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DEL LENGUAJE



PONTIFICIA UNIVERSIDAD  
**CATOLICA**  
**DE VALPARAISO**

**Experiencing culture through the analysis  
of American myths and legends.  
A workshop for sophomores**

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

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## **Acknowledgements**

To my parents, for providing everything I need.

To my favorite brother, for his unconditional support.

To the ones that departed, for always believing in me.

To Francisco, for his infinite love even at the darkest times.

To my friends, for keeping my heart and soul warm when I am far away from home.

You live in my heart. I thank you all. I love you all.

## **Introduction**

Culture is a wide and ever-changing concept; it involves communities, behaviors, beliefs, life itself. According to Moran: “Culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world and set within specific social contexts” (2001:24).

Language contains culture, and at the same language is contained in culture. One of the main difficulties in teaching a language is to get students to experience it, as it sometimes seems so distant from the native culture. Considering the above, teaching culture in a foreign language lesson does not only provide the context for understanding the target language, but also it is a great instance for students to experience and understand elements of a different culture.

According to the *Merriam - Webster Online Dictionary*, culture is “The integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations.” Culture involves elements such as traditions and history in relation to a particular group of people. From that point of view, myths and legends are crucial aspects of any culture, containing characteristics concerning aspects, products and perspectives of that specific community.

## **Myths and Legends as part of the culture**

Myths and legends are fundamental elements present in all cultures. People grow up surrounded by them, as they are passed on from one generation to the next, encouraging our imagination and, at the same time, establishing solid ground in which civilizations are constructed. Above all, these stories provide different cultural aspects that enrich every culture and, more importantly, constitute a crucial aspect of the history of a particular group of people.

Further awareness of those characteristics provides an instance for a better understanding of the matter. Berens mentions the importance of having meaningful knowledge about myths:

It is hardly necessary to dwell upon the importance of the study of Mythology: our poems, our novels, and even our daily journals teem with classical allusions; nor can a visit to our art galleries and museums be fully enjoyed without something more than a mere superficial knowledge of a subject which has in all ages inspired painters, sculptors and poets (2009:11-12).

Berens points out the importance of understanding the classical elements present in Greek and Roman myths, as they maintain a strong predominance in the Western Culture until our days. Additionally, he highlights the significance of understanding the influence of myths and legends in order to interpret elements in literature, arts, and even everyday objects such as daily journals. In other words, further knowledge about myths and legends not only provides the tools for a better understanding of a specific culture (in Berens' case, ancient Greece and Rome), but also the expertise to understand the cultural products influenced by the myths and legends (in this case, arts, literature, etc.). Consequently, the study of myths and legends provides both a new perspective upon aspects of a distinct culture and the comprehension of the cultural elements influenced by the mythology of a particular community.

### **Definitions of myths and legends**

There is a common misconception about myths and legends that is important to dispel. In our ordinary talk, we tend to label any event that is not true or hardly possible as myth. Frauds, lies, and hoaxes are also included in this category.

Similarly, the term *legend* is not only attributed to fantastic stories. This concept is commonly used to refer to people or actions that are admirable, unbelievable or epic. In that sense, it is acceptable to say that Michael Jordan is a legend of basketball or that I became a legend after passing a difficult exam.

Even though those meanings might be correct in different contexts, they are not necessarily appropriate in relation to the contents that will be described next. To avoid any further confusion, from now on the definitions of myths and legends will be addressed as literary concepts. According to Rosenberg (2001: 24 - 25)

A myth is a sacred story from the past. It may explain the origin of the universe and of life, or it may express its culture's moral values in human terms. Myths concern the powers who [sic] control the human world and the relationship between those powers and human beings. Although myths are religious in their origin and function, they may also be the earliest form of history, science, or philosophy...

On the other hand,

A legend is a story from the past about a subject that was, or is believed to have been, historical. Legends concern people, places, and events. Usually, the subject is a saint, a king, a hero, a famous person, or a war. A legend is always associated with a particular place and a particular time in history (Rosenberg, 2001: 26 – 27).

Myths infuse culture with fantastic components and supernatural aspects that enrich people's view on the real world. However, all those unbelievable elements either explain or are based on actual aspects of a certain culture, such as beliefs, the origin of the world, rituals, etc. In the same way, myths also establish models of appropriate behavior and values for the community. As they are transmitted from one generation to the next, there is a high probability that they be preserved and that they remain over time, becoming permanent characteristics of a culture.

*The World on the Turtle's Back* is an Iroquois myth that presents an outlook of this Native American community on the creation of the world. If we analyze the characteristics of the myth, we will be able to perceive particular aspects of their culture. Very similarly, the Mapuche myth *Trentren Vilu and Caicai Vilu* explains the creation of the many isles in the south of Chile. Both myths describe the creation of new lands of a new world; however, they include particular characteristics of each culture. In *The World on the Turtle's Back*, symbolic transformations and family relationships illustrate the creation of the world, evidencing the importance of family respect in the Iroquois culture. In contrast, *Trentren Vilu and Caicai Vilu* relates the creation of the isles of the south of Chile through destruction and natural disasters, which corresponds to the geography of the country and to the areas in which the Mapuche people might have lived in the past. Consequently, different cultures can address the same events in their myths; nonetheless, the narrations will include aspects that are part of their specific culture.

Legends, on the other hand, give an account of the story of a singular character of historical relevance to the community. One of the most interesting aspects of legends is that they are supposedly based on true events. In that sense, the community preserves the fantastic story of a hero or the chronicles of a significant event for the society. For example, Joaquín Murieta is a well-known character in the history of California. The story says that he was a Mexican thief who fought the Americans during the California Gold Rush. The American versions of Murieta's story describe him as an infamous killer who used to steal money from the rich gold entrepreneurs and donated it among the poor. In contrast, Latin-American narrations about his life describe him as a hero who fought against the injustice that the Mexicans suffered in California. Both versions agree on the existence of a man called Joaquín Murieta, who was Mexican or Chilean, who fought fiercely against the American dominance in California. If he was a hero or a villain, that's just a matter of cultural perspective.

Either way, the contents of the legends may be historical or based on true events; however, this does not precisely mean that legends are factual. It is important to consider that there are some exceptions: legends may or may not include supernatural or fantastic elements. The legend of King Arthur is supposedly based on historical characters; however, the mysterious lady of the lake, as well as the supernatural origin of the Excalibur sword, are not likely to be true characteristics of the king's life. From that point of view, the analysis of the components of myths and legends give us the chance to recognize and understand relevant aspects of any culture.

Considering the aspects discussed above, a workshop has been devised to fill a cultural void in the MINEDUC program for sophomores. This workshop is intended to complement MINEDUC's program with new cultural content for the students to get involved in the American culture.

The purpose of this workshop is to provide EFL sophomore learners with the chance to encounter cultural elements of the American culture through the study of myths and legends, encouraging them to carry out critical analysis, contrast, and comparisons between the new elements learned and the ones present in their own culture.

One of poorly developed linguistic skills in the process of learning English in Chile is reading. Regretfully, this is a situation that affects the study of the L2 as well as the native language. Nowadays, students generally show a lack of interest in reading, and that is having an adverse repercussion on the way they learn. More importantly, the current program of English Language proposed by the Chilean Ministry of Education does not address the issue properly; neither beginners nor advanced learners have at their disposal appropriate materials to support that skill. More importantly, the program provided by the Ministry presents flagrant contradictions between the activities provided and the levels of proficiency. Some of the activities proposed by the Ministry for sophomores (2011: 59) concerning the reading skill include “Reconocer vocabulario temático,” “Reconocer referencias al pasado reciente,” and “Leer en voz alta con fluidez y pronunciación adecuada.” In these cases, among many others, the activities and objectives are too basic in relation to the students' level of proficiency.

This workshop aims to fill that gap in the Ministry's program through the study of American myths and legends. Further analysis of the characteristics of myths and legends will give the sophomore students the chance to encounter and learn aspects of other cultures, as well as reinforce their reading, writing, speaking and listening skills.

Consequently, this workshop has been designed on the grounds of a task-based syllabus, for the students to construct their knowledge step by step and to have tangible evidence of their work by the use of the target language.

According to Nunan (As cited by Ellis, 2003:4) a task is

A piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in a target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative task in its own right.

In relation to *Task-based language teaching*, Willis (As cited by Ellis, 2003: 212) proposes six task types. Considering the students proficiency of the language and the contents of the syllabus, only four of the six types were considered:

- 3.- Comparing, i.e. tasks that involve finding differences and similarities in information.
- 4.- Problem solving, i.e. tasks that demand intellectual activity as in puzzles or logic problems.
- 5.- Sharing personal experiences, i.e. tasks that allow learners to talk freely about themselves and share experiences.
- 6.- Creative tasks, i.e. projects, often involving several stages that incorporate the various types of tasks above and can include the need to carry out some research.

Considering the above, this workshop proposes several activities that include comparisons, problem solving, sharing of personal experiences or opinions and creative tasks, intended to fill the existing cultural gap by constructing step by step a final project through the use of the L2. Even though this class aims to reinforce reading skills, speaking, writing and listening are also meant to be developed.

Likewise, this workshop promotes the students critical thinking. According to Scriven and Paul (as cited by Elder & Paul, 2011:58), critical thinking is

The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

This workshop aims to encourage students to develop their own thinking and study strategies, grow as learners, and become active participants in their learning process. To do so, this workshop presents activities according to their level of proficiency, promoting and encouraging the students to develop their own abilities. In addition, the activities presented in this workshop are constructed based on Bloom's taxonomy; hence, they will correspond to specific levels of proficiency, starting from the basic levels to the advanced ones, ensuring that the learning process leads to critical thinking. As the learners develop these skills, they will be able to participate in the workshop actively, learning and getting in contact with the cultural elements of the target language. Among the benefits of this



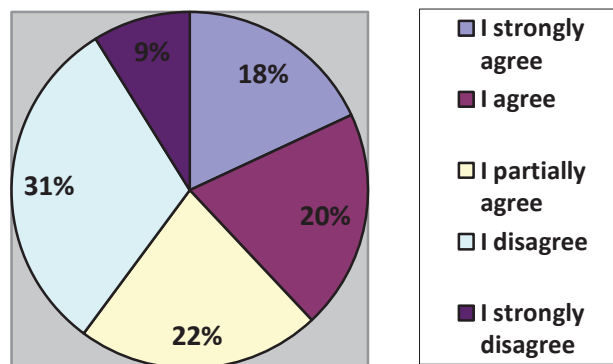
workshop, the students will be able to understand and experience culture along with the development of the four language skills.

### Needs analysis

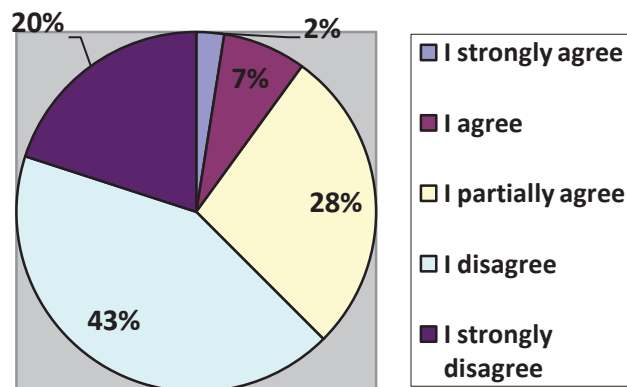
In order to design an appropriate syllabus for this workshop, a 24-statement survey was applied to a group of 40 sophomore students, 24 males and 16 females, who attend a This students attend a semi-private school.

The most relevant answers in relation to the syllabus design and the corresponding results are presented below:

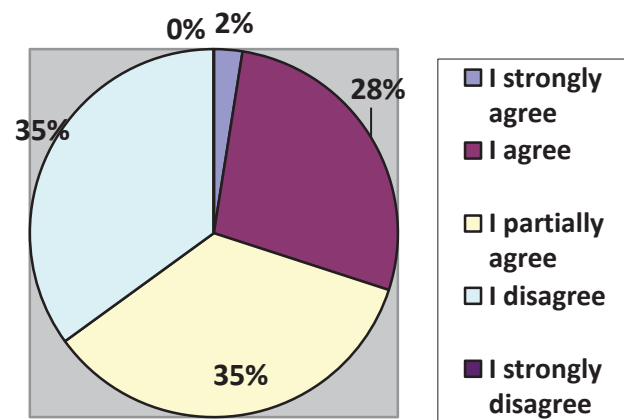
1. - I am interested in learning English.



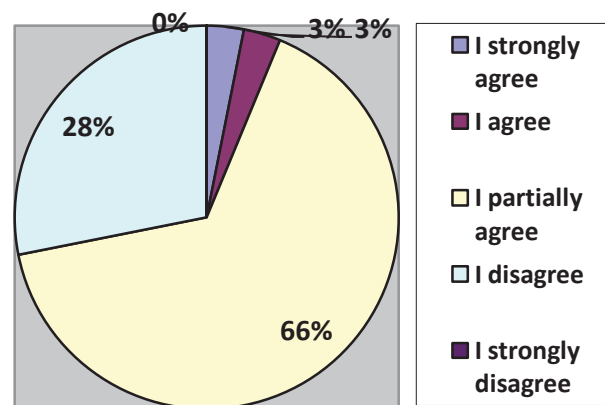
2. - I feel confident about my English skills.



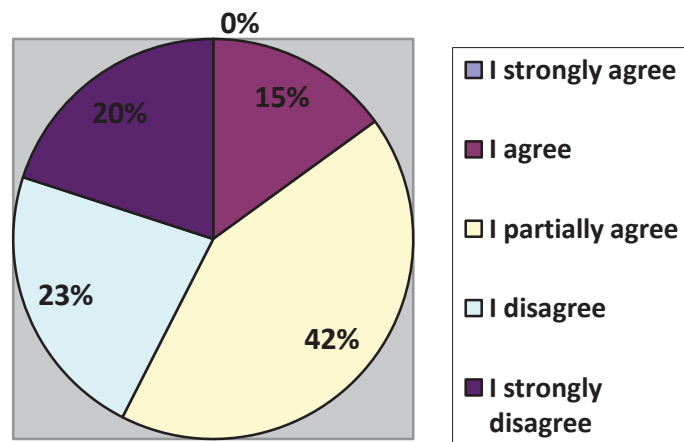
3. - I can understand questions in English without difficulties.



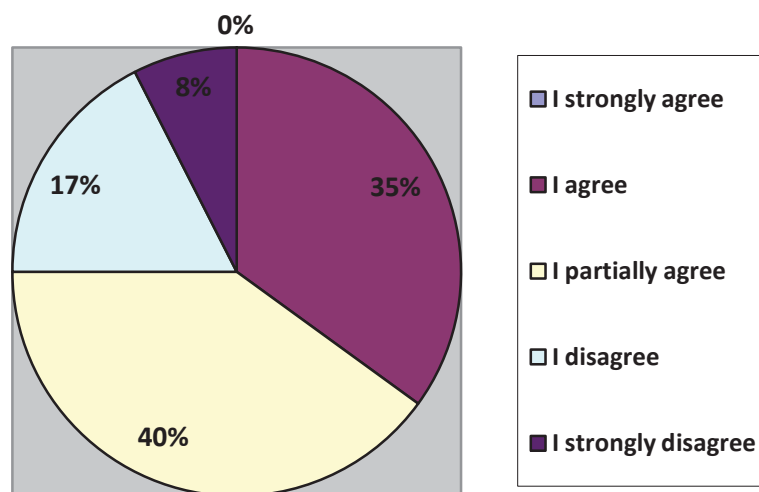
4. - I can understand recorded audios or conversations in English without difficulties.



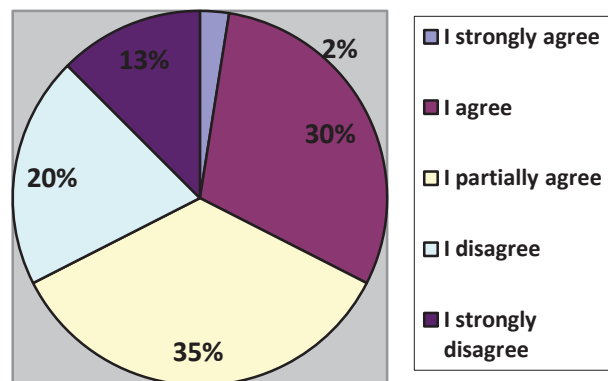
5. - I am able to have conversations in English.



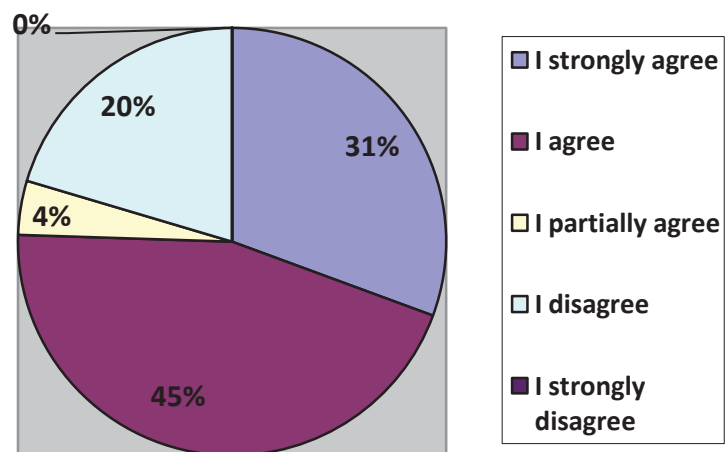
6. - I can create comprehensible texts in English.



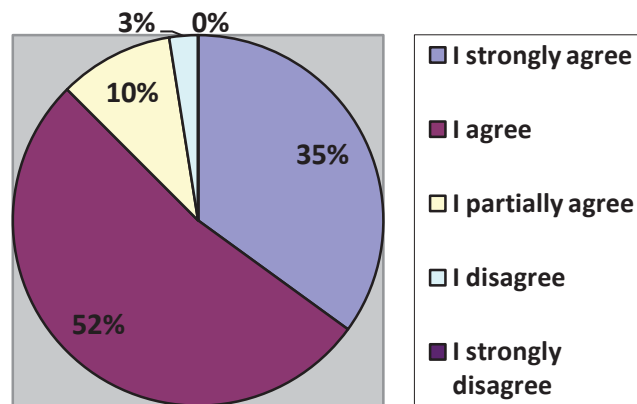
8. - I have learned about other people's culture in English lessons.



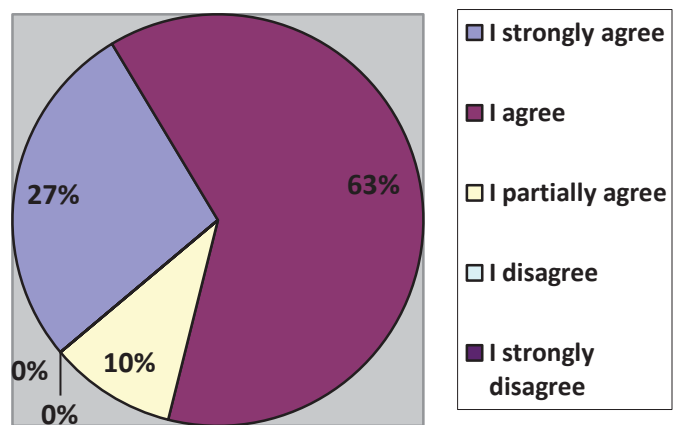
9. - I am interested in learning about other cultures.



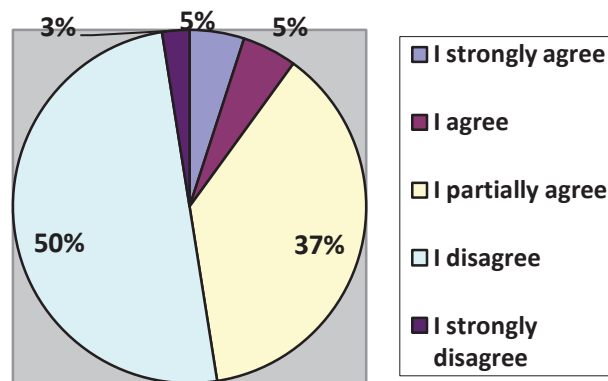
18. - I like myths and legends.



19. - I know some Chilean myths and legends.



20. - I know some myths and legends from other countries.



The needs analysis revealed a generalized interest in the English language. Even though many of the students assure lack of confidence in their language proficiency, more than 40% of the students pointed out what they consider an average performance in the reading, listening, speaking and writing skills (Needs Analysis survey, questions 2-5).

Concerning the cultural aspects, thirty-four percent of the students mentioned that they have not learned much about other cultures in English lessons; however, many of them expressed their interest in learning about other cultures. In relation to myths and legends, the significant majority expressed interest in this the topic. Sixty-two percent of the students mentioned having some knowledge about Chilean myths and legends (Needs Analysis survey, questions 19-20); however, a small number expressed having more knowledge about different foreign myths than about the Chilean ones.

Considering the needs analysis results, a task-based syllabus is proposed, including cultural content in relation to American myths and legends. Reinforcement for reading, listening, speaking and writing skills is also considered, as well as activities focus on the development of the students' critical thinking.

## **Syllabus**

<b>Name of the course:</b>	Experiencing culture through the analysis of myths and legends.
<b>Type of course:</b>	Elective
<b>Audience:</b>	Sophomore students
<b>Time:</b>	12 lessons
<b>Class hours:</b>	90 minutes lesson, once a week.
<b>Teacher's name:</b>	Christina Cortez Álvarez
<b>Email:</b>	christina.cortez.a@gmail.com

## **Rationale and General Objective**

As was previously mentioned, the MINEDUC proposal for English lessons neither includes cultural elements nor properly matches the students' level of proficiency. Concerning cultural aspects, the needs analysis carried out to create a syllabus that filled these gaps revealed a students' generalized interest in cultural topics. However, many of them manifested that "The only way to understand other people's culture is by living in the same context or situation" (Needs Analysis survey, question 22). Contrary to the students' impression, there are other ways in which people can get closer to a different culture. Considering the above, this workshop aims to provide the students with the chance to encounter a different culture through the analysis of myths and legends and, in this way, understand and experience a foreign culture by developing critical analysis between the American and the Chilean culture.

## **Assessment Criteria**

Each lesson contemplates assessment in relation to the different activities developed in class. The course contemplates one evaluation per unit. For units one, two and three, the evaluation consists on class work assessment that will consider the aspects of identification and analysis according to the contents of the unit. For unit four, the assessment consists on the evaluation of the final project. Teacher assessment at the end of each lesson is also contemplated.

Unit	Type of assessment	Percentage on the final grade.
Unit 1	Class work assessment on identification and comparison of the main characteristics of myths and legends.	20% of the final grade.
Unit 2	Class work assessment on identification and analysis of the main ideas of specific myths and legends.	20% of the final grade.
Unit 3	Class work assessment on analysis of the main ideas of specific myths and legends and the cultural aspects involved.	25% of the final grade.
Unit 4	Final evaluation of the booklet.	35% of the final grade.

### Scope and sequence

Unit	Lesson	Specific objectives	Activities
<b>Unit 1:</b>  <b>Defining myths and legends.</b>	1.1.- Defining myths and legends	Identify the main characteristics of myths and legends.  Recognize myths and legends based on their characteristics.  Understand the purpose of myths and legends.	Make a chart of the main characteristics of myths.  Make a chart of the main features of legends.  Explain in your own words the particular characteristics of myths and legends.
	1.2.- Defining myths and legends	Identify the main characteristics of myths and legends.	Make a chart that clearly illustrates the differences and similarities between myths and legends.



		Distinguish myths and legends based on their particular features.	
	1.3.- Importance of myths and legends as cultural elements	Infer the main ideas of a text.  Interpret a myth based on previous knowledge.	After reading a myth:  -Summarize the story.  -Retell the story using own words.  -Make a list of the story's relevant ideas, pointing out the cultural aspects related.
<b>Unit 2:</b>  <b>Cultural elements in myths and legends.</b>	2.1.- Contexts, content, form, and structure of myths and legends.	Identify the main characteristics of myths and legends.  Classify elements based on their characteristics.  Contrast elements pointing out differences and similarities.	After reading the descriptions of myths and legends:  -Write a list containing the main characteristics of myths and legends.  -Create a chart and classify the stories: Point out if they are myths or legends.  Choose two of the lists previously made:  -Create a chart or diagram: Point out any similarities between the myths/legends. Refer to narrative and cultural aspects.

	2.2.- Contexts, content, form, and structure of myths and legends.	Interpret a narrative text based on concepts previously studied.  Determine the relevance of different topics regarding narrative texts.	After reading a myth:  -Examine the text looking for the main themes of the story.  -Write a summary of the story, pointing out the meaning of the elements described in the text.
	2.3.- Identifying cultural aspects in myths and legends.	Identify relevant aspects concerning a particular culture.  Deduct connections between a cultural group and its cultural products.	After listening to a narration of a myth about the world's creation, investigate about the culture in which the myth was created.  -Create a diagram connecting elements such as products and practices from the culture and the elements described in the myth.
<b>Unit 3: Myths and legends as source of culture</b>	3.1-Cultural elements in myths and legends.	Research about American cultures.  Critically analyze information based on research findings.  Categorize information according to their different characteristics.	After reading two different myths about the creation of the world -Investigate about the two different cultures in which the myths were created.  -Identify any similarities between the two stories, in terms of cultural aspects.  -Make a chart classifying the cultural elements and the culture practices and perspectives.

	3.2.- Cultural elements in myths and legends.	<p>Contrast information focused on differences and similarities.</p> <p>Analyze a text critically, considering cultural aspects.</p> <p>Determine the cultural value of the texts by providing opinions.</p>	<p>After reading two opposite versions of the same legend:</p> <p>-Make a chart contrasting the two versions, illustrating differences and similarities.</p> <p>-Write a brief review of the legend, considering cultural perspectives that influence both versions.</p> <p>Two different teams will debate upon the versions of the legend.</p>
	3.3.- Cultural elements in myths and legends.	<p>Organize information about relevant cultural aspects.</p> <p>Interpret information, based on critical analysis.</p> <p>Draw conclusions based on research and analysis.</p>	<p>Investigate about a particular culture in the US:</p> <p>-Create a diagram organizing any relevant cultural aspects.</p> <p>-Research for a myth or legend related to that culture.</p> <p>-Contrast the myth and the culture characteristics found. Try to make connections between the elements found, always considering the cultural aspects. Write a short paragraph showing findings.</p>
<b>Unit 4:</b> <b>Myths and legends analysis.</b>	4.1.- Analyzing myths and legends.	Critically analyze information indicating relevant aspects in relation to the topic.	Investigate and collect information about a particular culture in Chile, looking for a myth or legend of your interest.

		<p>Organize information based on research and findings.</p> <p>Deduct connections between a cultural group and its cultural products.</p>	<p>-Create a diagram organizing relevant cultural aspects.</p> <p>-Research a myth or legend related to that culture.</p> <p>-Contrast the myth and the culture characteristics found.</p> <p>Analyze the myth, making connections between the cultural elements recognized and drawing conclusions considering the cultural aspects found.</p> <p>Write down your findings, answering the following questions.</p> <p>-What's the main topic of the myth?</p> <p>-In which way the myth relates to the cultural group studied? Does it refer to a particular aspect in relation to cultural organization, practices, perspectives, products, etc.?</p>
	4.2.- Analyzing myths and legends.	<p>Critically analyze information, providing evidence based on research.</p> <p>Develop a final project to present the information analyzed.</p>	<p>Based on your findings, create a booklet.</p> <p>It must include:</p> <p>-A description of the cultural group.</p> <p>-A summary of the chosen myth or legend.</p>

			<p>-Your analysis of the myth or legend. Make sure to include the aspects analyzed in the previous lesson.</p> <p>-Supporting drawings or pictures.</p> <p>Do not forget to make copies for your classmates.</p>
	4.3.- Analyzing myths and legends.	<p>Critically analyze the information presented by classmates.</p> <p>Evaluate other people's work.</p> <p>Estimate the cultural value of other people's work in relation to their own work.</p>	<p>Present the booklet to your classmates, describing the process of analysis that you followed to establish connections and draw conclusions in relation to culture and the myth or legend.</p> <p>Write down a short paragraph, providing your opinion on your classmates' work and your own.</p>

# **Sample Activities**

## Lesson 1.1

# DEFINING MYTHS AND LEGENDS

### Objectives:

In this lesson you will:

- Identify the main characteristics of myths and legends.
- Recognize myths and legends based on their characteristics.
- Understand the purpose of myths and legends.

## 1.-What do we know about myths and legends?

**A.- Form groups of three and discuss the following questions. Make sure to take notes:**

- What is a myth? What is a legend?
- In your opinion, what are the main characteristics of myths and legends?
- Do you think that they are the same type of text?
- Do you know any myth or legend? Which ones? Make a list.

### B.- Class discussion.

Let's share our opinions in a plenary.

- Are there any agreements or disagreements upon the definitions?
- Are there any myths or legends known by the majority of the class? Which ones?

**Don't forget to make a list!**

## 2.-What is a myth? What is a legend?

**A.- Read the following definitions. Underline what you consider relevant information.**

A **myth** is a sacred story from the past. It may explain the origin of the universe and of life, or it may express its culture's moral values in human terms. Myths concern the powers who [sic] control the human world and the relationship between those powers and human beings. Although myths are religious in their origin and function, they may also be the earliest form of history, science, or philosophy... (Rosenberg, 2001: 24 - 25)



A **legend** is a story from the past about a subject that was, or is believed to have been, historical. Legends concern people, places, and events. Usually, the subject is a saint, a king, a hero, a famous person, or a war. A legend is always associated with a particular place and a particular time in history (Rosenberg, 2001: 26 – 27).

**B.-After reading both definitions, complete the following charts.**

Main characteristics of myths	Main characteristics of legends

**B.b.- Now, share your chart with your partner and discuss the following questions. Don't forget to take notes:**

- Do these characteristics apply to the myths or legends that you know about?
- Do you agree/disagree with the definitions?
- Would you add something else?

### **3.- Do you understand what is a myth and what is a legend?**

A.- Based on your charts and the notes from your discussion, write a short paragraph explaining in your own words the concepts of myth and legend.

Present this definition orally in front of the classroom to create a new definition.



## IDENTIFYING CULTURAL ASPECTS IN MYTHS AND LEGENDS.

### Objectives:

In this lesson you will:

- Identify relevant aspects concerning a particular culture.
- Deduct connections between a cultural group and its cultural products.

### 1.- The creation of the world

**A.- Form groups of four. Answer these questions and discuss the answers. Don't forget to take notes.**

- Do you know any myth about the creation of the world?
- Why do you think people create these myths?
- What do you think is the importance of these stories for the cultural communities?

### 2.- The world on the turtle's back

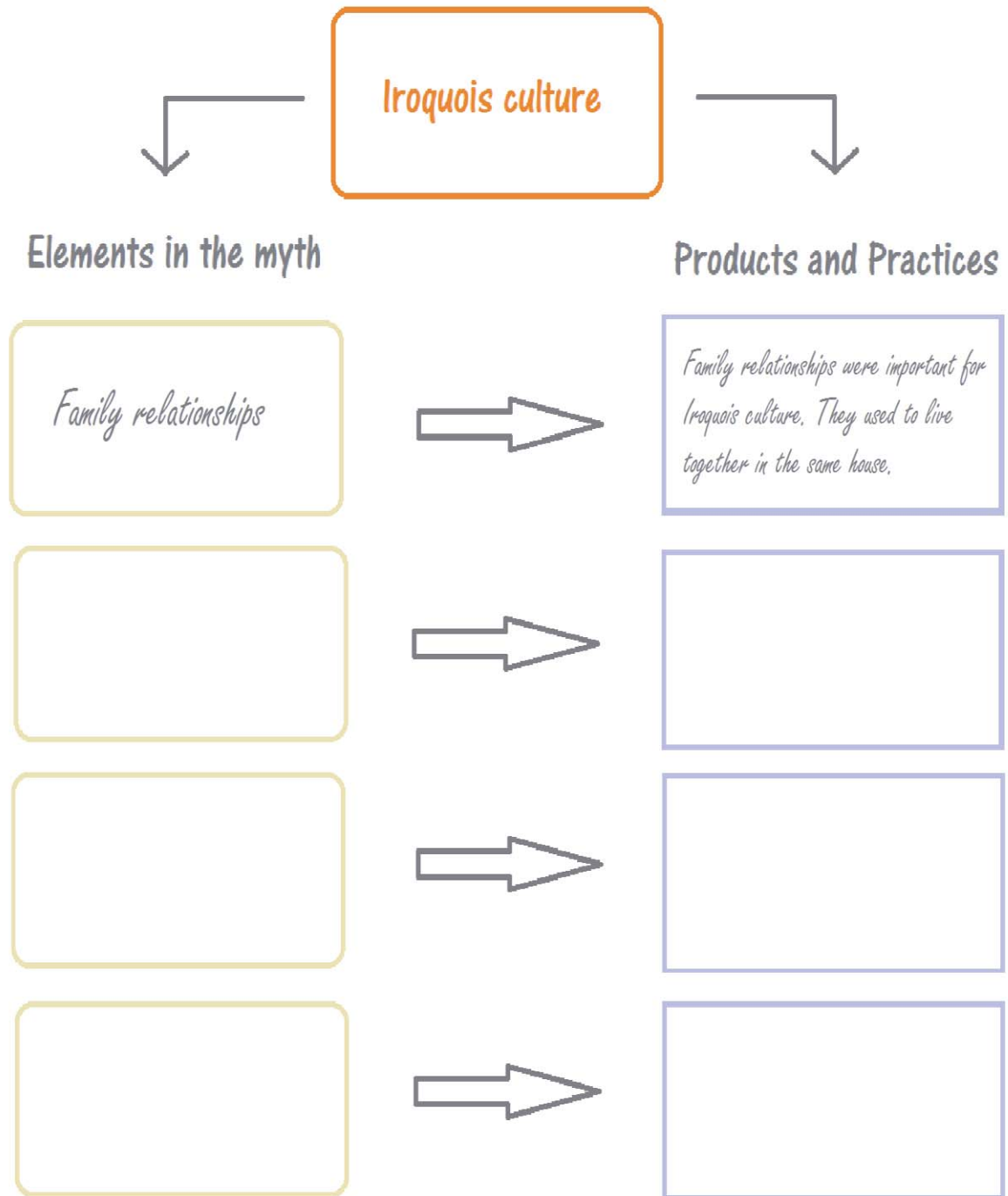
Listen to the clip *The world on a turtle's back*, retrieved from <https://youtu.be/G0jmA6ZV8SU>. Take notes about the elements described.

After watching the clip, surf the internet to do research about the cultural group in which this myth was created. Don't forget to take notes.



### 3.- Culture and myth

Based on your notes and research, create a diagram connecting elements described in the myth and products and practices from the Iroquois culture.



# ANALYZING MYTHS AND LEGENDS.

## Objectives:

In this lesson you will:

- Critically analyze information, providing evidence based on research.
- Develop a final project to present the information analyzed.

## 1.- Classifying your information.

Considering your work from the previous lessons, classify the relevant information that you want to include in this final project. Don't forget to focus on the cultural aspects!

## 2.- Planning your work.

Using all the information that you analyzed in the previous lessons, you will create a booklet!

### What's a *booklet*?

According to the *Merriam-Webster* dictionary, a *booklet* is a small book with only a few pages that contains information on a subject.

## It must include:

- A description of the cultural group.
- A summary of the chosen myth or legend.
- Your analysis of the myth or legend. Make sure to include the aspects analyzed in the previous lesson, in relation to cultural aspects. Don't forget to include pictures or drawings to support your work.

Your booklet can be made of a minimum of 6 pages and a maximum of 10, cover included. Don't forget to make copies for all your classmates!

## 3.- Creating your booklet.

If you don't have any ideas of how to make a booklet, this may come in handy:

**How to make a booklet: Video instructions:**  
<https://goo.gl/UXnb9E>

**How to make a booklet using Microsoft Word: Video instructions.**  
<https://goo.gl/Xgniyl>

**How to make a booklet using Microsoft Publisher: Video instructions.**  
<https://goo.gl/Okn0nQ>

# ANALYZING MYTHS AND LEGENDS.

## Objectives:

In this lesson you will:

-Critically analyze the information presented by your classmates.

-Evaluate your classmate's work.

-Estimate the cultural value of other people's work in relation to your own.

## 1.- Presenting your project

Present the booklet to your classmates, describing the process of analysis that you followed to establish connections in relation to the specific culture and the myth or legend.

Each of your classmates must receive a copy.

## 2.- Analyzing your work

After all the presentations, write down a short paragraph, providing your opinion in relation on your classmates' work and your own, making connections, comparisons, etc.

You can choose one booklet in specific or refer to your classmates' work in general.



## 3.- Sharing your experience

In a plenary, share your opinion regarding your presentation and other people's work.

- Discuss about the concepts of culture, cultural products, practices, etc.
- Do you think that the only way to understand other people's culture is by living in the same context or situation?
- Do you think that you have learned, understood, and experienced other people's culture throughout this workshop?

# Appendix

### Needs Analysis Survey

	Questions	I strongly agree	I agree	I partially agree	I disagree	I strongly disagree
1	I am interested in learning English.					
2	I feel confident about my English skills.					
3	I can understand texts in English without difficulties.					
4	I can understand recorded audios or conversations in English without difficulties.					
5	I am able to have conversations in English.					
6	I can create comprehensible texts in English.					
7	I think that it is crucial to learn about culture along with language.					
8	I have learned about other people's culture in English lessons.					
9	I am interested in learning about other cultures.					
10	I don't often see evident results of my classroom work.					
11	I enjoy having conversations in English.					

12	I like to create power point presentations or videos on a computer.					
13	I prefer working on paper rather than online.					
14	I like to work in groups.					
15	I understand a topic or content better when I read about it.					
16	I understand better when I watch and listen to an explanation.					
17	I am interested in reading or listening to narrative texts.					
18	I like myths and legends.					
19	I know some Chilean myths and legends.					
20	I know some myths and legends from other countries.					
21	Further analysis of information always provides new perspectives on a topic.					
22	The only way to understand other people's culture is by living in the same context or situation.					
23	I can express my own opinion in relation to a specific topic.					
24	I can relate my personal experiences to other people's experiences.					

Class work assessment rubric for units one, two and three.

Aspect	1	2	3	4	Score
Use of language: Vocabulary	Student uses limited, inappropriate or imprecise vocabulary in relation to the topic. S/he does not include new elements learned in class.	Student uses limited but appropriate vocabulary elements in relation to the topic.	Student uses varied and appropriate language according to the topic.	Student uses varied and appropriate language according to the topic. S/he also includes elements learned in class.	
Use of language: Grammar	Grammar is mostly inaccurate.	Grammar is sufficiently accurate.	Grammar is mostly accurate.	Grammar is highly accurate.	
Appropriateness of work	Student's class work is not appropriate to the context of the lesson. His/her work does not relate to the cultural aspects discussed in class.	Student's work is not always appropriate to the context of the lesson. His/her work does not always relate to the cultural aspects discussed in class.	Student's work is appropriate to the context of the lesson. His/her work relates to the cultural aspects discussed in class.	Student's class work is appropriate to the context of the lesson. His/her work highly relates to the cultural aspects discussed in class.	
Responsibility	Student does not work in class. S/he seldom develops the assigned activities or participates in class discussion.	Student rarely works in class. S/he unusually develops the assigned activities or participates in class discussion.	Student frequently works in class, develops the assigned activities and sometimes participates in class discussion.	Student actively works in class, develops the assigned activities and participates actively in class discussion.	



Scoring rubric for Booklet and In-class presentation.

Category	Scoring criteria	Total points	Student's Score
Booklet organization.	Booklet includes an appropriate description of the cultural group involved.	5	
	Booklet includes an appropriate summary of the chosen myth or legend.	5	
	Booklet includes the student's analysis of the myth or legend.	10	
	Booklet includes supporting pictures or drawings.	5	
Booklet Content.	Information is clearly presented.	5	
	Content presented in the booklet corresponds to the work developed in the workshop.	10	
	Student's analysis of the contents is appropriate and shows critical evaluation on cultural aspects.	10	
Presentation.	Student demonstrates knowledge about his/her project.	10	
	Student's in-class presentation is well prepared.	5	
	Information is well communicated. Student maintains good attitude in front of the audience.	5	
		70	

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