in which students will get familiar with both their society, the variety of English they used, and which words and concepts vary and why.

The third and last unit consists of eight lessons in which students will compare the use of English in two culturally different communities in the US (African American community and Latino community), they will be presented with some hints of these communities so they can understand the reason behind these differences when speaking the same language.

Assessing criteria

Students will be evaluated in four different instances:

- | | | |
|----|----------------------------------|-----|
| 1. | In-class activities | 50% |
| 2. | Final project | 20% |
| 3. | Self and peer-evaluation | 15% |
| 4. | Participation and responsibility | 15% |

The in-class activities will be five.

The final project will be an oral presentation of a topic related to the workshop but with a country of the choice of the students. They will be group graded according to rubric.

Unit 1: introducing new words and concepts.		
Lesson	Objective	Activities
Lesson 1	<ul style="list-style-type: none"> Identify Infer Recall Summarize 	<ul style="list-style-type: none"> Watch movie excerpts. Compare the communicative situation in the excerpts (form and meaning). Group discussion (as groups and as class)
Lesson 2	<ul style="list-style-type: none"> Analyze Compare 	<ul style="list-style-type: none"> Listen to audio samples. Read extracts. Work in groups. Discuss and describe the language used in both. List and define concepts and expressions.
Lesson 3	<ul style="list-style-type: none"> Analyze Identify 	<ul style="list-style-type: none"> Listen to an oral excerpt. Define the communicative situation in terms of form and use. Create a role play based on a real life situation.
Lesson 3.1	<ul style="list-style-type: none"> Reproduce 	<ul style="list-style-type: none"> Continue and finish creating the role play. Present it to the class (graded). (Present students the instructions for the final project).
Unit 2: South African roots		
Lesson 1	<ul style="list-style-type: none"> Analyze 	<ul style="list-style-type: none"> Watch a movie (about South Africa, <i>Real Cape Town: THE DORP - 40 days of our lives</i>). Take notes of the expressions and words used.
Lesson 1.1	<ul style="list-style-type: none"> Evaluate Discriminate Support 	<ul style="list-style-type: none"> Group discussion about the notes. Select the most relevant (or used) ones and start a research to understand and explain their origin.
Lesson 1.2	<ul style="list-style-type: none"> Support Develop 	<ul style="list-style-type: none"> Finish the research. Organize the information. Present to the class (graded).
Lesson 2	<ul style="list-style-type: none"> Interpret Classify 	<ul style="list-style-type: none"> Read an article. Discuss the content in groups. Come up with ideas of their own.
Lesson 2.1	<ul style="list-style-type: none"> Support Demonstrate Present 	<ul style="list-style-type: none"> Revise the text and look for specific information. Contrast ideas and information found. Present their work orally (graded).
Unit 3: One Multicultural Nation		
Lesson 1	<ul style="list-style-type: none"> Recall Compare Discuss 	<ul style="list-style-type: none"> Listen to two audio files of two different persons (an African American and a Latino in America). In groups compare and discuss the differences found between both oral texts. Class plenary.
Lesson 2	<ul style="list-style-type: none"> Analyze 	<ul style="list-style-type: none"> Compare different written texts taken from real-

	<ul style="list-style-type: none"> Select 	<ul style="list-style-type: none"> life situations (mostly social networks). Review them in terms of content; use of words and expressions. Choose, based on the texts, one cultural group to work with.
Lesson 2.1	<ul style="list-style-type: none"> Select 	<ul style="list-style-type: none"> Go on the internet and look for movies they have watched before. Choose a scene that reflects, through the language used, essential aspects of the group they have chosen (African-American or Latino-American).
Lesson 2.2	<ul style="list-style-type: none"> Propose 	<ul style="list-style-type: none"> Present the chosen scene to the class with a brief explanation for their choice.
Lesson 2.3	<ul style="list-style-type: none"> Recall Create 	<ul style="list-style-type: none"> Work on the creation of a role play based on their previous choice of a cultural group. Present to the class (graded). Students present topic (cultural group) chosen for the final project.
Lesson 3	<ul style="list-style-type: none"> Summarize Design Revise 	<ul style="list-style-type: none"> Final details and rehearse for the final project presentation (grade for in-class work).
Lesson 3.1	<ul style="list-style-type: none"> Carry out 	<ul style="list-style-type: none"> Final project presentations.
Lesson 3.2	<ul style="list-style-type: none"> Carry out 	<ul style="list-style-type: none"> Final project presentations.

Sample Activities

Rubric for Final Group Project

	6 - 5	4 - 3	2 - 1
Language use	Group presents a proper use of related vocabulary; avoid repetition by using a broad variety of words.	Group presents a proper use of related vocabulary. Repeat concepts and words but message can be understood.	Group does not show proper knowledge of the vocabulary. Repetition is constant.
Oral and kinesthetic aspects	Group demonstrates complete knowledge and domain of the topic. Avoid reading, message is well paced and tone of voice is adequate. Use space properly.	Group demonstrates domain of the topic. Read more than allowed and there are pace problems but the message can be understood. There is good use of space.	Group does not show domain of the topic. Repeatedly read and tone of voice is not good overall. There are difficulties understanding the message and there is no use of space.
Presentation design	Presentation is well structured and follows a pattern (top-down or bottom-up). It contains all points required in the instructions.	Presentation does not follow a specific pattern but message can be understood. It contains most points required in the instructions.	Presentation does not have structure at all and it's difficult to follow. It contains some of the points required.
Use of the material	Group shows proper use of the material; support their presentation with images and examples which show and explain accordingly.	Group does not interact with the material. Just some of the images and content are explained.	Group does not show domain of their presentation. Images and content in it is not used during the presentation.
Total:	_____/24 points		

Original



Warm up. Individually, go in the internet and look up the definitions of

- Vernacular
- Vernacular English
- Native
- AAVE (African-American Vernacular English)
- Latino
- Spanglish

In groups, compare and discuss your findings. Look up some related concepts.



Watch the videos. You are going to watch two excerpts from the movie *Madea goes to jail*. Pay attention to the language used and takes notes.





After you watch. In your groups answer and discuss:

1. Can you identify the origin of the three main characters? Name the characters and their origin.
2. Think of three generic features (for example, tone of voice) that describe the characters. Identify those features in each character (for example, tone of voice in the Latino, etc.).
3. Does any of the concepts you looked up before relate to the situations shown in the videos? Mention them and exemplify them.
4. Can you think of similar situations you have seen before? (in movies, on TV shows, in real-life situations, in news interviews, etc.). Try to relate them with what you have learned today.



Wrap up. Before you discuss, share your answers and ideas with your classmates.



Warm up. Before you watch the movie *Cape Town*, discuss the following questions with your partner. Then, share your answers with the class.

- What have you heard about South Africa?
- What do you know about their language?
- What is your perception of the type of the English spoken there? Think of examples to explain your answer.



Watch the movie *Real Cape Town: The Dorp*. Take notes of words and expressions used that are new to you. Focus on the language.



Discuss. In groups, go over your notes.

- Compare your notes and select some of the words and expressions you wrote (it can be the most repeated ones or the ones you believe are more relevant).
- Can you understand or guess now the meaning of the expressions you selected? While watching the movie, could you understand it from the context?
- Are all the words and expressions in formal English? Give examples.
- Can you mention other important aspects when speaking (apart from words)? Which ones?



Start a research. In your groups, surf the internet to do some research on the following.

- Where do those expressions come from?
- Where does the South African accent come from? Try to find an informed explanation.
- Find some information about their cultural roots.



Present. Prepare a power point presentation of no more than five slides to present your research in front of the class.

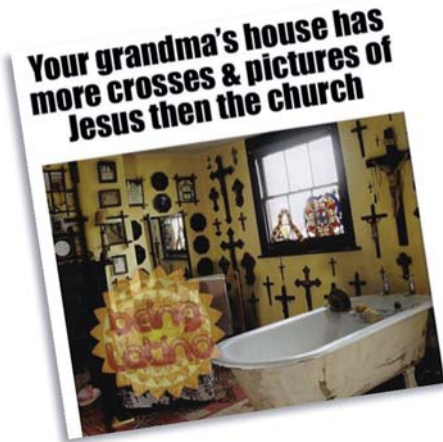
Rubric for the presentation of the Research

	6 – 5	4 – 3	2 – 1
Information selected	The information (words and expressions) selected is relevant for the class. Students chose good examples of vernacular variants of English.	The information selected is useful overall. Most of it represents examples of vernacular variants of English.	The information selected does not relate to the class.
Relevance	The information provided for the students is relevant and enriches the class.	The information provided is useful overall. Some points are not completely accurate though.	The information provided is not relevant for the class and does not relate to the topic.
Organization	The presentation is well organized and is easy to follow.	The presentation is well organized overall; structure can be confusing at times.	The presentation does not follow any organization; it is confusing.
Use of material	Group shows domain of the tools available, images, information, etc. Body language and use of space is proper.	Use of tools, body language and use of space is good overall.	Group does not make any use of the tools available. Posture and space is not accurate to the context.
Total:	_____/24 points		

Original



Warm up. Look at the pictures below.



Work in pairs. Answer the following questions:

1. Are you familiar with the pictures? Have you seen something similar before? Where?
2. Can you understand the language used? Explain.
3. What is your opinion on the English used in the pictures? Has your opinion changed from the one you had before enrolling in this workshop?

When you finish, share with the rest of the class.



Hands on. Get in your groups.

- Go over the language and the expressions used.
- Categorize the pictures in cultural groups. Are they Latino expressions? Are they African-American expressions?
- Identify specific characteristics in each group.
- Choose one cultural group to work with.



Work in groups. Based on your choice of cultural group, think of movies you have watched before. Surf the internet to do the following task.

- Choose one or two scenes of no more than 2-3 minutes.
- Focus on the following aspects:
 - Is the language used a variant of vernacular English?
 - Is the scene representative of the chosen cultural group?
 - Does the language reflect the characteristics of the cultural group?
- Present the scenes to the class; explain the reasons for your choice. Use the questions above to help you explain.



Time to perform. In your groups, work on the creation of a role play.

- Create a real life situation showing characteristics of the same cultural group you chose from the movie scenes. You might like to use the scenes as a guide.
- Focus on the fundamental aspects of the cultural group you chose and present them in the role play.
- Perform it to the class.

Rubric for the in-class Role Play

	6 – 5	4 – 3	2 – 1
Achievement of purpose	Group demonstrates complete domain of the topic and succeeds to exemplify correctly the cultural group chosen.	Group shows domain overall; representation gets confusing at times but is easy to follow.	Group doesn't show domain of the topic. Representation is confusing and cultural group can't be recognized without clarification.
Engaging and creativity	Group presents a wide use of linguistic, visual and kinesthetic tools creatively; representation is engaging for the audience.	Group uses some of the tools available to present (visual, linguistic, and kinesthetic); representation can be monotonous at time.	Group doesn't use tools available effectively; representation is monotonous.
Formal aspects	Group follows the instructions appropriately and works within the time.	Group follows part of the instructions; exceed time in no more than one minute.	Group doesn't follow the instructions; time aspects are not achieved.
Total:	_____/18 points		

Original

Appendix 1

Needs Analysis

The following is a questionnaire on your English classes at school and your motivation and interests; this questionnaire would be used for my Graduation Project at Pontificia Universidad Catolica de Valparaiso. To answer, please mark with an X according to the following criteria:

1= Strongly disagree 2= Disagree 3= Neither agree nor disagree 4= Agree 5= Strongly agree

	1	2	3	4	5
1. I think English classes are interesting.					
2. I think culture is properly included in my English classes.					
3. I think the content from my English class is updated and cover all the topics needed.					
4. I like and learn better with videos and audio files.					
5. I prefer to read texts and articles when learning English.					
6. From the activities in classes, I prefer the grammar focused activities more than the topic based activities (dialogues, readings, etc.).					
7. From the material I use for class, I prefer to center on the language/vocabulary focus than the topic from the unit.					
8. I consider English culture (British, American, or other) is properly incorporated in the English class.					
9. Do you consider yourself prepared to interact with a native speaker of English?					
10. From what you have learned in English classes, would you say you are familiar with English culture (British, American, or other)?					
11. Are familiar with the word "Vernacular"?					
12. Would you like to take a workshop on "English-based dialects and culture"?					

13. Look back at question #3; if your answer was 1 or 2, can you provide some examples of topics you would like to be included?

14. Apart from classes at school, where else are you exposed to English (written or spoken)?

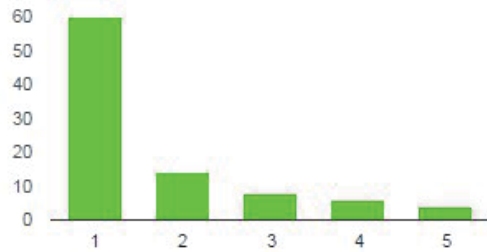
15. Considering your answer from question #14, is what you have learned in school useful in those situations?

16. Can you name three or more countries where English is the official language? Which ones?

Graphs

Graph #1

11. Are familiar with the word “Vernacular”?



Strongly disagree: 1	60	65.2%
2	14	15.2%
3	8	8.7%
4	6	6.5%
Strongly agree: 5	4	4.3%

Graph #2

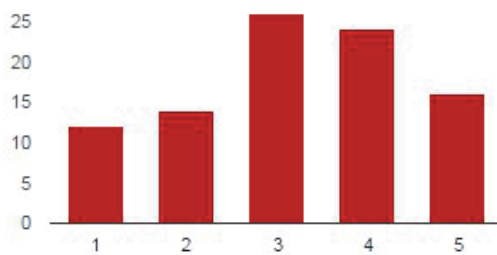
12. Would you like to take a workshop on “English-based dialects and culture”?



Strongly disagree: 1	8	8.7%
2	15	16.3%
3	28	30.4%
4	25	27.2%
Strongly agree: 5	16	17.4%

Graph #3

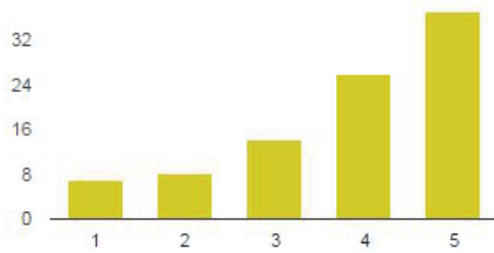
9. Do you consider yourself prepared to interact with a native speaker of English?



Strongly disagree: 1	12	13%
2	14	15.2%
3	26	28.3%
4	24	26.1%
Strongly agree: 5	16	17.4%

Graph #4

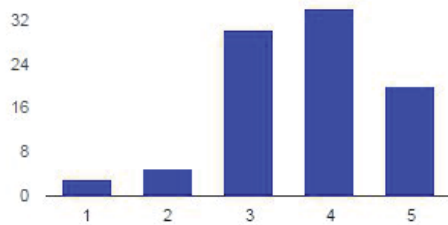
4. I like and learn better with videos and audio files.



Strongly disagree: 1	7	7.6%
2	8	8.7%
3	14	15.2%
4	26	28.3%
Strongly agree: 5	37	40.2%

Graph #5

7. From the material I use for class, I prefer to center on the language/vocabulary focus than the topic from the unit.



Strongly disagree: 1	3	3.3%
2	5	5.4%
3	30	32.6%
4	34	37%
Strongly agree: 5	20	21.7%