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## Undergraduate Dissertation

World Englishes and pedagogy: EFL teaching project  
on the integration of the American, British and  
Jamaican standard varieties

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## **Abstract**

The present End-of-degree project took the existing lack of correlation between the vast and prosperous range of varieties of English spoken worldwide and its scarce implication in the production of pedagogical materials utilised for the teaching of English as a Foreign Language (EFL) as its point of departure. It sought to explore and bring to light the practicability and convenience of implicating other World Englishes in education, apart from the so called “Standard British English” and “Standard American English” on which the majority of methods and textbooks are based, so as to offer students more realistic views of the language and broaden their communicative possibilities in accordance with the global status English holds currently. For this purpose, the present study trusted on the personal proposal, elaboration and in-class implementation of a series of pedagogical activities which were meticulously designed to demonstrate the efficacy and benefits of multicultural approaches in the teaching of EFL. Overall, conclusions indicated that the project was successful in raising awareness of the exposed situation among students who took part in it as well as it revealed other positive inferences of stimulating their levels of reflection on this matter.

## **Resumen**

El presente Trabajo Fin de Grado toma como punto de partida la falta de correlación que existe entre el vasto y próspero repertorio de variedades de inglés del mundo y su escasa implicación en la elaboración de materiales pedagógicos utilizados para la enseñanza del inglés como lengua extranjera. Se ha pretendido explorar y demostrar la viabilidad y conveniencia de integrar otras variedades de inglés, además de las variedades británica y americana estándar, en las que la mayoría de libros y métodos se basan, para así ofrecer a los estudiantes visiones más realistas del idioma y ampliar sus posibilidades comunicativas en concordancia con el estatus global que el inglés ostenta hoy en día. Con este propósito, el estudio confió en la propuesta personal, elaboración e implementación de primera mano de una serie de actividades pedagógicas meticulosamente elaboradas para demostrar la eficacia y los beneficios de los enfoques multiculturales en la enseñanza del inglés como lengua extranjera. En general, las conclusiones obtenidas indican que el proyecto ha logrado despertar conciencia de la situación expuesta entre los estudiantes que han participado en él, y ha revelado otros aspectos positivos de haber estimulado sus niveles de reflexión sobre este tema.

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## 1. Introduction

According to the online annual reference publication *Ethnologue: Languages of the World* (2018), English is spoken globally by more than a billion people in the world. Approximately, 380 million people speak English as a first or native language (L1). However, the truly extraordinary role of English is that performed as a second or foreign language (L2) for more than 740 million people worldwide at present. In the present End-of-degree project, English as a Foreign Language (henceforth EFL) was used with the meaning of “English as taught to people whose main language is not English and who live in a country where English is not the official or main language” (English as a Foreign Language, 2018, *Cambridge Dictionary*), whereas English as a Second Language (henceforth ESL) was used as “English as taught to people whose main language is not English and who live in a country where English is an official or main language” (English as a Second Language, 2018, *Cambridge Dictionary*). If we had a look back to the early 2000s, David Crystal (2003) had already collected statistics which showed that L2 speakers outnumbered L1 speakers and predicted that the tendency would continue in the same direction. Hence, for him, it is this decision “to give it [English] a special place within their communities” by other countries different from the USA, Canada, Britain, Ireland, etc. that has conferred English the status of being such a powerful global language (Crystal, 2003: 4).

In this sense, and with the aforementioned purpose, one of the most effective means that the governance of each country has to prioritize a language, and thus keep pace with the described global reality, is via education and the adaptation of their educative policies and school curriculum so that children start obligatory contact with a foreign language as soon as they access to the educational system; English is far the most studied language nowadays (Luján-García, 2012: 3). Besides, outside the field of formal education, more and more people decide to learn English on their own accord in order to improve job prospects and chances of success in communicating with other speakers, among other reasons. English is, thus, in demand and the proliferation of academies, schools of languages, teaching methods and an enormous range of online lessons and resources could be expected.

The previously described current state of affairs has created a whirlwind in which one may wonder whether enough time has been devoted to questions as important as the revision of pedagogical materials in accordance with the global linguistic situations that the relatively new social contexts have brought along with them. This idea is brought up here due to the fact

that nowadays, English is spoken in all seven continents in the form of hundreds of varieties and World Englishes which, truth be told, can be said to find not much reflection in the way EFL has traditionally been taught and learned. In this sense, the study carried out by García (2005) whereby she researched EFL textbooks in Spain and the presence of different cultures in them was, in large part, the cause of the present End-of-degree project's concern. The prior research conveys that most of the materials employed by English teachers only focus on the UK and USA and their respective standard varieties. In the international sphere, also in this same line, other research by Murayama (2000) or Scheleijpen (2015) point to the same hypothesis and strengthen the conclusion that the so called "Standard British English" and "Standard American English" are usually presented as the only two desirable models to learn English, which, in García's view, is "far from appropriate" as it responds to "traditional views of English language teaching strongly supported by numerous interests (mostly economic) and/or lack of sociolinguistic awareness" (Luján-García, 2012: 15).

Taking personal perceptions and the previously mentioned pieces of research into account, the present research project aimed to give a second thought to the set of assumptions on which pedagogy of EFL is based by means of the design and in-class implementation of a series of teaching activities developed with the main aim of raising awareness of the existence and value of other World Englishes apart from the so called British English and American English. The mentioned activities were assembled in their correspondent lesson plan (Appendix 1) whose implementation sought to be a step forward in the integration of World Englishes in teaching programmes in line with "the activist role for world English scholars" (Bolton, 2008: 256) in designing curricular strategies which Brown (2000) and Matsuda (2002), among others, advocated for. Furthermore, the project tried to prove the benefits EFL teachers and students may obtain from the exposure to a wider range of Englishes by means of punctual incursions or small additional contributions to current syllabus to raise awareness of the importance of the implications of World Englishes in pedagogy.

As explained later, in section 3, the aforementioned lesson plan centred around three different varieties of English as important as Standard British English, Standard American English and Standard Jamaican English, as well as around the respective countries where those varieties are spoken and the rich cultural background behind them all. The fact that British English and American English were conferred exactly the same importance as the Jamaican variety in the lesson, does not contradict the purpose of the project as it was convergence of different varieties that was sought and not the unworthiness of the main

standards traditionally used in the teaching of EFL. The described set of teaching activities was successfully implemented in an English academy of Zaragoza, and subsequently brought up to debate for the obtaining of relevant conclusions by means of three different but complementary criteria which correspond to: 1) the correction of the linguistic activities proposed in the lesson plan, from which conclusions about the efficiency of the convergence of different Englishes within the class and students' competence in dealing with the multilingual proposal were obtained, 2) the completion of a subsequent questionnaire (Appendix 4) which participants were asked to fill in in order to evaluate different aspects regarding form and content of the lesson they had been taught, and 3) teachers' observations (gathered as class-notes), which were equally essential in validating not only written but also behavioural responses towards the exercises and further comments made by participants. The described mixed-method gave rise to the obtaining of a great volume of qualitative and quantitative data, which, for the sake of understanding, were grouped into different categories dependent on their nature for a manageable explanation of results (section 4) and drawing of conclusions (section 5).

In addition to the results and conclusions reached by the present piece of research, it must be said that the mere design of the activities used for the multilingual approach, constituted a demanding task given the scarcity of available resources of this nature. Moreover, the implementation in itself constituted defiance for this teacher due to the novelty that the proposal constituted for her and the participants taking part in it.

Finally, for the good of explanation, the present End-of-degree project was divided into different sections which sought to detail the practical part of the project as well as the theoretical framework on which the proposal designed was grounded. To this aim, section 2 explores previous literature on the concept of World Englishes in itself (2.1) and its ideological and pedagogical implications (2.2). Next, section 3 itemises the methodology used, that is to say, the lesson plan (3.1), the subsequent questionnaire (3.2) and teacher's observation (3.3), as well as a description of the participants (3.4) and some assessment's technical specifications (3.5). Section 4 is devoted to a documented "discussion of findings" and, finally, section 5 encompasses the most relevant conclusions reached by this author. Additionally, all the appendices mentioned throughout the present written work were attached at the end together with the bibliographical references.

## **2. Literature review**

English Language Teaching (ELT) can be said to have undergone different stages in its evolution according to the different historical periods that we may consider (Howatt & Richard Smith, 2014). The development of technology and the invention of electronic devices have conditioned, in great measure, the different methods that have been adopted and implemented in the field of ELT. To name but a few, inventions such as the tape recorder, the CD player or the Internet have had a logical parallel impact on the ways English has been taught.

However, the same cannot be said about the targeted models of English which most textbooks and pedagogical materials advocate (see Crystal, 1999; Garcia, 2005; Seidlhofer, 2017). As Crystal states: “The future of the language is evidently out there in the ELT (English-language teaching) world” (1999: 1) but even so, the debate about the reconsideration of such targeted models and language samples in textbooks is relatively new and seems adulterated by other mostly economic factors (Luján-García, 2012). The following sections were devoted to revise some of the most important previous scholar research concerning the reconsideration of the models of English proposed by most textbooks and instructional methods. Important applied linguists and scholars have discussed and theorised about the degree of involvement that World Englishes should have in the teaching of EFL. But, first and foremost, the concept of World Englishes as understood and used in the present End-of-degree project, as well as other possible interpretations, were clarified below (2.1).

### **2.1 Conceptualising World Englishes**

For a start, it is important to elucidate the sense with which the expression “World Englishes” was used in the present project. On the one hand, “World Englishes” was used to refer to a wide range of varieties of English which, of course, include the British and American ones, but also varieties such as those spoken in India, Pakistan, Australia, New Zealand, some African countries, some Asian countries, the West Indies and Singapore, among others. On the other hand, the conscious use of the term also contained an implicit recognition of what Bolton (2008) describes as “the autonomy and plurality of Englishes languages worldwide” (2008: 289). Also, the expression “varieties of English” was alternatively used along the sections as an analogue term to refer to the previously mentioned concept of World Englishes.

Although any other approaches and paradigms regarding English worldwide were considered equally worth studying (see, for instance, Seidlhofer, 2005 and Jenkins, 2006), the objective of the present project focused on those World Englishes spoken in countries where the language is conferred a special status in official institutions despite not being their users' mother tongue, apart from those where it is the first language. Taking them into account, this author studied their relevance and implication in countries where people widely study the language as a Foreign Language (e.g. Spain).

In Kachruvian terms, the study would focus on the impact that Englishes from the inner and outer circles have over those Englishes developed in what he called the expanding circle (1985). More specifically, it set the empirical analysis in the limits of the inner circle varieties, which were taken into account for the practical sections (Kachru, 1985). It is mainly due to his publication of the "concentric circles theory", which he launched in 1985, that Kachru is generally acknowledged as responsible for the coining of the term "World Englishes" and, consequently, for starting the scholar debate about them.

On the other hand, the way in which Bolton (2008) classifies the different notions of World Englishes can be quite clarifying in defining the concept, too. As he explains, there are at least three possible interpretations of the expression World Englishes (Bolton, 2008: 240). Firstly, the expression can be said to be used as a kind of "umbrella term" which comprises concepts like "global English", "world English", "international English", "new Englishes", "localized varieties of English", "non-native varieties of English", "second language varieties of English", "ESL" and "EFL". Secondly, in a more restrictive sense, it is sometimes used to refer to "the new Englishes found in The Caribbean and in West African and East African societies such as Nigeria and Kenya, and to such Asian Englishes as Hong Kong English, Indian English, Malaysian English, Singaporean English, and Philippine English" (2008: 240). Thirdly, it can be used to refer to the Kachruvian approach whereby a wider scope of Englishes are separated into three groups depending on the role that English accomplishes in their territory. Each of these possible three interpretations are based on various underlying principles which, to a greater or lesser extent, highlight or downplay the importance of taking into account the different Englishes spoken by different users in different countries worldwide. Views in this respect are unlike, but, as exposed in the next section, much of the previous scholars work is in line with the positive implications of Englishes such as those spoken in post-colonial countries like Asia, Africa or the West Indies in specific matters of ELT and EFL.



## 2.2 The implication of World Englishes in EFL

As previously mentioned, traditionally, only the so called British English and American English standard varieties have found support and representation in educational issues which implied proposing a desirable imitative model of English. Thus, other varieties of English have usually been neglected and so, have found no reflection on teaching methods or textbooks. This strongly biased orientation to choose the language as spoken by native speakers from UK or USA has been defended by those who see it as functional and positive:

“There are only the most dubious advantages in exposing the learner to a great variety of usage, no part of which he will have time to master properly, little of which he will be called upon exercise, all of which is embedded in a controversial sociolinguistic matter he cannot be expected to understand. (...) The relatively narrow range of purposes for which the non-native needs to use English is arguably well catered by a single monochrome standard form which looks as good on paper as sounds in speech” (Quirk, 1985: 6).

However, it has also been denounced by others who do not support this lack of balance and would favour a wider vision of worldwide Englishes. In Bolton’s words:

“(...) there is an evident concern with monocentrism versus pluricentrism, i.e. one English (with all its geographical and social varieties), or multifarious Englishes (deserving consideration and recognition as autonomous or semiautonomous varieties of the language). This tension between the centrifugal and centripetal dynamics of international also finds expression in discussions of “World English” versus “World Englishes” (2008: 241).

In connection with the existing debate about terminology Bolton brings forth, and what the choice of expressions like “World Englishes” or “World English” means, Jenkins involves us in what happened to her when she had to hand over a paper at a British University and somebody asked her whether the expression “World Englishes” she had written in the bibliography was a typographical error (Jenkins, 2006: 1). However anecdotal, that fact leaves proof of the little concern that has traditionally been devoted to other varieties. For her:

“There is still little if any awareness among TESOL practitioners and researchers that learners may be producing forms characteristic of their own variety of English, which

reflect the sociolinguistic reality of their English use (...) far better than either British or American norms are able to” (Jenkins, 2006: 12).

In Jenkins’ view, there is still much work to do regarding the raising of awareness of the diversity of English among students, and she would be in favour of exposing learners to pluricentrism rather than monocentrism concerning approaches in ELT. “This exposure is likely to encourage learners’ confidence (...), and in turn reduce the linguist capital that many learners still believe native-like English possess” (Jenkins, 2006: 18).

Matsuda (2003) also identifies an overwhelming reliance on British and American English norms in pedagogic materials for EFL despite the fact that many of the learners of English may well use the language to establish conversations with non-native speakers, which, in her view, responds to an idealization of native-like norms, and, consequently, needs to be revised. For her, this attitude “eclipses their education about the history and politics of English, and fails to empower them with ownership of English” (Matsuda, 2003: 721). Not only she theorises about the incorporation of WEs in teaching English and their potential benefits, but also she encourages teachers to start a gradual practical introduction of different varieties in their lessons by means of elements within their reach.

In this vein, two other works which were considered worth mentioning in this section are Crystal’s (2003) and Seidlhofer’s (2009). Both coincide in appealing to their perception of “the ownership of English” to reclaim pluricentric approaches in questions concerning EFL and World Englishes. In the case of Crystal, he says: “If there is a predictable consequence of a language becoming a global language, it is that nobody owns it any more. Or rather everyone who has learned it now owns it- ‘has a share in it’” (Crystal, 2003: 2). Likewise, Seidlhofer (2009) states that “English belongs to all those who use it” (2009: 236) and for her, this has linguistic implications in the field of teaching where there is too much submission to native-speaker norms. Jenkins’ (2017) contribution in this matter is remarkable as she sheds light on another debate held by scholars about the presumed competition in which WEs and English as a Lingua Franca (ELF) are enrolled. For her, not only WEs and ELF are not competing realities but complementary paradigms which have certain foundations in common. Although the lines of research of present End-of-degree project belonged to the field of World Englishes and EFL, it acknowledged the existence of much remaining investigation in the field of ELF, too.

All the aforementioned linguists and perspectives contributed to the theoretical framework needed to justify the present End-of-degree project whereby the design and implementation of pedagogical activities for the integration of World Englishes in the classroom was carried out in the light of all of them.

### **3. Methodology**

This section aimed to describe the methodology followed for the conception and design of the present small-scale pedagogical research project, as well as the techniques used for the subsequent evaluation, interpretation and explanation of written data and results obtained through its implementation. In broad terms, the methodology of this piece of research mainly consisted of three parts, which correspond to: 1) the lesson plan in which all the activities carried out during the lesson were assembled, 2) a final questionnaire, from which the present study gathered participants' answers concerning their previous knowledge and other aspects related to form and content of the class they were taught, and 3) teacher's guidance and observations, which were also of great importance since they aided to validate the data obtained. For the sake of understanding, this section was divided into subsections which sought to delve into the design, relevant aspects of their actual in-class application, and main objectives and concerns of the three mentioned pieces of methodology (3.1 Lesson plan, 3.2 Questionnaire and, 3.3 Teachers' observation). Additionally, a subsection was devoted to the description of participants who took part in the in-class proposal (3.4) and, finally, another one intended to elucidate all the processes relative to the interpretation and analysis of the diverse amount of data produced by the three different aforementioned pieces of methodology (3.5).

#### **3.1 Lesson Plan**

The main and most comprehensive resource this author made use of for the development of this small-scale research project was the lesson plan (fully scripted in Appendix 1) around which the class taught in the English academy *My English Centre* of Zaragoza revolved. Its design underwent different stages described below.

Once decided that the lesson plan would contain different types of activities and contents which, not only individually but also jointly could constitute an authentic theoretical-practical approach to different World Englishes and cultures, the design itself was initiated. The participants' age and their fluency in English were considered to consequently modulate the

level of difficulty involved. Time constraints and availability of resources were other factors to be considered beforehand.

Once it was established that the lesson would have a duration of ninety minutes and it would be aimed at students whose ages ranged from eleven to thirteen years, the double-sided main objectives of the lesson plan had to be delimited. On the one hand, for the purpose of the present research, the main objective of the lesson plan had already been preconceived as it was the practical application of theoretical assumptions that multiculturalism and coexistence of different varieties of English was feasible and implementable in the curriculum. On the other hand, other more purely linguistic and skill-based objectives were also established to make the lesson fit in the logical progression of the students' academic course. In this sense, improving students' listening skills by means of music videos and songs became, not only one of the main aims of the lesson but also a suitable vehicle to introduce the different varieties of English this author had in mind for the project, and, in parallel, improve one of the four basic skills on which the learning of a language is generally built upon. Other subsidiary aims would include the introduction of new vocabulary and terminology concerning different fields (e.g. idiomatic expressions, perception verbs, among others) and the development of oral strategies to provide descriptions of objects and famous people. It must be said that although the two aforementioned main aims of the activity may seem in principle unlike, they became complementary in practice as the former of them (i.e. integration of varieties) was the common thread of the activity in which the latter was embedded in the form of listening practice.

Bearing all the aforementioned objectives and premises in mind, a detailed lesson plan was elaborated and written up (Appendix 1) together with all the printable materials and handouts students would need to follow the course of the class (Appendix 3) and the supplementary scripts for activities, answer keys and assessment tools teachers may need (Appendix 2).

The lesson plan was divided into four interrelated parts, which were developed alongside with each of the four activities proposed. To explain in detail the research conducted, section 3.1.1 describes the exercise of brainstorming and questions that participants were posed first of all, 3.1.2 explains the game-activity which was designed to introduce key cultural aspects from the countries in the study, 3.1.3 details the exercises that were designed to put students in contact with the varieties in motion, and 3.1.4 describes another game-activity with which the lesson plan would finish up.

### **3.1.1 Brainstorming and warming up: prompt questions**

The lesson started with a set of open questions which activated participants' previous knowledge on matters such as travelling, music and countries, which played a leading role in the lesson. Brainstorming and open questions are two techniques this author employed not only to help students activate their mental predisposition towards the matters in question but also to favour a relaxed and collaborative work environment and encourage them to get involved (see section 1.1, "Prompt Questions", in Appendix 1).

### **3.1.2 "The Put-Pic Puzzle"**

Secondly, after having informed students that the activities they were doing would mainly focus on three countries, i.e. the United Kingdom, the United States of America and Jamaica, they were posed a collaborative, task-based activity in which they had to divide correctly a set of twenty-four photographs related to different elements from the cultural background of the countries in the study to complete a puzzle (see section 1.2, "The Put-Pic Puzzle", in Appendix 1). For this purpose, students were divided into two groups, which fomented their coordination and confidence and allowed this teacher easily observe their skill and previous knowledge about the cited countries and some of their cultural references (famous music bands and singers, sports people, national flowers and animals, traditional costumes, sauces, and the like). After five minutes, the activity was corrected collectively. The completion of the puzzle on a central table aimed to reinforce the collaborative character of the exercise and offer students a general visual panorama of important elements from the countries' cultures, which, together with the relevant theoretical explanation the teacher would offer about each of the elements in the photographs, created a satisfactory first approach to the aimed question of integration of cultures from countries where English is spoken.

### **3.1.3 "Tune and learn"**

The following section in the lesson plan (see section 2, Appendix 1) sought the improvement and development of students' general listening skills as well as a frontal exposure to three real standard varieties of English as spoken in UK, USA and Jamaica, respectively. For those purposes, three music videos coming from the countries in question were selected and introduced as the pivotal elements around which both aforementioned main objectives would revolve. The music videos were resources freely available on the Internet, but it was this author who fashioned all the teaching activities and questions relative to them.

The choice of the different songs by Coldplay, James Brown and Chronixx, the latter of whom is a famous trendy Jamaican reggae artist, was not accidental as they were chosen as good examples of the so called Standard British English and its Received Pronunciation, Standard American English and Standard Jamaican English and their respective main peculiarities regarding pronunciation. After the mentioned process of selection, a series of questions and exercises ranging from lexical challenges to reading comprehension concerns were fashioned to test the listening and reading comprehension abilities of the students, who watched and listened to the music videos while completing their handouts. The display of the music videos on a TV screen helped detail and dive in depth in the exposure to authentic materials in the three different varieties. For further detail, the teachers' guidelines and script for the activities, as well as a copy of the handouts participants were given for the completion of this part were attached at the end of the project (Appendix 2 and Appendix 3).

#### **3.1.4 “Explain and gain”**

Finally, students were asked to recall key facts about what they had learned in the lesson by means of a game which not only motivated them to speak about what they had just discovered from the cultural and multilingual approach realised, but also allowed this teacher be aware of any important notions which may need further clarification (see section 3, in Appendix 1). This game put an end to the series of multilingual and multicultural programmed activities for the lesson and gave way to a final questionnaire of attitudes and open questions.

In general, it must be said that, although all the activities designed for the lesson plan hereby described were modulated in accordance to the age group and fluency in English of the students enrolled, the conscious selection and use of authentic materials for the different activities responded to the assumption that the project of implicating World Englishes in the classes could, in this way, be not only more realistic but also more motivating for participants. Therefore, the photographs used in the sections called “Put-Pic Puzzle” and “Explain & Gain” (1.2 and 3, Appendix 1), and the music videos used in “Tune & Learn” (section 2, Appendix 1) would be framed in what Genrad called groups of “Authentic Listening-Viewing materials” and “Authentic Visual Materials”, respectively (Genrad, 1996).

### **3.2 Questionnaire**

In addition to the previously described lesson plan, a subsequent questionnaire which consisted of nine questions regarding aspects such as participants' previous knowledge, difficulty and friendliness involved in the activities, and enthusiasm and willingness to do more multilingual exercises in their classes (Appendix 4) was worked out in order to obtain honest feedback and evaluations about the proposal implemented from participants. For this purpose, dichotomous questions were avoided and open questions were prioritised to research the matter in depth and obtain more complete explanations from contestants. However, the answers to questions 1, 3, and 9 in the questionnaire followed a numeric criterion, which allowed its quantitative nature supplement the previously mentioned qualitative in-depth study. Answers and data, which for the sake of understanding were divided into groups dependent on their nature or concern as seen later, were analysed in section 4.

### **3.3 Teacher's observation**

Teacher's observation was of great importance in the course of the lesson not only to ensure that participants knew how to proceed in the completion of the different activities and could clear up doubts should they arise, but also as valuator of the attitudes, oral comments and behavioural responses that participants showed towards the different individual exercises and the lesson as a whole. In this sense, information gathered by means of direct observation became another relevant factor to consider for the data analysis and discussion of findings in section 4.

### **3.4 Participants**

Participants (5) were all students of 1º and 2º of ESO at "I.E.S. Tiempos Modernos" and/or "Colegio Santa María del Pilar Marianistas" of Zaragoza. Their age ranged from eleven to thirteen years and they demonstrated adequate fluency in English (lower-intermediate level A2-B1). Participants' mother tongue was Spanish and they were all students of EFL both at their respective high school and in the English academy *My English Centre*, which they attend weekly to lighten school workload and improve their English language skills. They were informed about the activities they were going to participate in and voluntarily agreed to collaborate. Variables related to gender or religion were not asked or taken into account.

### **3.5 Assessment's technical specifications**

In order to prepare the ground for the understanding of the following section entitled “Discussion of Findings” (section 4), it must be clarified at this point that, although the nature of three of the four parts of the lesson plan, which are 3.1.1 “Prompt Questions”, 3.1.2 “Put-Pic Puzzle” and 3.1.4 “Explain and Gain” allowed this study to carry out its supervision and evaluation by means of the described method of teacher’s observation, the part devoted to the completion of written activities, that is to say, 3.1.3 “Tune & Learn” was corrected by this teacher by means of a numeric criterion which is indicated its correspondent Appendix 2. In it, it is reflected how each of the so called “listening, spelling, lexical and reading comprehension challenges” was evaluated individually by means of scores whereby each challenge was conferred a maximum punctuation of 30, 30, 30 and 10 points respectively, which made a total of 100 out of which each student achieved an individual punctuation. However, not only because the activities done by students were anonymous but also because their respective final marks showed no great discrepancies among them, this study decided that, for practical purposes, it would be the sum of the total scores obtained by participants that would be used to calculate different percentages on which conclusions could be manageably drawn; in this sense, “total/joint percentages” became suitable for the purposes of the present study, which did not aim to evaluate each student individually but the group as a whole and as a representative sample of an acknowledged much wider reality.

On the other hand, the questionnaire students were asked to fill in derived in, as previously explained, both qualitative and quantitative data, which due to their different nature were analysed separately in section 4, although they became complementary for the procuring of conclusions (section 5).

## **4. Discussion of findings**

This section sought to show and discuss the data obtained from the actual implementation of the previously described mixed-method approach which took place in the English academy *My English Centre* of Zaragoza. As previously explained in the section devoted to technical specifications of the assessment procedure carried out (3.5), the diverse volume of data and information obtained through the correction of the lesson plan, the analysis of the questionnaire and teacher’s observation were consciously subdivided into groups dependent on their nature or concern into the following subsections, which aimed to favour easiness of reading and understanding: 4.1 Language check-directed questions, 4.2 Awareness



measuring-directed questions, 4.3 Difficulty measuring-directed questions, 4.4 Welcome degree measuring-directed questions and 4.5 Teacher's perceptions and evaluation of behavioural reactions.

#### 4.1 Language check-directed questions

As previously explained in section 3.1.3, it was in the stage called "Tune & Learn" of the lesson plan when students had to complete a series of written activities based on the three mentioned varieties of English presented through authentic music videos from the respective countries in question (see Appendix 1). These activities were altogether named "language check-directed questions", for the practical purpose of the present section, due to the fact that their main aim was precisely checking students' skill and competence in dealing with different varieties of English, which concurrently would demonstrate the efficiency of the proposal in itself.

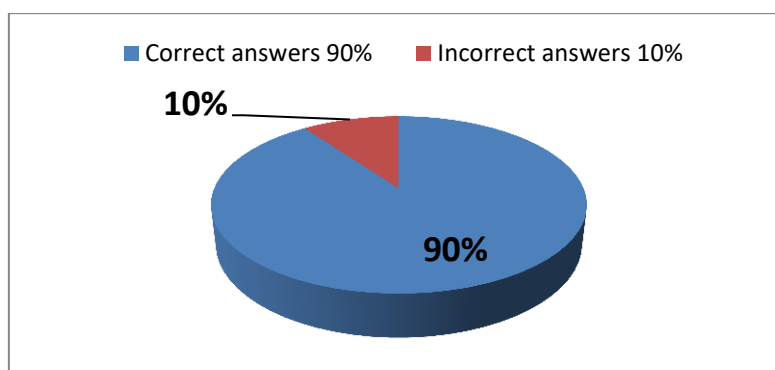
The correction of the aforementioned activities by means the individual scores described in subsection 3.5 and written up in teachers' script for this part (Appendix 2: "Tune & Learn: wording, solutions and assessment tools for teachers") allowed this author evaluate students' competence in dealing with each variety but also, and more importantly for the objective of this study, a general evaluation of their ability to handle a multilingual approach. As explained in subsection 3.5, the study suggested basing its findings on the joint scores obtained by the five participants altogether, which were calculated through the sum of the five individual scores as the following Table 1 seeks to illustrate:

	<u>Student 1</u>	<u>Student 2</u>	<u>Student 3</u>	<u>Student 4</u>	<u>Student 5</u>	<u>Joint score</u>
<b>StBrE</b>	28/33 points	28/33 points	33/33 points	33/33 points	28/33 points	150/165 total points <b>(90%)</b>
<b>StAmE</b>	33/33 points	28/33 points	33/33 points	28/33 points	33/33 points	152/165 total points <b>(92%)</b>
<b>StJamE</b>	25/33 points	28/33 points	28/33 points	26/33 points	28/33 points	135/165 total points <b>(82%)</b>
<b>Multilingual Approach (varieties altogether)</b>	86/100 total points	89/100 total points	94/100 total points	92/100 total points	89/100 total points	450/500 total points <b>(90%)</b>

Table1. Students' individual and joint scores obtained in the activity "Tune & Learn".

The percentages included between brackets were calculated on the basis of the number of points obtained (i.e. right answers given by participants) and revealed that students showed

great ability in working with the three varieties tested, not only separately but also when considered altogether. Graph 1 aims to add further visual clarification about the joint results obtained through the correction of the set of mentioned multilingual activities completed by students:

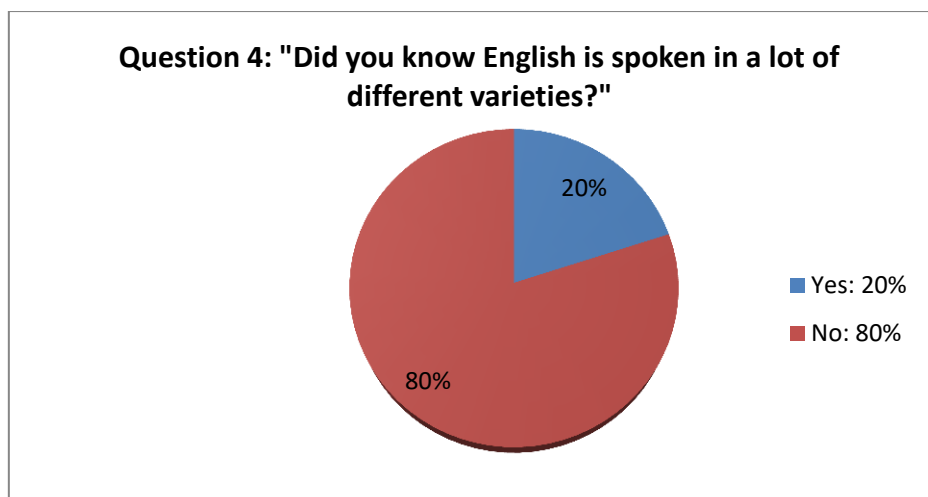


Graph 1. Total joint percentage of students' correct and incorrect answers obtained in the activity "Tune & Learn".

#### 4.2 Awareness measuring-directed questions

Research dealing with participants' previous awareness of the existence of other varieties of English worldwide was conducted along the study through the teacher's supervision of the different cultural game-activities included in the lesson plan, but also through the wording of some of the questions included in the questionnaire, specifically in questions 4, 7 and 8 (see Appendix 4: Questionnaire).

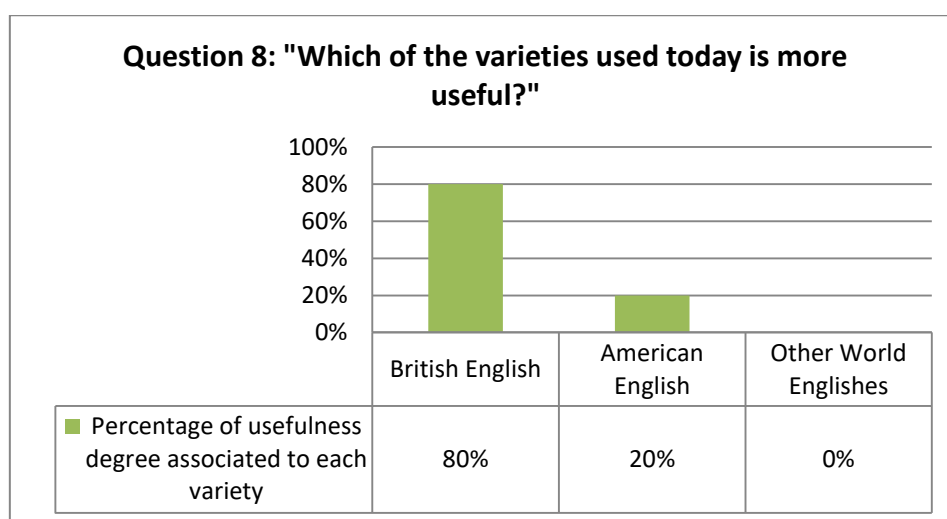
When students were asked if they knew English is spoken in a lot of different varieties worldwide (question 4), only one person (20% of the total sample) assured having heard of their existence before, whereas the other four participants (80% of the total sample) responded they had not, which highlighted the fact that there is a general lack of consciousness of the reality of Englishes among EFL students, today. Graph 2 illustrates this situation:



Graph 2. Percentage of students' awareness of the existence of World Englishes.

When participants were asked whether they knew the variety they learn at school (question 7), they demonstrated certain consciousness of the matter since they all coincided in recognising the British standard variety of English as the one they are taught. However, it must be pointed out that it was with the teachers' aid that they could name it properly, which may respond to their short experience with the terminology required.

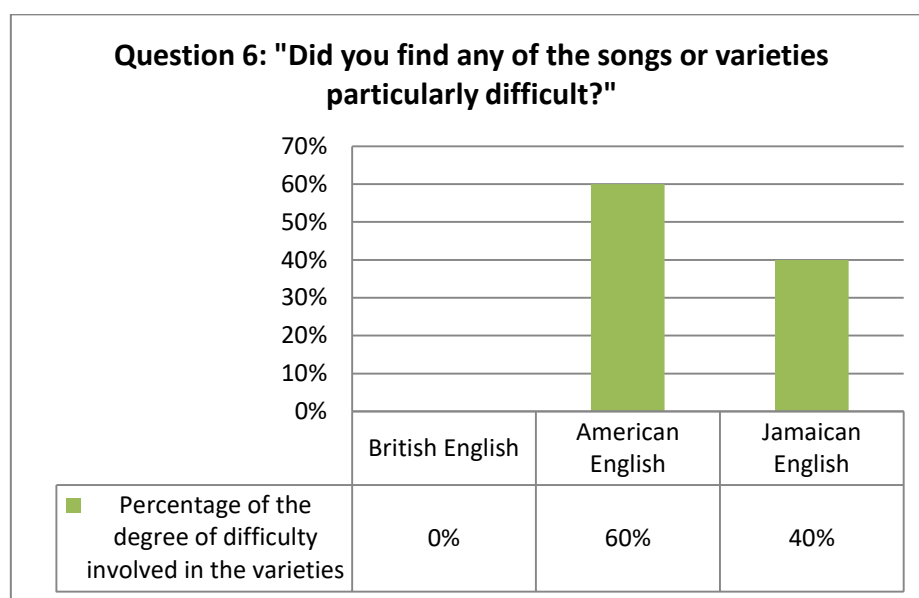
Regarding the variety of English which participants considered more useful (question 8), only one person (20%) opined it was American English that was more useful than the others, whereas the rest of contestants (80%) coincided in pointing at the British variety as the most useful one since, as they reasoned, they associated it to what they study at the academy and at school and, also, to the fact that it is the one studied by majority of people. None of them indicated either the Jamaican variety of English or others as the most useful ones as Graph 3 illustrates:



Graph 3. Percentage of students' consideration of the usefulness of each variety.

### 4.3 Difficulty measuring-directed questions

Participants' reflections on the degree of difficulty involved in the activities were considered essential for the aim of the study and its potential future improvement. Therefore, they were asked about the variety they had found more difficult to work with within the class (question 6). Whereas three of the participants (60%) perceived the American variety as the most difficult to understand, two people (40%) considered it was the Jamaican variety that showed more struggle in terms of intelligibility. Most participants supported their answers by referring to the "fast pronunciation" of the American song, which may respond to the fact that American flap pronunciation of consonants was quite well reflected in the performance carried out by the singer of the song chosen. Some of them agreed they "couldn't understand" the USA song properly, although they succeeded in completing the written activities proposed for it with a high percentage of correct answers. None of them mentioned the British variety in this respect. Graph 4 summarises students' responses:



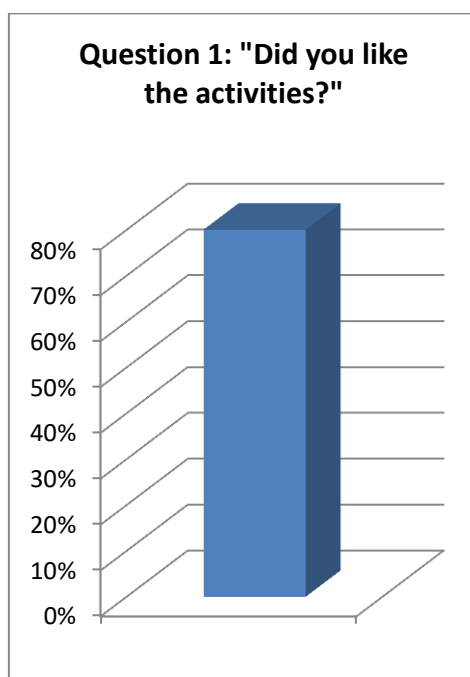
Graph 4. Percentage of students' answers concerning degree of difficulty of each variety.

### 4.4 Welcome degree measuring-directed questions

The degree of acceptance and friendliness involved in the practical development of the activities designed, as well as students' willingness to participate in other future activities like the ones presented, were considered essential by this author to establish and validate the success of the format designed, both in terms of form and in terms of contents. For this purpose, although direct interaction teacher-students was considered equally important and was analysed in section 4.5, a series of questions were also addressed to participants so that

they could freely express their opinions about the project they had taken part in. For a complete analysis of the described aim, both qualitative and quantitative responses were considered.

When students were asked if they had liked the activities (question 1), each participant evaluated this aspect through a numeric scale from 1 to 10, in which “1” meant “not at all” and “10” meant “a lot”; the sum of the numeric punctuations given to the activities by the five participants made a total of 40 points out the 50 points which constituted the highest achievable punctuation. Results could be translated into a very satisfactory 80% of positive reception and keenness on the activity as a whole. See Graph 5:

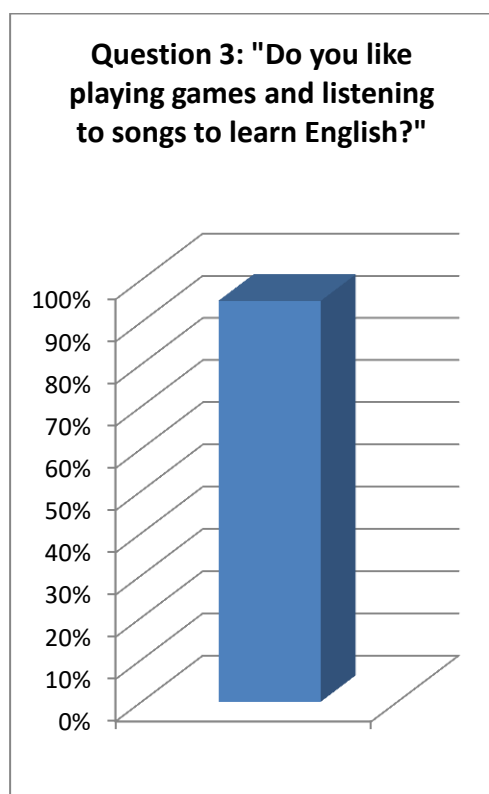


Graph 5. Percentage of students' keenness on the activities as a whole.

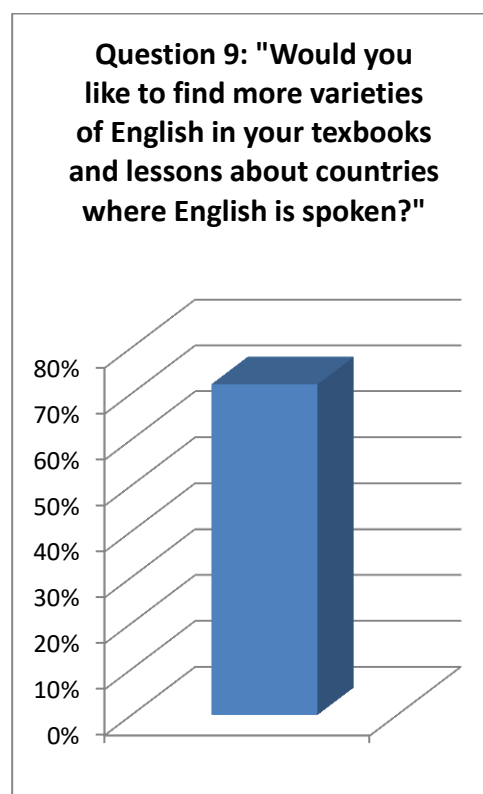
When asked about the activities students had liked the most (question 2), their responses were not very detailed but concise, and 60% of the total sampled students pointed to the part in which they had worked with the music videos (“Tune & Learn”, section 2, Appendix 1) as their favourite part, while 40% of students were inclined towards the game-activities whose main focus was the cultural background of the countries implicated (“Put-Pic Puzzle” and “Explain & Gain”, sections 1 and 3, Appendix 1). Thus, this author managed to screen for the parts of the lesson plan which participants had found more and less interesting, as well as delved into the reasons of their preferences, so that future implementations and improved versions of the project could use those responses as constructive references.

When asked whether they were fond of learning English through games and songs (question 3) the total joint punctuation given (through the numeric scale) to the format of the proposal by participants was 47 out of 50 points which constituted the highest achievable punctuation, which could be translated into a 95% of positive valuation of the format chosen. See Graph 6 below.

Finally, question number 9 sought to obtain data and participants' reactions when asked if they would like to find more varieties of English in their textbooks and lessons in the form of songs, videos, activities about countries where English is spoken. The idea was conceded a total sum of 36 points out of 50 (through the numeric scale), which in terms of percentage comes to represent a 72% of favourable attitude towards the proposal. See Graph 7 below.



Graph 6. Percentage of students' keeness on the format presented (music videos, game-activities).



Graph 7. Percentage of students' keeness on future similar activities.

#### 4.5 Teacher's perceptions and evaluation of behavioural reactions

As previously described in the correspondent part devoted to methodology of the project (section 3, subsection 3.3), in-person observation of the students' reactions towards the proposal implemented became of the greatest importance for the validation of the project as a

whole. In this sense, this teacher found the curiosity awoken among students really gratifying. During the course of the lesson taught, a lot of comments which support this mentioned interest awoken were gathered, from which, as a way of example, some of these students' emerging questions have been transcribed below:

Student 1: "How many people speak English in the world?"

Student 2: "Can we listen to more songs by Chronixx?"

Student 3: "What subjects do Jamaican children study at school?"

Student 4: "Why do people from USA speak so fast?"

Student 5: "Why do we learn British English at school?"

Overall, students demonstrated increasing ease to properly name the varieties introduced, and enjoyed learning by means of the game-activities, images and music videos chosen for the class. Students' labour and attitude, as well as the academy's generous predisposition to allow this teacher implement her proposal must be praised.

## **5. Conclusions**

The present study emerged from this author's personal impetus to develop and implement a personal teaching proposal by means of which students could be closer to the certainly impressive bunch of voices with which English is spoken in so many different parts around the globe, and benefit from the exposure. In this sense, fomenting awareness, comprehension and tolerance towards other Englishes different from the two main standards (id est, StBrE and StAmE), which are usually presented as the only two desirable parameters of rightness, became the main aim of the present End-of-degree project. Concurrently, the demonstration of the feasibility and convenience of designing and launching such a proposal, despite the scarcity of available materials of this nature, was another objective underlying the main one, due to the novelty that the project constituted for both students and this teacher.

For the mentioned purposes, the design of an original lesson plan whereby the British, the American and the Jamaican standard varieties of English coexisted and its subsequent implementation, together with a comprehensive questionnaire, through which participants' responses were gathered, and the aid of teacher's observation throughout the process derived in the obtaining of relevant conclusions for the present study which are recounted in the following paragraphs.

In order to establish a point of departure for the narration of conclusions, it was considered convenient to mention in the first place the fact that research findings obtained through direct questions (4.2), together with teacher's observance (4.5), gave evidence that students were initially unaware of the existence and importance of World Englishes different from the British and American varieties, which supported the convenience and pertinence of stimulating their levels of reflection on this matter, which was the project's principal concern. Albeit their initial unawareness, it must be said that students were at all times curious and receptive towards the explanations given and the photographs and videos shown, which contributed to the satisfaction of a good part of the project's main aim.

Moreover, judging not only by participants' positive behaviour but also by the good reception of the proposal implemented shown in numerical terms through the questionnaire, this study could confirm that it is possible to carry out punctual incursions of this nature in the school year without upsetting its natural progression, which, of course, was of the greatest importance. The students who took part in the proposal accepted the activities with naturalness and also demonstrated they were able to complete them with easiness and no relevant struggle. Besides, they were given the opportunity to freely opine about aspects of the class they had been taught, such as the degree of difficulty involved in the activities (4.3), and, their responses were concordant to the ability demonstrated in the completion of the idiomatic exercises (4.1) aimed to test students' linguistic competence in the skill of the multilingual written plan.

Furthermore, on the other hand, the conclusions obtained support the efficiency of the format chosen for the cultural immersion; that is to say, authentic listening-viewing and visual materials in the form of the photographs and music videos chosen, as well as the activities from them fashioned by this author, proved to be effective at bringing various Englishes and their inherent culture closer to students.

Overall, not only students' degree of involvement in the proposal or their idiomatic-knowledge ratio demonstrated by way of the activities done, but also, and more importantly, the cultural dialogue created among American, British and Jamaican Englishes by students and teacher, and the levels of awareness awaken among them, allowed this author endorse that the present project, in which equal value was conceded to the three varieties included, satisfied its initial expectations through its design and implementation.



## 5.1 Limitations and future research

Acknowledging the complexity and enormous display of resources and professionals that a mayor reform in the field of EFL teaching materials would require, and the limitations that the present End-of-degree project has got, this author's proposal aimed to constitute a small personal contribution to the mentioned aim of the gradual perceptiveness of World Englishes in education. Although the project was implemented among a group of five students, which hopefully could be extended in future application, it sought to be representative of a known much wider reality.

Likewise, the set of activities designed sought to constitute an example of the multiple effective teaching options that could be used in punctual incursions of this nature and, in this sense, other activities, other countries and geographical varieties of English, other songs and authentic materials could be used for other interpretations and versions of the present project in case somebody was interested in enlarging the present personal proposal.

People are nowadays more mobile than ever before, students spend hours virtually connected to other parts of the world and, the idea of offering EFL students only two out of the many equally effective available varieties of English worldwide seems too slanted and short-sighted in the middle of the global storm where we are living nowadays. That is why, thinking ahead, this author would recommend curriculum developers, educators and publishing houses gradually promoting deeper views of World Englishes today as well as incrementally having space for other varieties in their textbooks since in Crystal's words: "The flowering of an individual language is a wonderful thing; but all languages" -and this author would add *and their varieties-* "have a right to flower, and it is up to us to give them the opportunity to do so" (Crystal, 1999: 2).

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## Appendix 1

### LESSON PLAN

**Duration:** 80 minutes

**Level:** A2+

#### **Learning intentions:**

##### **- Aims:**

- stimulate **group work** and **cooperation** in collaborative tasks.

- improve general **listening comprehension** skills through songs from different **varieties** of English.

- practice and develop **individual strategies** to identify concrete key elements from **authentic speech** samples (i.e. music videos) to enable students fulfil **specific tasks** in particular contexts.

- **stimulate** students' **awareness** of the existence of different **World Englishes** and their skill to handle them for the completion of activities.

##### **- After the activity students will be able to:**

- Understand and work with key **cultural concepts** and ideas about **different countries** in the world (**UK, USA** and **Jamaica**) where English is spoken and situate them on the **world map**.

- **Acknowledge** the existence and importance of different varieties of **English in the world**.

##### **- Subsidiary aims:**

- Improve skills of reading comprehension for **inferring meaning**.

- **Discern** meaning **connotations** in verbs and words typically confused (e.g. “rise/raise”, “see/watch/glance”).

- Deal with the difficulty involved in the **spelling** of certain words (e.g. “scientific”, “highway”).

## **Development**

**0. STARTING OFF:** “Introducing each other”. In turns, teacher and students are invited to introduce themselves.

### **1. BRAINSTORMING & WARMING UP**

#### **1.1. PROMPT QUESTIONS**

\* Duration: 10 minutes.

\* Instructions: Students are invited to give their answers and opinions out loud to create a relaxed atmosphere and motivate them to take part and get involved.

1.1.1. Do you like travelling? Why? / Why not?

1.1.2. What countries or regions in the world would you like to visit? Why?

1.1.3. Do you like music?

1.1.4. What comes into your mind if I say...England? / USA? / Jamaica? (teacher can give them a couple of examples to get them started in the brainstorming).

\* After they have shared their ideas and viewpoints, we will situate UK, England, USA, and Jamaica in the world map (location, capital city, surrounding seas...).

#### **1.2. WARMING UP: “THE PUT-PIC PUZZLE” GAME:**

\* Duration: 15 minutes.

\* You will need: - two identical pieces of white cardboard with the silhouettes of England, USA and Jamaica on them (they will be able to recognise them as we have just seen them on the world map online).

- two identical sets of photographs and pictures (24) showing the national flags of the countries in question, national fruits and flowers, typical sauces, costumes, celebrities born there, etc.

\* Instructions:

The class will be divided into two **groups** of students who will sit down or stand up on opposite sides of the room. Each team is given a set of pictures and photos and they will have to try to identify the cultural element each picture shows to relate it to the country it comes from. Once they think they know the answer, they will simply leave the photo inside the silhouette of the country. They may find some of the images more familiar than others. After having placed all the pictures in the respective countries, we will correct the activity by completing a central poster between the two teams so that all can see the final solution of the exercise. The team who gets more points, wins the “PUT THE PIC-PUZZLE” game.

\* Aim: help students interact in their group work and share and put into practice previous notions about cultural aspects from the proposed countries.

\* Extra notes: - the teacher can establish a different time limit if he or she considers it is necessary.

- There are three pieces of cardboard with the word “English”, which they may find shocking or distracting (explain students why).

## 2. MAIN ACTIVITY: “TUNE & LEARN”

\* Duration: 40 minutes.

\* You will need: - a handout per participant (lyrics and activities).

- TV or computer to reproduce the songs and music videos.

\* Instructions:

- Once students are familiar with the countries we are working with, we will watch and listen to three different music videos from England, USA and Jamaica. The songs are *The scientist* by Coldplay (UK), *Living in America* by James Brown (USA) and *I can* by Chronixx (Jamaica).

- **Individually**, with the help of the music video and instructions given, students will complete the different tasks proposed in the handout entitled “TUNE & LEARN”. Read the wordings with them so that everybody knows what they have to do.

- Each video is played twice so that they can finish the listening comprehension part. After that, they will be given time to complete the rest of activities and we will watch the videos and listen to the songs again to enjoy and sing them.

\* Aim: develop students' listening comprehension skills in different varieties of English and improve their strategies to find specific pieces of speech to complete concrete tasks concerning spelling, pronunciation, vocabulary and comprehension.

\* Subsidiary aims: understanding of vocabulary related with senses, easily confused verbs and idiomatic expressions.

\* Extra: you can motivate students by telling them that they are going to hear songs which represent some of the different varieties of English in the countries we are dealing with and encouraging them to notice peculiarities we will put in common after the written exercise as part of the research we're carrying out together.

### **3. FOLLOW UP ACTIVITY: "EXPLAIN & GAIN!"**

\* Duration: 15 minutes.

\* You will need: - the set of photographs used for section 1.2.

\* Instructions:

Play a game with the pictures used for the "Put-Pic Puzzle". Divide students into two groups, put the pictures as if they were a pack of cards and shuffle them. Share them out. In turns, they will have to put one card inside the silhouettes of UK, USA and Jamaica to demonstrate they can remember where the different elements come from as well as provide a short explanation of it (e.g. "This is the national bird of Jamaica, it is called 'Doctor Bird' and uses its long tail if it feels in danger"). The first team to throw away all their cards, wins the game!

\* Aim: improve the production of structures to provide descriptions and help them reinforce and recall cultural notions seen in the lesson. Favour collaboration and relaxation.

## Appendix 2

### “TUNE & LEARN!”

#### WORDING, SOLUTIONS AND ASSESSMENT TOOLS (for teachers)

##### 1. LISTENING COMPREHENSION CHALLENGE

- **WORDING:** You will listen to three songs coming from the countries we are studying. The first song is a British song by the famous band Coldplay. The second one comes from the USA and it is James Brown that sings it. The third song comes from Jamaica and belongs to Chronixx, who is a famous Jamaican reggae artist.

Pay attention to the words in **bold** and circle the word that you hear. You will hear each song twice.

(**SOLUTIONS:** British song: *secrets, questions, start, circles, apart*; USA song: *track, radio, soul, awake, hard*; Jamaican song: *coming, blessed, richest, best, alright.*)

- **ASSESSMENT:** \_\_\_ / 10 (each correct answer is 2 points). Total: \_\_\_ /30.

##### 2. SPELLING CHALLENGE

- **WORDING:** There is a **MYSTERIOUS WORD** in the song. Unscramble the letters to discover what it is. You may find some clues near you...

(**SOLUTIONS:** British song: SCIENTIST; USA song: HIGHWAYS; Jamaican song: BABYLON).

- **ASSESSMENT:** \_\_\_ / 10 (the exact word with no spelling mistakes is 10 points). Total: \_\_\_ / 30.

##### 3. LEXICAL CHALLENGE

- **WORDING:** Find a word which means “...”. The stanza where you must look for it is in brackets (). Then, write a short sentence with the word to demonstrate you know what it means.

1. British Song: “A symbol for a number” (forth stanza):

\_\_\_\_\_

Your sentence: \_\_\_\_\_ .



2. American song: “The place to which a person or thing travels or is sent”  
(first stanza): \_\_\_\_\_

Your sentence: \_\_\_\_\_ .

3. Jamaican song: “Unable to find one’s way” (forth stanza): \_\_\_\_\_

Your sentence: \_\_\_\_\_ .

(**SOLUTIONS:** British song: FIGURE; American song: DESTINATION; Jamaican song: LOST).

- **ASSESSMENT:** \_\_\_ / 5 (5 point if they know the word) \_\_\_ / 5 (correct sentence: grammar and meaning). Total: \_\_\_ / 30.

#### **4. THE READING COMPREHENSION CHALLENGE**

- **WORDING:** Read the following extracts from the songs we have just heard and decide what they mean. Choose the correct answer A) or B):
  1. “Nobody said it was easy. It’s such a shame for us to part”:
    - A) It is difficult and sad to leave somebody.
    - B) A person told me it is difficult to find a good friend.
  2. “All night diners keep you awake, hey,  
on black coffee and a hard roll”:
    - A) There are bars where you can always eat and drink something.
    - B) At night, it is difficult to sleep well if you drink too much coffee.
  3. “So when the evening comes, I lift my eyes to the hills, I’m blessed”
    - A) In the evening, I close my eyes to have a good rest.
    - B) In the evening, I look at the mountains and feel happy.

(**SOLUTIONS:** 1, A; 2, A; 3, B)

- **ASSESSMENT:** \_\_\_ / 10 (3 points per each correct answer plus an extra point if they answer all of them). Total: \_\_\_ /10.

**EXTRA ACTIVITIES:** Each song has different features that have been taken into account to design different extra activities in each case. The students’ handout includes the wordings and instructions they need.

## Appendix 3

# THE S\_\_\_\_\_ (t, t, E, l, C, S, l, n)

## COLDPLAY

Come up to meet you  
 Tell you I'm sorry  
 You don't know how lovely you are  
 I had to find you  
 Tell you I need you  
 Tell you I set you apart

Tell me your secrets/stories  
 And ask me your questions/tensions  
 Oh let's go back to the start/stars  
 Running in circles/triangles, coming up tails  
 Heads on a science apart/appear.

★ Nobody said it was easy  
 Oh it's such a shame for us to part  
 Nobody said it was easy  
 No one ever said it would be so hard  
 I'm going back to the start

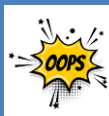
I was just guessing at numbers and figures  
 Pulling your puzzles apart  
Questions of science, science and progress\*  
 Do not speak as loud as my heart

Tell me you love me  
 Come back and haunt me  
 Oh and I rush to the start  
 Running in circles, chasing our tails\*  
 Coming back as we are

★ Nobody said it was easy  
 Oh it's such a shame for us to part  
 Nobody said it was easy  
 No one ever said it would be so hard  
 I'm going back to the start

What do you think...?

Why does the singer  
 refer to **science** in  
 this song??



What does the  
 singer mean?



# LIVING IN AMERICA



JAMES BROWN

(Get up, now! Ow! Knock out this!)

Super **H\_\_\_\_\_ (W. Y. H. a, s, l, G)**, coast to coast, just easy to get anywhere  
on the transcontinental overload; just slide behind the wheel,  
How does it feel  
when there's no destination - that's too far  
And somewhere on the way, you might find out who you are?

★ Living in America, eye to eye, station to station  
Living in America, hand to hand across the nation  
Living in America, got to have a celebration!  
(Rock my soul!) ★

Smokestack, fatback, many miles of railroad track/map  
All night radio/stereo, keep on runnin' through  
Your rock 'n' roll soul/coal  
All night diners keep you awake/happy, hey,  
On black coffee and a hard/bread roll.

You might have to walk the fine line  
You might take the hard line  
But everybody's working overtime.

## ★ CHORUS ★

I live in America, help me out! \*  
But I live in America  
Wait a minute!



What does the singer  
mean with this sentence?

You may not be looking for the promised land,  
But you might find it anyway  
Under one of those old familiar names  
Like New Orleans (New Orleans)  
Detroit City (Detroit City), Dallas (Dallas)  
Pittsburgh P.A. (Pittsburgh P.A.)  
New York City (New York City)  
Kansas City (Kansas City)  
Atlanta (Atlanta) Chicago and L.A.\*

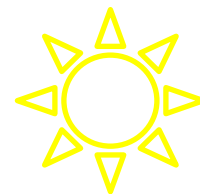
SHALL We locate  
these cities on  
the map?

Living in America - hit me!  
Living in America - yeah  
I walk in and out  
Living in America  
I live in America.

I live in America  
Gonna make the prime, that  
I live in America – hey! I know what it  
means.

# I CAN

## CHRONIXX



When I look at where I'm coming/going from  
I know I'm best/blessed, and I close my eyes and smile  
Sometimes I feel like

The tallest/richest man in **B** \_ \_ \_ \_ \_ (n, o, y, b, a, l)  
And I've done my best/test  
So everything's alright/wrong inside

Oh every morning, Oh every morning  
I rise, I stare at the sun →  
I know it is a blessing  
So when the evening comes I  
Lift up my eyes to the hills I'm blessed, oh man  
With my two hands in the air as far as I can  
As far as I can  
I can, yeah  
My two hands in the air as far as I can

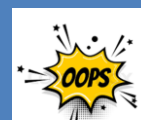
Let's explain the  
difference between: rise  
VS. raise & stare VS. see  
VS. watch VS. glance...



Oh every morning  
I rise, I stare at the sun  
I know it is a blessing, yeah  
Lift up my eyes to the hills I'm blessed oh man  
Ooh

Sometimes I'm lost and far from home  
But I'll find my way →  
Follow my heart and know I'll be found, someday  
While I'm lost I learn and live  
What do you say?  
Let's have a good time until that day

What does the  
singer mean with  
this expression?



## CHORUS



(...)

# TUNE AND LEARN!

## Will you take on the musical challenge?

### 1. LISTENING COMPREHENSION CHALLENGE

You will watch and listen to three music videos coming from the countries we are studying. Pay attention to the lyrics and the words in **bold** and circle the word that you hear. You will watch each video twice.

### 2. THE SPELLING CHALLENGE

There is a **MYSTERIOUS WORD** in each song. Unscramble the letters to discover what it is. You may find some clues near you...

### 3. THE LEXICAL CHALLENGE

Find a word which means "...".

Then, write a short sentence with the word in which you demonstrate you know what it means.

1. British Song: "A symbol for a number" (forth stanza)

Your sentence:

\_\_\_\_\_.

2. American song: "The place to which a person or thing travels or is sent" (first stanza) \_\_\_\_\_

Your sentence:

\_\_\_\_\_.

3. Jamaican song: "Unable to find one's way" (forth stanza)

Your sentence:

\_\_\_\_\_.

### 4. THE READING COMPREHENSION CHALLENGE

Read the following extracts from the songs we have just heard and decide what they mean. Choose the correct answer A) or B):

1. "Nobody said it was easy. It's such a shame for us to part":  
A) It is difficult and sad to leave somebody.  
B) A person told me it is difficult to find a good friend.
2. "All night diners keep you awake/happy, hey, on black coffee and a hard/bread roll":  
A) There are bars where you can always eat and drink something.  
B) At night, it is difficult to sleep well if you drink too much coffee.
3. "So when the evening comes, I lift my eyes to the hills, I'm blessed"  
A) In the evening, I close my eyes to have a good rest.  
B) In the evening, I look at the mountains and feel happy.

