

ANALYZING THE PRESENCE OF AAVE IN A FOREIGN LANGUAGE
TEACHING PROGRAM THROUGH SYLLABI ANALYSIS AND FACULTY'S
ATTITUDES

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TABLE OF CONTENTS

ABSTRACT	v
RESUMEN.....	vi
RÉSUMÉ	vii
1. INTRODUCTION.....	1
2. STATEMENT OF THE PROBLEM.....	3
2.1 Research questions.....	4
<i>2.1.1 Main research question</i>	<i>4</i>
<i>2.1.2 Subsidiary research questions</i>	<i>5</i>
2.2 Objectives.....	5
<i>2.2.1 General objective</i>	<i>5</i>
<i>2.2.2 Specific objectives</i>	<i>5</i>
2.3 Significance of the study	6
3. LITERATURE REVIEW.....	7
3.1 Empirical review.....	7
<i>3.1.1 International Studies.....</i>	<i>8</i>
<i>3.1.2 National Studies</i>	<i>15</i>
<i>3.1.3 Local Studies.....</i>	<i>18</i>
3.2 Theoretical framework.....	22
3.2.1 Language variation and change	23
3.2.2 Types of variation.....	23
3.2.3 Relationship between language and society.....	25
3.2.4 Linguistic diversity	25
3.2.5 African American Vernacular English	27
3.2.6 Linguistic attitudes.....	30
3.2.7 Intercultural communication	33
4. METHODOLOGY	35

4.1 Description of the context	35
4.2 Participants	37
4.3 Research approach and design	39
4.4 Data collection methods, procedures, and analysis	40
<i>4.4.1 Data collection methods and procedures</i>	40
<i>4.4.2 Data Analysis</i>	44
4.5 Validity and reliability	48
4.5 Ethical considerations	48
5. RESULTS	50
5.1 Syllabi Analysis	50
<i>5.1.1 Presence of AAVE in Learning Outcomes</i>	50
<i>5.1.2 Presence of AAVE in Course Content</i>	51
<i>5.1.3 Presence of AAVE in Course Materials</i>	53
5.2 Survey Results	55
<i>5.2.1 Exposure to English Varieties</i>	55
<i>5.2.2 Teaching Experience with Non-standard English Varieties</i>	59
<i>5.2.3 Students' Reactions to English Varieties</i>	65
<i>5.2.4 Perceptions of AAVE</i>	68
5.3 Interview Results	72
<i>5.3.1 Professor D.P.</i>	73
<i>5.3.2 Professor N.B.</i>	75
<i>5.3.3 Professor U.M.</i>	77
<i>5.3.4 Professor S. N.</i>	80
<i>5.3.5 Triangulation of interviews</i>	82
<i>5.3.5 Discussion</i>	84
6. CONCLUSIONS	86
REFERENCES	89
7. APPENDIX	96

ABSTRACT

African American Vernacular English (AAVE) is a culturally and historically rooted variety of English, widely used yet often marginalized in formal education. In English language teaching, especially in non-U.S. contexts, AAVE continues to be underrepresented and misrecognized. This study investigates the presence of and faculty attitudes towards AAVE within the Foreign Language Teaching (FLT) program at Universidad del Valle in Cali, Colombia. Using a qualitative approach, the research draws on three data sources: syllabi analysis, a survey of attitudes and perceptions about AAVE administered to faculty, and in-depth interviews with four professors. Findings reveal that while AAVE does not appear in course syllabi, some instructors introduce it informally. Most faculty view AAVE as a valid English variety, though concerns about institutional expectations and limited pedagogical training persist. These results highlight the tensions between promoting linguistic inclusivity and maintaining traditional curriculum norms, especially in programs preparing future English educators.

Keywords: African American Vernacular English (AAVE), foreign language teaching, linguistic diversity, curriculum, intercultural communication , professor attitudes

RESUMEN

El inglés vernáculo afroamericano (AAVE) es una variedad del inglés con raíces culturales e históricas, ampliamente utilizada pero a menudo excluida de la educación formal. En la enseñanza del inglés, especialmente fuera del contexto estadounidense, el AAVE sigue estando subrepresentado y mal visto. Este estudio investiga la presencia y las posturas del cuerpo docente hacia el AAVE dentro del programa de enseñanza de lenguas extranjeras (FLT) de la Universidad del Valle en Cali, Colombia. Utilizando un enfoque cualitativo, la investigación se basa en tres fuentes de datos: el análisis de los programas de estudios, una encuesta sobre las opiniones y percepciones del AAVE realizada al cuerpo docente y entrevistas en detalle con cuatro profesores. Los resultados revelan que, aunque el AAVE no aparece en los programas de estudios, algunos profesores lo introducen de manera informal. La mayoría de los profesores consideran que el AAVE es una variedad válida del inglés, aunque persisten las dudas sobre las expectativas institucionales y la limitada formación pedagógica. Estos resultados ponen de evidencia la contradicción entre promover la inclusión lingüística y mantener las normas del currículo tradicional, especialmente en los programas que preparan a los futuros educadores de inglés.

Palabras clave: Inglés Vernáculo Afroamericano (AAVE), enseñanza de lenguas extranjeras, diversidad lingüística, plan de estudios, comunicación intercultural, posturas de los profesores

RÉSUMÉ

L'anglais vernaculaire afro-américain (AAVE) est une variante de l'anglais qui possède des origines culturelles et historiques profondes. Il est largement utilisé, mais souvent exclu de l'éducation formelle. Dans l'enseignement de l'anglais, en particulier en dehors du contexte américain, l'AAVE reste sous-représenté et peu considéré. Cette étude examine la présence de l'AAVE et l'attitude des enseignants à son égard dans le programme d'enseignement des langues étrangères (FLT) de l'Université del Valle à Cali, en Colombie. Utilisant une approche qualitative, la recherche est basée sur trois sources de données : l'analyse des programmes d'études, une enquête sur les opinions et les perceptions de l'AAVE menée auprès des professeurs et des entretiens approfondis avec quatre enseignants. Les résultats révèlent que, bien que l'AAVE n'apparaisse pas dans les programmes d'études, certains professeurs l'introduisent de manière informelle. La plupart des professeurs considèrent l'AAVE comme une variante valide de l'anglais, même si des incertitudes persistent quant aux attentes institutionnelles et à la formation pédagogique limitée. Ces résultats mettent en évidence la contradiction entre la promotion de l'inclusion linguistique et le maintien des normes du programme d'études traditionnel, en particulier dans les programmes qui préparent les futurs enseignants d'anglais.

Mots clés: Anglais Vernaculaire Afro-Américain (AAVE), enseignement des langues étrangères, diversité linguistique, programme d'études, communication interculturelle, perspectives des enseignants

1. INTRODUCTION

Language takes different “shapes” depending on where it is spoken and by whom. The more widespread the use of the language, the more varieties it will have. Such is the case of English, as this language has spread across the globe for historical, political and economic reasons (Crystal, 2000; Graddol, 2006). Across the world, people speak English in ways that reflect their local cultures, communities, and histories. One of these ways is African American Vernacular English (AAVE), a variety that has developed over time in African American communities in the United States. Scholars have studied the grammar, pronunciation, and vocabulary used in AAVE (Green, 2002), but even with that recognition, it is still commonly excluded from language classrooms. This continues to raise questions about how schools decide what kind of English should be taught and why (Hall, 2011).

In Colombia, most English programs are based on teaching what is considered Standard English, usually from the United States or the United Kingdom. At the same time, outside the classroom, students are regularly exposed to other forms of English, including AAVE, through songs, movies, social media, and online conversations. However, this contact with English outside the classroom is rarely discussed or included in formal instruction. The result is a gap between the types of English students hear in everyday life and the types of English they are

expected to learn and produce in school. As a matter of fact, language classroom has been characterized as highly structured, controlled, unauthentic and biased towards eurocentrism (Illés & Ackan, 2017; Baker et al. 2024; Kumaravadivelu, 2006)

This preference for standard forms of language has different disadvantages in language teaching. On the one hand, it ignores linguistic variety, it promotes cultural dominance and neglects learners' identities (Baker et al., 2024). Furthermore, with the rise of Global Englishes and World Englishes, the ideal of a native speaker as a European with perfect pronunciation has been debunked (Tsang, 2020). Although there are studies in the United States that examine how AAVE is perceived and handled in academic contexts, Knapp (2015) shows how educators in urban schools negotiated students' use of AAVE by creating spaces for dialogue and culturally relevant practices. However, there is little research about this topic in other countries, especially in places where English is taught as a foreign language. In Latin American education, and particularly in teacher preparation programs, varieties like AAVE are mostly absent from course content and academic discussion (Torres, 2021).

This study explores how AAVE is understood and approached in the Foreign Language Teaching (FLT) program at Universidad del Valle in Cali, Colombia. Through an analysis of course syllabi, a faculty survey, and interviews with professors, this thesis examines whether AAVE is included, how it is viewed by teachers, and what these choices imply about the ways English is represented in the classroom.

2. STATEMENT OF THE PROBLEM

In recent years, debates over the variety of English to be taught have become frequent in classrooms and digital spaces. For example, a search in Google scholar with the question “which variety of English should we teach” fetches 3,970,000 results from research articles, thesis and dissertations (as of August 5th, 2025). This has increased since the challenge to the ideal of the native speaker norm and the rise of World Englishes (Hall, 2011). Yet, despite the growing debate over varieties of the language, most language teaching programs continue to focus mainly on standard varieties. This issue becomes especially relevant in teacher education, where future educators form their first ideas about what English should sound like and how it should be taught.

Despite a growing global awareness of linguistic diversity, many English teacher education programs still overlook the range of English varieties that exist beyond academic or standardized models (Hall, 2011). This gap between real-world usage and classroom instruction can limit how students understand and relate to the language. One example that highlights this tension is AAVE. Although AAVE is not the only variety excluded from formal instruction, its visibility in music, internet, and pop culture makes it especially relevant to students’ everyday lives, often appearing without context or explanation. This might mislead students to the belief that AAVE is flawed or ungrammatical.

What remains unclear is how teacher-educators respond to that presence of that variety. Do they see AAVE as a valid variety? Is it ever included in classroom discussions? And if not, what are the reasons behind that choice? The gap between students' exposure to English outside college and the lack of recognition inside the classroom raises questions about which forms of English are valued in academic spaces. Moreover, it raises the questions on hidden curricula in language teacher education. While official documents, the seen curriculum, state a view of language that is ecological, dynamic and rooted in context and diversity, the unseen philosophy favors standardized models of the language and still favors the native speaker. This study investigates that gap through the lens of AAVE, not to suggest it is the only variety left out, but because it highlights larger tensions around linguistic diversity, legitimacy, and pedagogical priorities in English as a Foreign Language (EFL) teacher education.

2.1 Research questions

The purpose of this research is to explore the presence, or lack thereof, of AAVE in FLT program at a large public University in the Colombian Southwest. This investigation is guided by one main research question and three subsidiary questions, each addressing a distinct aspect of AAVE's role in the program.

2.1.1 Main research question

- To what extent, if any, is AAVE present within the Foreign Language Program at Universidad del Valle and what are the faculty staff's linguistic attitudes towards this variety of English?

In order to approach the main research question, I intend to answer the following subsidiary questions.

2.1.2 Subsidiary research questions

- How is AAVE represented, if at all, in the course syllabi for English courses within the FLT at Universidad del Valle?
- What are the linguistic attitudes of faculty staff towards AAVE in the above-mentioned context?
- What is the relationship between faculty linguistic attitudes toward AAVE and its presence or absence in the academic program?

2.2 Objectives

2.2.1 General objective

The general objective of this study is to determine the presence and extent of AAVE within the FLT at Universidad del Valle, and to understand the linguistic attitudes of the faculty members toward this English variety.

2.2.2 Specific objectives

- To determine the presence or absence of AAVE in the course syllabi of the English component of the FLT program.
- To identify the linguistic attitudes of faculty staff toward AAVE in the Foreign Language Program at Universidad del Valle.

- To analyze the relationship between the faculty's linguistic attitudes toward AAVE and its presence or absence in the academic program.

2.3 Significance of the study

This study is significant because it focuses on how future English teachers are trained to deal with language variation, a topic that often remains invisible in teacher education programs. In contexts like Colombia, where linguistic diversity is part of everyday life, students are used to hearing and using different ways of speaking. However, these variations are rarely recognized or included in academic spaces, where a more standardized version of language is often expected and reproduced.

AAVE is used in this study not only because of its linguistic and cultural value, but because of the contrast it represents. In many social settings, AAVE is seen as a “cool” way of speaking, often linked to slang, self-expression, and functioning as a cultural asset in hip-hop and youth identity (Alim & Smitherman, 2012). Yet, once placed in academic contexts, it is quickly labeled as incorrect, informal, or inappropriate. This disconnect reflects a bigger issue: the gap between how language works in society, and how it is treated in classrooms. In a country like Colombia where even local Spanish varieties are subject to judgment, addressing this contradiction in English teaching is essential.

3. LITERATURE REVIEW

This chapter reviews the most relevant research and theories on the subject of the current study. It is divided into two sections. The first section is the review of previous empirical studies which examines international, national, and local studies on AAVE, English varieties in the classroom, and language attitudes, highlighting what is already known and where critical gaps remain. The second section is the theoretical framework that introduces the concepts from sociolinguistics and language ideologies that shape the analysis. Therefore, this chapter builds up the foundation for the research methodology and provides the lenses from which the findings are to be discussed and presented.

3.1 Empirical review

Research on AAVE in educational contexts has surged in recent years, with studies examining not only how this variety is discussed in formal learning spaces, but also how it challenges traditional standards, shapes teacher perceptions, and impacts classroom practices. Rather than treating AAVE as just another example of language diversity, the literature highlights its unique role in prompting reflection about language norms and educational priorities. This section reviews main findings from recent research on AAVE, drawing attention to what is currently known and what questions remain about its role in language education.

When few studies on AAVE are available, I have included studies that have investigated perceptions and attitudes towards other accents or varieties of English.

3.1.1 International Studies

Deák (2007) analyzes how California schools and education policies addressed AAVE between 1980 and 2000 from the framework of Language Policy and Planning. Through documentary analysis of court cases, policy documents, and news stories, she highlights two major events. First, the **Ann Arbor** decision in 1979 when a federal court in Michigan ruled that schools had to consider Black students' home language (AAVE) to provide fair access to education. Second, the **Oakland Ebonics Resolution** from 1996 in which a school board officially recognized AAVE as a language, aiming to improve learning by valuing students' linguistic backgrounds. Both events sparked national debate and faced strong political pushbacks, especially when schools advocated for AAVE openly. In contrast, programs like **Los Angeles' Standard English Proficiency** initiative, which focused on teaching Standard English while respecting students' home language, were less controversial.

Deák concludes that policy changes alone are not enough; public attitudes and local politics play a major role in how language diversity is dealt with in schools. A key limitation of the study is that it relies on document analysis rather than direct classroom research, so it does not show how teachers or students experienced these changes in practice. Even so, her work is essential for this study because it traces how language diversity in U.S. schools has been enacted and highlights the importance of addressing these issues within language teaching education.

While Deák (2007) focused on policy debates and how public opinion shapes classroom language decisions, Wheeler (2010) turned attention to what actually happens inside the

classroom. Wheeler's study investigated how U.S. elementary teachers approach AAVE in writing instruction. The study involved teachers who participated in a professional development program on linguistic diversity. Using classroom observations, teacher interviews, and student writing samples, Wheeler found that most teachers, even after training, still tended to correct AAVE features in student work rather than discuss language variation openly. The study also introduced contrastive analysis as an approach that explicitly shows how to move between AAVE and Standard English as a way to teach students to code-switch. Teachers who participated in the professional development program reported that their students were more confident and improved their ability to write in standard English without feeling that their home language was not appropriate or wrong. However, the research highlighted a key limitation: most teachers struggled to balance respect for students' language with school standards, and the changes in teacher practice were usually short-term unless there was ongoing support.

For the current study, Wheeler's study is crucial because it reveals that successfully addressing linguistic diversity in teacher education requires more than new policies or shallow training. Her work posed that real progress happens when teachers are given time, resources, and support to reflect on their own attitudes and classroom practices. Wheeler also exposes how persistent biases can shape the opportunities students have to use their own language varieties, even when teachers are well-intentioned. This makes her findings especially relevant to the context of foreign language teacher education, where there might be a mismatch between what institutional policies claim and what happens in classrooms.

Departing from the concerns raised by Wheeler (2010) about the challenges teachers face when working with AAVE-speaking students, Champion, Cobb-Roberts, and Bland-Stewart (2012) examined the perceptions of pre-service teachers toward AAVE in the context of a

multicultural education course at a large university in Florida. The study included 136 undergraduate students enrolled in two sections of a required course titled *Teaching Diverse Populations*. Most of the participants were European American and female, though the sample also included African American, Hispanic, and other minority students. To collect data, the authors used a modified version of the **Language Attitude Scale**, which consisted of 25 Likert-type items and three open-ended questions addressing general attitudes toward AAVE and its legitimacy as a dialect for academic use.

The results revealed that most pre-service teachers held negative perceptions towards AAVE, with 85% of the respondents expressing poor views of the variety. European American participants in particular associated AAVE with lower academic potential, while African American pre-service teachers evaluated it more positively, showing significant differences in comparison with their peers. Gender did not prove to be a factor, as both male and female participants expressed similar attitudes. The open-ended questions also showed that most students had not received formal training or exposure to dialect diversity in their teacher preparation programs. These findings are significant because they indicate that even at the earliest stages of professional development, future teachers reproduce deficit views of AAVE.

The study highlights how such perceptions can contribute to the marginalization of AAVE-speaking students in schools, reinforcing a cycle where diversity is undervalued in educational spaces. At the same time, the authors acknowledge that the study is limited to a single course in one U.S university, which restricts the generalizability of the results. They also note the possibility that participants' survey responses were influenced by social desirability bias. Nevertheless, the authors conclude that teacher preparation programs must integrate explicit instruction on linguistic diversity to help pre-service teachers recognize AAVE as a well-

grounded dialect and to prevent negative attitudes from limiting students' opportunities to thrive in the classroom (Champion et al., 2012).

Sterrett (2014) widens the debate over AAVE in education to an international EFL classrooms and by applying the contrastive analysis approach to this context. Her study focused on two university-level English classes, one in China and one in Ecuador with a total of 24 students. The main goal was to explore whether and how students could recognize and discuss features of AAVE through the use of authentic literary texts. Sterrett designed a series of lessons using books and excerpts featuring AAVE, including *She Come Bringing Me That Little Baby Girl Eloise* (Greenfield, 1974), *Their Eyes Were Watching God* (Hurston, 1937), and *Bronxwood* (Booth, 2011). Students read selected passages, identified specific AAVE features, and then used contrastive analysis (from Wheeler's framework) to compare these features with Standard English. The class also discussed the cultural significance and social perceptions of AAVE, as well as its role in literature.

The findings indicated that at first the students struggled to make sense of AAVE in the texts, since it was a variety they had never formally studied. As they worked through the novels and discussed the passages in class, however, they started identifying specific features like verb patterns and the absence of the copula, and connected these forms to the cultural practices portrayed in the stories. This gave them a more mindful sense of how language carries identity and cultural meaning, rather than simply seeing AAVE as different from Standard English. Sterrett also acknowledged that the study was limited to two small groups and her own role as teacher-researcher, which makes the results more context-specific and not that easily applicable to other EFL settings. She recommended that future studies include a wider range of student

voices and settings, and emphasized the importance of training more EFL teachers to use contrastive analysis with authentic materials.

For this study, Sterrett's study is especially beneficial because it demonstrates how strategies developed in the U.S. context can be adapted internationally, providing a concrete example for teacher education programs that want to address English language variation and linguistic justice outside North America. Also, the study showed that through literature and intercultural approach to language teaching, AAVE is relevant to students learning English in different contexts and nationalities.

Sterrett (2014) explored the potential for creating AAVE awareness in international EFL classrooms to highlight how educators can address language diversity in different scenarios, but Knapp (2015) takes a closer look at what happens in urban public schools where AAVE is not just present, but part of students' everyday lives. 16 educators participated, including classroom teachers, administrators, an instructional coach, and a librarian, all working in schools with large African American student populations. Knapp used a heuristic qualitative method, drawing from her own lived experience with AAVE to create honest, open discussion with participants. Data collection included a focus group interview, nine individual interviews, and written reflections.

A distinctive feature of Knapp's study is the way it reveals the role of educators as cultural mediators. Instead of simply correcting language, many participants described deliberately learning from their students' use of AAVE, seeing the classroom as a place for mutual exchange rather than strict language policing. Educators recounted moments where students taught them new AAVE terms, or where they used literature and creative assignments to make space for different ways of speaking. Knapp also highlighted how some educators questioned their own prior beliefs and adapted their teaching not because of district mandates,

but because of real relationships with their students and a growing recognition that AAVE is deeply connected to students' sense of self. When the focus of teaching is beyond academic achievement or language "correction", several participants described how building trust through language led to stronger engagement and participation.

While there were challenges, such as limited curricular resources featuring AAVE and uncertainty about how to assess language diversity fairly, the study's findings point to a gradual shift: educators moving from tolerance to genuine curiosity and respect for their students' linguistic worlds. Knapp concluded that change in urban schools is often driven by daily classroom experiences and personal reflection, not only by policy or formal training. A limitation of the research is the small sample size and the self-reported nature of the data. Nevertheless, this study is important for my own study, because it highlights the classroom as a space of negotiation, relationship-building, and shared growth. Knapp's work stands out by documenting how language diversity becomes a lived, interactive process between teachers and students, offering a more dynamic perspective.

While not directly related to AAVE, Lee and Lee (2018) explored the attitudes and perceptions towards English as an International Language (EIL) and English as a Lingua Franca (ELF) of a sample of 378 Korean students, 206 of whom were majoring in English while the rest studied different majors at university. They used a structured survey to determine the participants' perceptions towards EIL and ELF and follow-up semi-structured interviews with a selected sample of 20 students from each group. The study found distinctive differences between the two groups of students. The students majoring in English had overall better attitudes towards EIL and ELF and more positive attitudes towards non-standard Eurocentric varieties of English

while non-English majors had more traditional views and preferred “native” (traditional and standard) varieties.

The qualitative data revealed that the experience of EIL and ELF in digital and online environments (interactions with other non-native speakers of English) and exposure to teachers who implement an EIL-based pedagogy were essential to explain the attitudes and perceptions of the participants in the study. In other words, this study demonstrates that students' perceptions and linguistic attitudes towards varieties of English can be positively influenced by pedagogy and previous experience with such varieties, thereby highlighting the importance of such varieties being included in the curriculum.

Tsang (2020) studied EFL learners' perceptions of non-standard accents of English. To this end, she surveyed 1300 Hong Kong secondary-level learners of non-standard accents in EFL education and EFL teachers' accents. Results showed that Standard American Accent or Standard British pronunciation are not perceived as the only valid varieties of English by learners, and that learners do not consider it mandatory that their teachers use only such varieties. The author concludes that the quality of the teacher is not only assessed based on his or her accent. Put simply, the perspectives reported by the participants in this study on accents and English varieties are congruent with the tenets of EIL. Contrary to common belief, students do not reject or disapprove of other accents and varieties of English and do not expect perfect English from their teachers or classmates.

In summary, these international studies highlight how AAVE and language diversity are addressed in a range of educational contexts, from policy debates and teacher training to practical classroom decisions. Together, these works reveal both common challenges and unique approaches in supporting linguistic diversity. However, since each country and educational

system brings its own realities, it is necessary to now focus on national studies to better understand how these issues are being handled within the specific context of Colombia.

3.1.2 National Studies

In Colombia, research on how AAVE is included in English language teaching or teacher training programs is extremely scarce. Because of this, the work by Flórez and Ruiz (2021) stands out as one of the few studies willing to take on a topic that has received little national attention or support.

Flórez and Ruiz (2021) designed a didactic unit for students in the FLT program at Pontificia Universidad Javeriana. Their aim was to move beyond the traditional emphasis on American and British English by creating materials that introduced students to Ebonics, a different term the authors used to refer to as AAVE. The goal was to encourage students to question conventional ideas of what is viewed as acceptable English, to recognize linguistic diversity, and to develop intercultural awareness in both their own learning and future teaching. The study involved 32 students from various cohorts in the mentioned FLT program. The researchers first administered a survey that included both open-ended questions and Likert-scale items to assess students' knowledge, previous exposure, and attitudes toward AAVE and other non-mainstream English varieties. The survey results showed that nearly all participants had only learned about the very well-known standard English varieties in their classes, and that most had never discussed AAVE in any detail. A few mentioned that teachers or textbooks sometimes referenced "different accents" but that these were never explored or used as part of actual lessons.

To address this, Flórez and Ruiz developed a didactic sequence that used authentic examples of AAVE (such as song lyrics, dialogues, and short literary passages) along with tasks

where students had to compare AAVE and standard American English, reflect on stereotypes, and discuss cultural identity. The activities included group work, critical discussions, and practical tasks like rewriting texts or analyzing video clips featuring AAVE speakers. The material was reviewed by three expert evaluators, who looked at its clarity, relevance, and cultural appropriateness.

Findings from the expert evaluation indicated that the material was effective in promoting both intercultural awareness and respect for language diversity. Experts pointed out that including AAVE helped challenge students' own prejudices and led to more open conversations about identity and social justice in language education. However, they also noted that the lack of available resources, as well as limited teacher experience with AAVE, could make it hard for similar materials to be used in other Colombian classrooms without extra training.

Flórez and Ruiz concluded that bringing AAVE into EFL classes helped students see that English is more than just one standard accent or culture. Working with AAVE in lessons led to more honest conversations about language, culture, and the value of including different voices in the classroom. The authors also recognized a main limitation: their research was only done with a small group from one university's language program. Because of this, the results might not reflect what would happen with larger groups, at other universities, or in programs with students from different backgrounds.

While this is the only study I found on AAVE in National Literature, there are other studies that have concentrated on teachers and students' perceptions of accents and nativelikeness in Colombia. Ibarra Díaz et al. (2018) studied the perceptions of intermediate students and professors on the presence of L1 accent in the oral production of the students in the FLT program at Universidad del Quindío. This qualitative study included 20 students from the

4th and 6th semester and 4 professors who regularly taught them. Data was collected through class observations, surveys, and interviews that explored perceptions of native-like accent, intelligibility, and the presence of L1 accent when speaking English or French.

The findings revealed a tension between cultural identity and institutional expectations. On the one hand, many participants recognized the L1 accent as a natural marker of identity and culture, and some professors highlighted that accented speech does not necessarily interfere with communication. On the other hand, both students and teachers acknowledged that social stereotypes in academic and professional contexts often frame the L1 accent as undesirable, reinforcing the idea that a native-like accent is the standard to reach. A small number of participants even expressed that accent reduction was necessary to achieve proficiency.

The study concluded that although there are social and academic pressures to reduce or erase traces of the L1 accent, most participants valued their accent as part of their identity and cultural background. At the same time, the authors make it clear that accent should not be treated as an error to correct. Instead, teacher education programs should encourage future educators to see the difference between speaking clearly for communication and keeping an accent that reflects who learners are. In this way, the study moves away from the idea that only native-like pronunciation has value and calls for an approach that respects students' voices. For the present research, this work is relevant because it shows how language programs in Colombia still frame certain varieties or accents as less desirable, which parallels the way this happens to AAVE (Ibarra Díaz et al., 2018).

To sum up, these studies are among the few in Colombia that have directly addressed questions of language variety in higher education. Flórez and Ruiz not only brought attention to AAVE that is rarely recognized in national academic settings but also went further by designing

and having teaching material for use in a FLT program assessed by experts. In a country where English education almost always follows standard models, taking this approach is both unusual and significant. Alongside this, the work of Ibarra Díaz et al. (2018) contributes by showing how professors and students in another Colombian program position themselves toward accent and pronunciation, revealing the institutional expectations of native-like speech and the value participants placed on their own voices. For that reason, these national studies are a key support for the current one as it offers much-needed national support and a point of comparison for understanding how issues of linguistic diversity, linguistic attitudes, and representation are handled in Colombia's English teacher education programs.

Now, moving to the local context, the next section presents some studies, one of those centered on AAVE in a Colombia context which also took place in the same FLT program of this current study.

3.1.3 Local Studies

Regarding local research, Cali has little to almost no work addressing AAVE explicitly. The search for previous studies at the graduate and undergraduate level shows that only the study by Torres (2021) focused on AAVE specifically in a FLT program at Universidad del Valle, Cali. The study's significance lies not only in its uniqueness in the Colombian context but also because it was conducted at the exact same academic setting as the present research.

The main goal of Torres (2021) was to explore the attitudes students at the FLT program in Universidad del Valle hold toward AAVE and its speakers. The research included 98 participants from different English levels of the program, including some students who had already finished all their language courses. To collect data, Torres designed a survey presenting

students with sentences featuring clear AAVE characteristics. Participants were asked to identify the dialect, rank how closely they believed it resembled standard English, and describe demographic and personality traits they associated with its users. The instrument combined quantitative elements through Likert scales, with qualitative aspects by incorporating open-ended responses, giving participants space to elaborate their thoughts freely.

According to the findings, most students struggled to recognize AAVE accurately and frequently saw it as distinctly different from standard English. Their attitudes toward AAVE speakers ranged mostly between neutral and positive, though negative opinions were notably stronger among beginner-level students. Torres also pointed out the limited presence of AAVE discussions in the curriculum, a situation that likely influenced students' perception of the dialect as incorrect or substandard. This reinforced stereotypes and limited opportunities to develop intercultural awareness.

In her conclusions, Torres highlighted the urgent need to incorporate diverse English varieties into teacher education. She emphasized that future language teachers need explicit exposure to different varieties of English, particularly dialects like AAVE, to effectively develop intercultural sensitivity and challenge existing prejudices. One limitation of her research was that it exclusively captured student perspectives, leaving out perceptions from professors and a closer look at actual teaching materials used in classes.

While Torres' work is pioneering because of explicitly targeting AAVE and students' linguistic attitudes towards this variety of English, other studies have focused on teachers' and students' perceptions on non-standard accents. Arboleda & Castro (2012) explored how significant it is for university EFL teachers and students to have a foreign accent, and how this affects teaching and learning processes. The study was conducted with thirty-two participants: 8

Colombian teachers, 8 foreign teachers, 8 Colombian students, and 8 foreign students, all at the university level. Data were collected through a semi-structured questionnaire that examined their perceptions of native and non-native English teachers, preferences regarding accents, and the perceived importance of pronunciation in language teaching.

The results showed that both teachers and students recognized the value of a native accent but did not see it as the most important qualification for effective language teaching. Instead, participants emphasized other qualities such as patience, creativity, knowledge of students' needs, and strong teaching skills. Interestingly, while most teachers expressed that a foreign accent was not a barrier to communication, some still worried about being judged or questioned by students if their pronunciation was not close to native norms. On the students' side, Colombian learners were more likely to prefer teachers with native-like accents, while foreign students tended to value clarity and intonation over accent.

The authors concluded that although pronunciation is relevant, it should not be treated as the sole indicator of proficiency or teaching ability. They argue that educational authorities should recognize the contributions of non-native teachers and provide them with institutional support rather than reinforcing the idea that only native accents are valid in EFL education. This study is particularly useful for the present research because it shows how Colombian learners and teachers position themselves in relation to accented English. More than an institutional matter, the findings reveal how social judgments, and preconceived ideas continue to influence how English is taught and perceived in EFL contexts (Arboleda & Castro, 2012)

Furthermore, Castro (2018) examined the perceptions of English teachers in public schools in Cali regarding different varieties of English and how these influenced their classroom practices. The study involved 17 teachers from elementary and high schools, many of whom

were not trained specifically as English teachers but were still required to teach the subject. Data were collected through classroom observations, group discussions, individual interviews, and a workshop designed to reflect on their daily teaching.

The findings showed that teachers tended to favor standard varieties, mainly American and British English, which they considered the most appropriate and prestigious models for their students. This preference shaped classroom practices, especially in pronunciation, where accuracy and imitation of those standards were seen as essential. At the same time, many teachers expressed insecurity about their own level of English, particularly those without specialized training, which affected both their confidence and their students' motivation. The study also found limited awareness of how English is used in more diverse contexts outside of school, meaning that other types of English models were rarely considered.

Castro concluded that although English today is learned and spoken in many ways (varieties), in Cali's public schools it continues to be taught under a very restricted view that entitles privileged standards only. She argues that teacher preparation programs should consider being more open-minded regarding this perspective so they can work with a more flexible understanding of English that connects better with students' realities. For the present research, this study is relevant because it shows how teachers' preference for standardized models has a direct effect on classroom practice, reinforcing assumptions that keep teaching aligned with systems of inequality and exclusion.

While Arboleda and Castro (2012) show how students and teachers in Colombia tend to judge accents, often favoring "native" ones, and Castro (2018) proved that even public school teachers in Cali reproduced this preference in their daily practice, especially in pronunciation, Torres (2021) bring AAVE into academic research in Cali, Colombia, highlighting what happens

when this topic is largely ignored in teacher education. In her conclusions, Torres points out that this limited exposure not only leads to a superficial understanding of English but also reinforces negative stereotypes and restricts the development of intercultural sensitivity. She calls for a curriculum that goes past standard models and encourages future educators to question their own assumptions about language. Torres insists on the importance of deliberately including AAVE and other types of English in teacher training so that graduates are better prepared for the diversity of the real-world.

Altogether, these studies reveal how little space is given to language diversity, whether in teacher education programs or in classroom teaching. As this study continues by examining how faculty approach AAVE and how it is present in course materials, these three works collectively give visibility to the issues of representation and diversity in language and linguistic education not only in Cali but across contexts.

3.2 Theoretical framework

Language is never just a subject in a classroom, it is connected to culture, history, and the way people see themselves and others. To understand what really shapes language education, it is necessary to look at ideas that explain how language and society intertwine. The following section brings together theoretical perspectives from sociolinguistics, language teaching and linguistics that provide the foundation for the methodological choices and the analysis and discussions of the results. Each theory in this section was chosen because of its contribution in explaining language as a social practice, not only as a system, and for the questions it raises about what is included, left out, or given value in academic spaces.

3.2.1 Language variation and change

According to Labov (2010) language variation and change refers to the systematic differences that exist in a language and the processes through which these differences evolve over time. He expanded that variation is not a sign of disorder or lack of rules, but an inherent feature of language. Every speech community displays a range of ways to pronounce words, form sentences, or choose vocabulary, and these differences follow identifiable patterns that are shaped by both linguistic structure and social use (p. 4).

Guy (1990) describes variation and change as “two sides of the same coin” (p. 7), noting that the range of forms used at any given time, also known as synchronic variation, provides the raw material for historical or diachronic change, the gradual transformation of language across generations. This means that change does not occur in isolation, but it emerges from the everyday differences in speech that circulate within and between communities.

These processes are closely connected to the life of speech communities. Variation reflects how individuals negotiate identity, group membership, and social meaning through language use, while change captures the long-term outcome of these interactions.

3.2.2 Types of variation

Linguists generally distinguish between several types of variation, each reflecting different influences on how language is used and perceived. Labov (2010) identifies social, regional, stylistic, and historical factors as key dimensions in which variation occurs, noting that these categories “often intersect in practice” (p. 5).

Social variation is linked to the ways language reflects and reinforces social structures. As Guy (1990) observes, features such as the use of certain pronunciations, vocabulary, or grammatical structures can indicate “a speaker’s social class, education level, gender, or age

group” (p. 10). These features carry social meaning and are often evaluated differently across communities, which can influence whether they spread or decline. **Regional variation** refers to differences in pronunciation, vocabulary, and grammar that comes across geographical areas. Such differences, often called dialects, develop as communities become relatively isolated from each other, allowing distinctive forms to take shape and persist. For example, variations in vowel pronunciation between northern and southern regions of the United States illustrate how geography shapes linguistic patterns (Labov, 2010).

Regional variations at the phonological level are referred to as accent, while regional variations that include morphological, lexical and syntactic changes are usually referred to as dialects (Fromkin et al. 2013). **Stylistic variation** involves shifts in language use according to context, audience, and communicative purpose. Speakers may modify their speech in more formal situations, e.g job interviews or public speeches, compared to informal conversations with friends. This adaptability in code switching reflects the influence of social norms and expectations on language choice (Labov, 2010).

Finally, according to Hassan (2024) **historical variation** refers to differences across time periods, showing how languages evolve. The forms documented in older stages of a language may differ clearly from modern usage, offering evidence of ongoing change of historical variation by providing data to understand the processes that led to those linguistic shifts, particularly the ways in which those innovations can not only extend but also, become established.

These types of variations are not isolated, rather, they interact and intersect to create the complex patterns observed in a real context language use.

3.2.3 Relationship between language and society

The study of language variation and change is inseparable from the social contexts in which it occurs. As Nevalainen and Traugott (2012) note, communities maintain shared linguistic norms as a way of defining membership and distinguishing themselves from outsiders. However, these norms can shift when social factors like migration, contact with other language groups, or changes in cultural attitudes may introduce new variants. In some cases, contact with a socially dominant variety can boost change by increasing the prestige of certain forms over others.

Guy (1990) explains that this connection between language and society operates in both directions: social structures influence how people speak, while linguistic choices contribute to shaping social identities. Selecting a standard form can suggest alignment with dominant groups, whereas the use of a local or minority variant may declare solidarity with a specific community. Such choices are frequently known by the perceived value or stigma attached to particular ways of speaking.

Understanding the relationship between language and societies is therefore vital to explaining why certain linguistic features emerge, expand, or even so, disappear (Fromkin et al. 2013). Variation and change are not purely linguistic phenomena but are closely mixed with the social realities and dynamics of the speakers who use them, AAVE being one of many cases.

3.2.4 Linguistic diversity

According to Mufwene (2001), linguistic diversity refers to the coexistence of multiple languages and within the bounds of language varieties that surface because languages are internally variable systems shaped by their social and historical ecologies. In his view, forms flow across the speakers, and what is considered or has been stabilized as normal use reflects

competition and selection among variants rather than a single established pattern. This definition treats diversity as a regular belonging of speech communities, not an exception.

In the same direction, Deng and Budiman (2024) describe linguistic diversity in English as ordinary and observable in everyday interaction. They characterize Global Englishes research as documenting the linguistic, sociolinguistic, and sociocultural diversity and fluidity of English use and users, and they argue that teaching should make that range explicit. For them, working with linguistic diversity means exposing learners to different forms of English, focusing on variations in the language, creating opportunities to negotiate intersectional understanding, and assessing intelligibility.

Likewise, Baker et al. (2024) frame linguistic diversity as the general condition or assessment in higher education rather than treating it as a limited criteria or special case. They claim that English cannot be treated as a single Anglophone standard since this undervalues how students actually use language. As they argue, decentering a singular model and recognizing students' diverse linguistic repertoires is part of a decolonizing orientation to English, since it aligns institutional aims with the multilingual realities learners already cope with.

So, linguistic diversity is not a unique thing but rather a reflection of the larger social and cultural contexts in which language operates. Its existence in linguistic groups points out the constantly shifting connection between language, identity, and power. For this reason, recognizing linguistic diversity is an important part of this study because it lets society as a whole look at how AAVE, a primary example of linguistic diversity, performs in both educational and social environments. However, this particular representation will be further discussed in more detail in the following section.

3.2.5 African American Vernacular English

The history of AAVE is inseparable from the social conditions that shaped African American life in the United States. As Lanehart (2015) explains, the variety emerged out of the forced contact of enslaved Africans with English during slavery, developing into what she calls a “counter-language not understood by outsiders,” a resource for both survival and cultural expression (p. 21). This historical background is essential for understanding why AAVE functions as more than a set of linguistic forms; it carries the weight of identity, solidarity, and resistance across generations.

Green (2002) explains that African American English should be understood as a system in its own right, not as a failed attempt at Standard English. She makes clear that speakers of this variety know a complete set of phonological, morphological, and syntactic patterns, and that these patterns are consistent across communities, even while they show some regional differences. For example, she notes that vowel sounds may vary between states such as Louisiana, Texas, and Pennsylvania, but those phonetic differences do not change the core grammar that speakers share. Across communities, speakers use *be* to talk about regular or habitual actions (e.g., they *be* working late), and they also use *been* and *done* for long-lasting situations and completed actions (pp. 44–47).

After the historical grounding and the system view above, Rickford (1999) explains why attention goes to sound and grammar. He calls these areas “more systematic and deep-seated, less regionally variable, and more significant from a pedagogical point of view” than vocabulary (p. 1). He also reminds that use varies across people and situations; not every African American speaks this variety, no one uses every trait, and frequency shifts with class, age, gender, and style (pp. 9–11). What stands out most is the grammar, while several sound patterns are shared with

other U.S. vernaculars. He continues by describing it as a living way of speaking used to inform, persuade, play, and create, what he calls “Spoken Soul” (p. 12).

Let us now turn to the main distinctive features of AAVE. Rickford (1999) begins with phonology pointing that many speakers reduce word-final consonant clusters, so *passed* can sound like *pass*, and /θ, ð/ are often realized differently in certain positions, as in **think** or **this** (pp. 4–5). He then describes grammar that shows up widely: present-tense verbs can appear without third-person -s (*she walk*), the copula may be absent in specific environments (*she Ø my sister*) (pp. 6–9). He also notes how the frequency of occurrence of these forms often varies depending on speaker and situation, so the patterns are not identical for every speaker every time (pp. 9–11).

Green (2002) has also described the grammar of this variety and shows how speakers of AAVE use a set of structures that make the grammar of this variety distinct. In **negation**, she explains how forms like **ain’t** and negative concord (*I don’t never have no problems*) are systematic options that speakers draw on, not mistakes (p. 77). She also highlights existential sentences, where **it** or **dey** introduce the subject, as in *It’s a lot of people here* or *Dey a lot of people here* (p. 80).

For **narrative style**, she notes the use of preterit *had*, a past tense marker that adds vividness in storytelling, for example: *He had told me yesterday* (p. 91). And in terms of **discourse markers**, she shows how preverbal items like **finna** and **’bout** to mark the near future, **steady** signals a continuous action, and **come** can mark disapproval or correction (p. 70). Together, these patterns show that this is a full linguistic system, with choices for tense, aspect, and emphasis that carry meaning across different contexts.

Wolfram (2004) extends the description of AAVE by showing how certain features appear in a more urban context and how they are distributed between stable, outdated and modern forms. He begins with **question formation**, which can look very different from what school grammar teaches. In everyday speech, speakers may produce **non-inverted wh-questions**, for example *Why I can't go?* instead of *Why can't I go?* At the same time, **embedded questions** may keep inversion, (*I asked her could I go with her*) (pp. 126–127). He also describes **pronominal and nominal** that distinguish AAVE among others. *Y'all* functions as a second-person plural across its speakers, contrasting with other regional or common forms like *youse* or *you guys*.

Possessives appear in distinctive ways, with forms such as *they* (It's *they* book) or *mines*. Other examples include **reflexives** like *hissself*, *them* used as a demonstrative (them shoes), and coordinate subjects that use the objective form (Me and him went together). In **relative clauses**, the subject pronoun may be dropped entirely (It's a man took it) giving sentences a compressed rhythm (p. 126). Wolfram (2004) also points out that plural marking follows its own rules. **Measure nouns** often appear without plural -s (three mile), while occasional generalized plural absence produces forms like *two boy*. Urban AAVE speech also allows regularization of irregular plurals (gooses or oxes), as well as extra plural marking in words like *childrens* or *firemens* (pp. 125–126).

In the verb system, he details forms that use the participle for the past (I seen it) and creates a regularized past (I knowed it). These patterns are recurring structures that speakers rely on to narrate experience (pp. 122, 129–130). Wolfram compares these with obsolete features that have become rare in cities, such as **double modals** (might could), the marker **liketa** (He liketa died), **for to** complements (I want for to go), and **a-prefixing** (I was a-huntin') (pp. 128–129).

Lanehart (2015) reminds that the place of AAVE cannot be understood only by looking at its context and structures, but by considering how it is valued in society. She writes, “we are convincingly told that who we are—African American Language speakers—is not who we should want to be,” (p. 875) a view that pressures speakers to distance themselves from their identity. This perspective becomes clear in the major public debates. **The Oakland resolution** of 1996 drew national attention, but Lanehart notes that it followed the same logic as the earlier **Ann Arbor** case of 1979, where the issue was not grammar but the recognition of students’ language in education (pp. 870–871). Deák (2007) previously pointed in her AAVE related research about Ann Arbor as a turning point, since the court required schools to take account of students’ home language in teaching reading.

Taken together, these moments show that discussions of AAVE are not unbiased, but they rest on judgments that shape how speakers are evaluated and how learning opportunities are defined and how open or close paths to learning are. Recognizing its patterned grammar and discourse rather than correcting it away shifts completely the focus from deficiency to meaning, identity, and access. On that basis, the framework now moves to language attitudes and their consequences in teaching.

3.2.6 Linguistic attitudes

Chamorro (2021) reviews how the concept of linguistic attitudes has been approached from both mentalist and behaviorist traditions. The first sees them as a natural tendency, while the second stresses observable reactions. She highlights that the most accepted view today is that attitudes are not a single element but a combination of different dimensions: a cognitive dimension that reflects beliefs about languages, an affective dimension that expresses approval or rejection, and a behavioral dimension that shapes actions toward speakers.

In her view, Chamorro also explains that these attitudes are shaped in interaction and are closely tied to prestige and stereotypes, since speakers adapt or distance themselves according to social expectations. She expands by emphasizing that these attitudes work in interaction through Communication Accommodation Theory, where speakers intersect depending on audience and context, with some possible visible reshaping at phonetic, lexical, and morphosyntactic levels and those said conditioned conceptions.

From this angle, the reputation of a standard or non-standard variety's style and status are basically social assessments that can shift anytime because they never stay objective or impartial, As she puts it, “attitudes can be negative or positive, never neutral” (Chamorro, 2021, p. 5).¹ And that this evaluative force is what gives them social weight in everyday interactions. Finally, she links linguistic attitudes to education, stressing that they influence both motivation and outcomes in foreign language learning, since favorable attitudes encourage engagement and achievement, while negative ones create barriers. She adds that these processes are not only individual but also institutional, shaped by the curriculum, peer influence, teacher practices, and what she calls the hidden curriculum, all of which reinforce certain values toward languages and their speakers.

In the same way, Galloway (2017) describes linguistic attitudes as a central factor in explaining the gap between the global reality of English and the way it is taught. She notes that “multilingualism, not monolingualism, is the norm,” yet “a monolingual myth prevails” in which native English continues to be set as the standard (pp. 11–12). For her, these attitudes are not coincidental but foundational, since they support the preference for a single prominence

¹ Translated from the original in Spanish.

representation even when evidence shows that most English users interact in different kinds of forms.

She stresses that “there is a mismatch between the language taught in the classroom and the increasing evidence of how it functions in real life” (p. 15) and identifies the forcing of standard language ideology and native-speakerism as the key factors behind this contradiction. Thus, Galloway (2017) put linguistic attitudes as traditional judgments that shape the validation of varieties and continue to condition how English is represented in educational contexts.

Likewise, Flores and Rosa (2015) describe linguistic attitudes as inseparable from what they call raciolinguistic ideologies. Like Chamorro’s view, Flores and Rosa claim that neutrality is not possible when it comes to language attitudes. For these authors, this is not only impartial or susceptible to impressions but racialized, since “the linguistic practices of language-minoritized populations are heard as deficient” even when they follow systematic forms (p. 151).

They explain this through the metaphor of the **white listening subject**, from which expressions by racialized speakers are interpreted as devious. In classrooms, this is evident when even forms like *he was* or *she was* are treated as non-standard alongside *they was*, showing that judgments fall on the speaker rather than the structure itself. Their argument extends to public debates, such as the **Oakland “Ebonics” resolution**, which, as other scholars have noted, was framed as controversial precisely because it recognized African American English while Standard English was taken as the unquestioned norm (Flores & Rosa, 2015, Lanehart, 2015).

In short, linguistic attitudes do not function as a neutral element but a decisive factor in how varieties and their speakers are perceived. They show that judgment goes beyond grammar, since what is accepted or rejected depends on the social and ideological values attached to it. For

this study, this means that faculty views of AAVE need to be read as part of those values, because they reveal how the variety is positioned in teacher education.

3.2.7 Intercultural communication

The idea of intercultural communication in ELT starts with the need to move past the traditional model of communicative competence. Alptekin (2002) points out that the concept of the native speaker is a “linguistic myth” (p. 93). For him, the very concept of a Standard variety is utopic because it assumes there is only one correct way of speaking and behaving in English. He also calls it **unrealistic**, since English is mostly used in exchanges between nonnative speakers rather than with native speakers. Finally, Alptekin explains that it is **constraining** because it ties authenticity to native-speaker culture, which limits both teachers and learners and excludes their own cultural knowledge.

Because of these limits, Alptekin considers that the goal of teaching English should not be to copy an idealized native speaker, but to prepare learners to interact across cultural contexts. He suggests taking successful bilinguals as models, using materials that include both local and international situations, and training students with strategies to face cultural differences in communication. The result, as he stresses, should be learners who become “successful bilingual and intercultural individuals” able to function in both local and global settings (p. 455).

In a more recent approach, Baker (2024) develops this idea by defining intercultural communication as any interaction in which cultural and linguistic differences are seen as relevant to participants involved. He explains that in these moments speakers rely on and combine different resources, such as language, identity, or community, at local, national, or global levels. When participants in any communicative interaction share the same language, cultural

background, and beliefs, these are present but may become invisible. For him, this means that learning a language is always an intercultural process, even when it is not explicitly addressed in the curriculum or the teaching materials. He also stresses that communication in English is usually intercultural, so language teaching cannot be reduced to grammar or vocabulary but must prepare learners to also work with cultural diversity (p. 213).

Baker contrasts this view with other cross-cultural approaches, which compare national cultures and often produced stereotypes. Among the models he reviews, Baker includes Byram's *Intercultural Communication Competence* and shows that even this one, even though it includes skills as interpretation and openness, has been tied to a country's traditional standards and miss other identities that matter in communication, including gender, race, class or ethnicity (Baker, 2024). Instead, he proposes that intercultural communication should look at how people adapt, create meaning and understanding in real interactions, showing that any culture is flexible and fluid in any given context.

Intercultural communication, as explained by Alptekin (2002) and Baker (2024), breaks with the native-speaker standard variety model and shows English as communication shaped by difference, context, and negotiation. What makes this framework central here is not only its critique of fixed standards, but its focus on how meaning is built in interaction. This angle gives the study a stronger basis directly to the role of AAVE in a FLT program, where understanding intercultural communication in this sense means recognizing that linguistic use goes beyond classroom forms into more authentic interactions where the ideals of perfect accents, flawless grammar or pronunciation no longer hold.

4. METHODOLOGY

After setting out the questions, contexts, and theoretical lenses in the previous chapters, this section describes the methods employed to answer the stated research questions. The methodology matters here because it shows not just what was studied, but how the program was examined, how professors' perspectives were gathered, and how different sources of data were connected. By presenting the design, the site, the participants, and the procedures, this chapter makes clear the steps that support the study's consistency and credibility.

4.1 Description of the context

This research was carried out at Universidad del Valle (Univalle), a public university located in Cali, Colombia. The institution's main campus, known as *sede Meléndez*, serves a diverse student population from different regions of the country, especially the southwest. Univalle is known for its academic programs in education, humanities, sciences, and engineering, and it has a strong focus on research and public service.

The bachelor's program in foreign languages is affiliated with the School of Language Sciences (Henceforth ECL by its abbreviation in Spanish), an academic unit that offers undergraduate and graduate programs related to language and communication. The ECL is, in turn, part of the Faculty of Humanities. It is located in building E17, a 3-floor structure with a basement, providing plenty of space for classrooms, offices, and study areas. This school is known for its diverse student body and exceptional language program.

The main goal of the FLT program is to form teachers of both English and French that can teach these languages specifically at the middle and high school and are aware of the needs and characteristics of the Colombian educational context². The curriculum is made up of six main components that include i) knowledge of the language and cultures associated with the target languages to teach, ii) general communicative abilities and linguistic proficiency in English and French, iii) knowledge of general pedagogy and language teaching methodology; iv) knowledge of the educational context and curriculum; v) knowledge and skills to inquiry, problem-solving and decision making, and iv) general education. The first two components offer courses that seek to develop the students' proficiency and communicative competence in English and French, as well as cultural knowledge through the study of literature. The third and fourth components include courses on pedagogy, applied linguistics, and didactics along with literature, and cultural studies. The fifth component focuses on research methodology and the practicum, while the last component includes a group of general education and culture that are offered by other academic units in the university.

In the program, English is taught as a foreign language along six courses that are part of the first and second components. Instruction is generally aligned with the Common European Framework of Reference for Languages (CEFR) which standardizes language instruction internationality (Council of Europe, 2001). Although the CEFR itself does not dictate a specific model of English, in practice the program usually aligns with American and British varieties, since these remain the most used in teaching materials, certification exams, and national education policies.

² Taken and adapted from the official website <https://lenguaje.univalle.edu.co/licenciatura-en-lenguas-extranjeras>

This inclination often influences how English is presented and acknowledged in the classroom, thereby shaping decisions about which forms are seen as appropriate for academic use. Table 1 below presents the sequence of English courses that frame the development of students' language training in this specific program.

4.2 Participants

This study focused on the first 5 English courses of the program (Integrated Skills in English I–IV and Oral Genres in English V). These courses, as shown in table 1, form the foundation of students' English training and were selected because they represent the core of the early curriculum where attitudes towards English varieties begin to take shape. The professors in charge of teaching these courses therefore became the main participants of the study, contributing through surveys and, in some cases, follow-up interviews.

A total of **14** professors from the English department of the ECL were invited to complete the survey, and **11** responded. The group included **6** men and **5** women. In terms of age, the largest number were between 35 and 44 years old (**6**), while **2** were between 25 and 34, **1** between 45 and 54, and **2** between 55 and 64. Most professors had studied at public universities (**7**), followed by private universities (**3**), and **1** reported mixed education (both sectors). Their majors reflected the program's aim toward language education as **7** are specialized in *Foreign Languages*, **1** in *Modern Languages*, and **3** in related areas such as *Literature* and *Gender Studies*. As for academic qualifications, **6** respondents held a *Master of Arts* degree and **5** had earned a *PhD*. Their professional experience was extensive: **6** professors had more than 15 years of teaching, **3** had between 10 and 15 years, and **2** had between 5 and 10

years. At the institutional level, 7 were *tenured* professors and 4 were *lecturers*³. These demographics provide a clear profile of the educators whose perspectives inform the study.

Table 1: Sequence of English Courses in the FLT Program

Semester	Course	Course's descriptor	Length (weeks/hours)
I	Integrated Skills in English I	Introductory course developing listening, speaking, reading, and writing skills.	16 weeks – 96 contact hrs + 128 independent hrs
II	Integrated Skills in English II	Continuation of integrated four-skill development.	16 weeks – 96 contact hrs + 128 independent hrs
III	Integrated Skills in English III	Ongoing integrated-skills development.	16 weeks – 96 contact hrs + 128 independent hrs
IV	Integrated Skills in English IV	Comprehension and production of oral/written discourse by text type.	16 weeks – 96 contact hrs + 128 independent hrs
V	Oral Discursives Genres in English V	Analysis and production of oral genres/discursive acts in English.	16 weeks – 96 contact hrs + 128 independent hrs
VI	Written Discursives Genres in English VI	Recognition and use of rhetorical mechanisms in written texts.	16 weeks – 96 contact hrs + 128 independent hrs
VII	Written Composition in English VII	Advanced training in academic writing processes and composition.	16 weeks – 96 contact hrs + 128 independent hrs
VIII	Literature in English VIII	Introduction to advanced English-	16 weeks – 96 contact hrs + 128

³ I Spanish, the distinction would be *Docentes nombrados* and *docentes ocasionales*. I chose the term Lecturer because it refers to full time professors dedicated mostly to teaching and under a yearly contract (see <https://en.wikipedia.org/wiki/Lecturer>)

		language literature, with focus on reading, analysis, and cultural context.	independent hrs
IX	Literature in English IX	Advanced study of English-language literature, emphasizing interpretation, critical discussion and poetry.	16 weeks – 96 contact hrs + 128 independent hrs

At the end of the survey, professors were invited to participate in follow-up interviews. 8 expressed interest, and 4 accepted. For confidentiality, they are referred to using the pseudonyms employed throughout this study (D.P., N.B., U.M., and S.N). These four professors have different academic backgrounds in Linguistics, Education, and Literature, and their teaching experience ranges from 5 to 20 years. Their profiles were especially relevant because, as direct members of the program, they were able to provide more detailed input that connects directly to the main questions and objectives of this study.

4.3 Research approach and design

This study was carried out using a qualitative approach with a case study design. A qualitative approach was the most suitable because the interest here is not in measuring or predicting but in exploring and describing experiences and perspectives in detail (Creswell & Creswell, 2018; Duff, 2007). Designs and methodologies under this paradigm are characterized by contextualization, holistic perspective, inductive reasoning, the admission of subjectivities, in-depth exploration and rich description. Its main source of data, though not exclusive, is language making it possible to work with non-numerical information and to look at meanings in certain conditions.

According to Creswell & Creswell (2018), case study research is a type of qualitative research design suitable for exploring and understanding the meaning individuals or groups within a “case” give to a social or human problem. This approach allows for an extensive study of issues, providing a rich and detailed understanding of the research problem. In this context, a “case” can be an individual or group of individuals that are linked to, and cannot be separated from, a specific context in which they live, work or evolve (Duff, 2007). In other words, the case involves the participants of the phenomenon and the phenomenon itself. A case can be a student, a class within a school, a school in a school district or even a municipality. In this particular study, the case refers to the FLT program and includes two units of analysis, the curricular contents, expressed in the syllabi of the courses Integrated skills in English I to 5, and the faculty teaching those courses.

4.4 Data collection methods, procedures, and analysis

4.4.1 Data collection methods and procedures

This study involved three primary data sources: course syllabi analysis, faculty surveys, and semi-structured interviews with professors.

For the syllabi analysis, 10 course syllabi from Integrated Skills in English I–IV and Oral Genres in English V, covering the academic periods 2022-I to 2023-I, were obtained with permission from the head of the School of Language Science. These syllabi were the only ones available at the time of data collection, which represents a limitation for the study. At the same time, they were significant because they belong to the sequence of English courses that mark the transition from basic skills to more advanced discourse practices and, being from the most recent academic periods, they show how the program has been framing English in recent years.

A survey is one of the most common strategies to collect data in educational research. Creswell and Creswell (2018, pp. 147–148) describe it as a procedure for gathering information from people by asking them questions so that their responses can provide a description of trends, attitudes, or opinions. Surveys can combine different kinds of items (multiple-choice questions or open-ended prompts) making it possible to capture both general patterns and more personal perspectives. They are especially useful when the aim is to describe attitudes or opinions in a defined group (Creswell & Creswell, 2018). For this research, this survey was designed to put a focus on the professors regarding their background, their process of learning English, and what they are teaching now. It included questions that asked about their education, years of experience, and how these factors influence the way they see English. Starting with questions about English varieties in general, such as which ones they know and how they view them in the program. After that, it turned to AAVE more directly, asking if they are familiar with it, if they bring it into their courses, and the reasons they gave for including it or otherwise. Table 2 below shows the specification lists for the construction and development of the survey.

The survey was validated by two professors of the FLT program with research experience and academic background. Professor one has taught courses in research methodology and research project design, has a PhD in Hispanics and Latin-American studies and has published research on identity and migration studies. Professor two normally teaches courses in language pedagogy, Bilingual and multicultural education and holds a Masters in literacy studies. He publishes studies in gender identities and decolonial language teaching. They were sent the survey and asked to validate the instruments in terms of the number of questions, the correspondence between the questions and the objectives of the study, the clarity of instructions, the wording of the items and the internal consistency between the sections and questions. Both

made suggestions on form and content. These suggestions were incorporated in the final version of the survey that was distributed to the faculty.

Table 2: Survey structure on Faculty staff perceptions of AAVE

Section	Focus	Question type's	No. of questions	Description
I	Demographics	Multiple-choice	7	Age, gender, educational background, degree obtained, years of teaching, employment status
II	Experience with English	Multiple-choice/short answer	7	Exposure to English varieties as a learner, living abroad, teaching varieties, student reactions, importance of varieties, perception of most common variety in Colombia
III	Perceptions of AAVE	Multiple-choice/Likert-scale / open-ended	4	Understanding of AAVE, recognition as a variety, personal use in teaching, and attitudes toward including AAVE in the curriculum
IV	Appropriateness of AAVE Sentences in Class	Likert-scale	1 (matrix with 5 items across 5 courses)	Faculty rated the likelihood of including materials with AAVE sentences

				in Integrated Skills I–IV and Oral Genres in English V
V	Attitudes toward English Varieties (with focus on AAVE)	Likert-scale	6	Agreement/disagreement with statements about the value of varieties, Standard English focus, student ability, importance of exposure, and appropriateness/grammar of AAVE
VI	Interview participation	Yes/No	1	Professors indicated willingness to participate in a follow-up interview

Semi-structured interviews were used as a further method to expand on the survey results and to collect more detailed angles on AAVE in this FLT program. Creswell and Creswell (2018) note that this approach is useful when the researcher wants guiding questions but also enough flexibility for participants to share their experiences more openly. As previously mentioned, 4 professors agreed to participate in this stage. The interviews were appointed via email and executed either in person or via Zoom, depending on the participants' availability. Before each session, professors gave their consent to be recorded, which ensured accurate transcription while protecting confidentiality.

The semi-structured interview protocol combined open-ended questions about background, perceptions, and experiences with prompts specific to AAVE in this program. The

open format encouraged participants to expand their answers in detail, while the guiding questions kept the conversation focused but versatile. The complete script protocol is provided in Appendix B.

4.4.2 Data Analysis

The syllabi analysis was conducted using a documental analysis approach, as described by Morgan (2022), which is a systematic method in qualitative research for interpreting and evaluating information within written materials.

To organize the analysis, an analytical matrix (Table 3 below) was created with six key sections: (1) Course Name, (2) Academic Year/Period, (3) Presence of AAVE in Learning Outcomes, (4) Presence of AAVE in Course Content, (5) Presence of AAVE in Course Materials, and (6) Additional Observations. This structure allowed for a thorough review of the syllabi, evaluating the presence of AAVE across multiple components of each course. The syllabi were reviewed to identify explicit or implicit references to AAVE in these components. The learning outcomes were assessed to determine if AAVE was acknowledged in the expected student competencies.

The topics and activities covered in the courses were examined for discussions related to language varieties and cultural or linguistic diversity, particularly concerning AAVE. Additionally, textbooks, articles, audiovisual materials, and other resources listed in the syllabi were analyzed to identify any references to AAVE or the use of texts that featured AAVE. This analytical matrix provided a structured way to organize, illustrate, and summarize whether AAVE was present or absent within the curriculum. Table 3 illustrates the structure of the matrix and shows a sample of how the analysis was conducted. The complete matrix is included in Appendix A.

Table 3: Sample of the matrix for the syllabi analysis

Course Name	Academic Year/period	Presence of AAVE in Learning Outcomes	Presence of AAVE in Course Content	Presence of AAVE in Course Material	Additional Observations
Integrated Skills in English I	2022-I	No explicit mention of AAVE.	No specific topics, examples, or activities that discuss AAVE.	No mention of AAVE in the suggested resources (e.g. textbooks, articles, audiovisual materials).	This course syllabus emphasizes cultural diversity and encourages multimodal self-expression. It also mentions addressing linguistic diversity in English and students' mother tongues. However, while the syllabus focuses on linguistic diversity in a general sense, it doesn't explicitly mention AAVE or explore a specific English variation.

As mentioned in the data collection methods and procedures, a faculty survey titled “Exploring Linguistic Diversity: ‘*Professors’ Perceptions of African American Vernacular English in English Language Teaching*” was conducted to gain deeper knowledge into their attitudes toward AAVE in the FL program.

The survey data was analyzed with a focus on identifying patterns and themes across the faculty responses. Frequency analysis and some descriptive statistics were applied to the multiple-choice and Likert scale questions to show the general tendencies in the responses of

Faculty, providing an understanding of how familiar they were with AAVE, whether they considered it a valid English variety, and how relevant they believed it was to their teaching. These responses were analyzed to identify the professors' most common attitudes.

For the open-ended responses, thematic coding was applied, grouping similar comments and ideas into bigger categories that captured the faculty's opinions and experiences. Braun and Clarke (2006) highlight thematic analysis as an effective method for examining qualitative data, particularly when exploring participants' views and experiences. This process helped identify key themes, such as challenges related to incorporating non-standard varieties of English and the perceived benefits of promoting linguistic diversity in the FLT program. This analysis provided main topics and better understanding of faculty's perspectives on AAVE, as well as the barriers to its inclusion in academic settings.

To complement the survey data, semi-structured interviews were carried out with four professors who teach English courses in the FLT program. Each interview was audio-recorded with the consent of the participants and later transcribed using Otter.ai, transcription software that ensures accuracy and efficiency in converting spoken language into text. This transcription process allowed for a detailed and thorough review of the interviews. The interview data were also analyzed using thematic analysis. The transcription process allowed and ensured familiarity with the content and captured all significant points raised by the participants. After this review, initial codes were created to highlight important trends made by the participants during the interviews.

Coding involved systematically identifying specific text sections related to key themes such as AAVE's role in the curriculum, faculty teaching practices, and attitudes toward non-standard English varieties. These codes were then grouped into broader themes that reflected recurring ideas across the interviews. These themes helped to organize the data into meaningful categories that represented the participants' use of AAVE and linguistic diversity within their teaching. Table 4 below shows a list of the preliminary pre-established themes and codes. Themes were selected according to the intention of the question and the codes were proposed based on the expected possible trends in the answers.

Table 4: Preliminary list of codes and themes

Theme	Codes
Exposure to English varieties	Exposure to AAVE, experience with various English varieties
Inclusion of AAVE in curriculum	Importance of teaching linguistic diversity, practical challenges
Students reception	Student openness, engagement with non-standard varieties, comprehension difficulties
Challenges	Time constraints, balancing with other English varieties, curriculum limitations

The identified themes were then carefully reviewed against the original transcripts to ensure consistency and accuracy. Any redundant themes were merged, and distinct themes were kept separate to preserve the clarity of the analysis. This ensured that the final themes provided an accurate reflection of the professors' perspectives and experiences.

4.5 Validity and reliability

In qualitative research, validity refers to the accuracy and trustworthiness of the data and the interpretations of these data (Creswell & Creswell, 2018).

In the context of this research study, which involves semi-structured interviews and document analysis, validity was established by ensuring that the questions in the interview protocol were clear, relevant, and aligned with the research objectives. Additionally, data triangulation, such as comparing data from interviews with findings from document analysis, will be conducted to help corroborate the findings (Creswell & Creswell, 2018).

Reliability in qualitative research refers to the consistency and dependability of the research findings (Phakiti, 2015). In this study, reliability will be enhanced by using a consistent interview protocol for all participants. Documenting the procedures for data collection and analysis to allow for study replication also contributes to reliability. Furthermore, verifying the transcriptions of the interviews with the original recordings will ensure accuracy (Phakiti, 2015).

These approaches align with the principles of trustworthiness in qualitative research, achieving the importance of validity and reliability in ensuring the integrity and credibility of the research findings.

4.5 Ethical considerations

In this qualitative research, ethical implications were carefully considered to ensure that the rights and well-being of the participants were respected. Approval was obtained from the ECL before the start of the study. This process involved obtaining informed consent from the participants, ensuring they understand the purpose of the research, their role in it, and their right to withdraw at any time. Privacy and confidentiality are of most importance in this study.

Measures were taken to anonymize data and store it securely. The cultural backgrounds of the participants were respected, and any form of discrimination were strictly avoided. Transparency about the purpose of the research was maintained throughout the study, as suggested by Holliday (2016). This approach ensures that the research adheres to the highest ethical standards, thereby safeguarding the integrity of the research findings.

As the researcher, I will stick to all relevant data protection regulations and institutional guidelines in handling and storing the data. This approach to data security highlights my commitment to respecting and protecting the rights of the participants.

5. RESULTS

This section reports the findings from the different data collected from the sources described in the previous chapter. The results provided a clear view of how AAVE the presence or absence thereof in the curriculum of the FLT program that was considered the case in the current study. Results also examined the faculty's attitudes on the role of AAVE within the teaching practices of the FLT program. The section is divided into three subsections: first, the syllabi analysis, second, the survey findings, and finally, the insights from interviews.

5.1 Syllabi Analysis

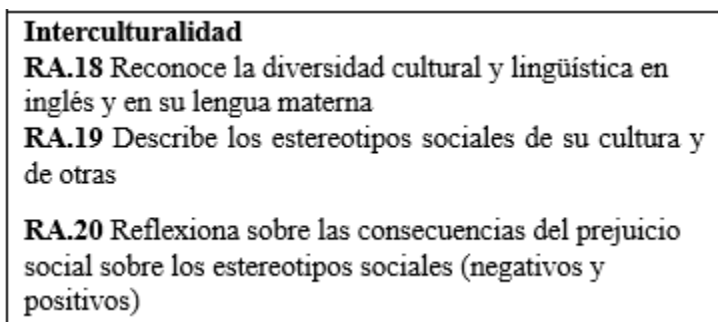
The syllabi analysis revealed key findings into the representation of AAVE in the curriculum of the FLT program. This section presents the findings related to learning outcomes, course content, and course materials across the analyzed syllabi.

5.1.1 Presence of AAVE in Learning Outcomes

The analysis of the syllabi revealed that AAVE was not explicitly mentioned in the learning outcomes of any of the analyzed documents. Although some syllabi emphasized cultural diversity, the inclusion of specific linguistic varieties, such as AAVE, was absent. This suggests that while general linguistic diversity may be encouraged, non-standard varieties of English are

not directly integrated into the student competencies. Below, there is an example of one of the learning outcomes that included exposing students to different varieties of English

Figure 1: Screenshot from the *syllabus of Integrated Skills in English I, 2022-I*



Learning outcomes of this sort (or alike) were present in 7 out of the 10 documents analyzed. This goes to show that while familiarizing students with different dialectal varieties of English is a common goal in most courses in the language component of the program, there are no explicit references to AAVE in those goals nor specifications of other varieties different from standard ones.

5.1.2 Presence of AAVE in Course Content

The course content analysis confirmed that AAVE was not explicitly incorporated into any of the courses. Integrated Skills in English I-IV and Oral Discursive Genres in English V included topics on communication skills, interculturality, and sociocultural exploration, but none of the syllabi included direct discussions or materials related to AAVE. The lack of AAVE-focused content highlights the program's emphasis on more traditional or standard English varieties.

Let us look at an example the list of contents from Integrated skills in English II, period 2022-II.

Figure 2, List of contents from the course Integrated skills in English II, period 2022-II.

THEMES	FUNCTIONS	GRAMMAR AND METALANGUAGE	PHONETICS AND SPELLING	TEXTS	CULTURE	ITERATURE
WHO AM I?	- Introducing oneself and others Name, age, sex, date, and place of birth, nationality, marital	-Present tense: Verb To Be -Ordinal and Cardinal numbers	-The alphabet -problematic phonemes/sounds	-Oral and written production of simple sentences, and simple paragraphs (mainly descriptive) about the topics proposed for this level.	- A brief history of the English Language -Locations in the world map	
	status, address, phone number, profession, or occupation, workplace, etc.	-Adjectives order				-Short
MY INTERESTS, PREFERENCES AND ABILITIES	- Expressing personal and others' interests, preferences, and abilities. Food, sports, music, entertainment, hobbies, academic subjects, etc.	-Present tenses -Comparatives - Frequency adverbs - Prepositions of time and place	-Word stress patterns -Intonation of questions and statements	Continue working on simple sentences and paragraphs with conjunctions	-Some cultural differences in the world -Some behaviors patterns in some cultures	-Short narrative stories (printed and in audio) -Myths and legends

MY HOME	- Talking about Family background and conformation. Kind of family and housing, family members and occupations or professions, workplaces and routines, description and comparison of their personal appearance and character, etc.	-Articles -Personal pronouns -Object pronouns	-Spelling of common words -Reductions	- Use of connectors and punctuation in order to make logical relations of introduction, development, and closing of ideas or interactions	-Family concept nowadays -Types of families	-Setting, characters, and characterization (explicit) -Fables
	- Exchanging information about Academic life	-Possessive pronouns	-Plurals and singular third person (them, he/she/it)		-Free time and routines Identification of school	
MY ACADEMIC LIFE	School location, school places, and subjects, school schedule, staff, stationery and vocabulary related to academic performance- Making requests and asking for permission.	-Possessive adjectives -Plurals -Contractions			systems and their differences and similarities.	

As stated before, the contents focus on different topics, grammatical, cultural and communicative aspects of language (functions and discourse). This goes in line with the general purpose of the course. Yet, linguistic varieties are not included as a topic of study and there is no explicit teaching of AAVE. This could be caused by the fact that this is one of the basic levels. The analysis of intermediate and advanced levels yields similar results, though.

5.1.3 Presence of AAVE in Course Materials

Similarly, AAVE was not referenced in the textbooks, articles or other instructional materials listed in the syllabi. However, courses like Oral Genres in English V did incorporate

authentic texts and audiovisual materials that explored sociocultural issues related to African American culture, but there were no explicit materials featuring AAVE or content focused on linguistic variations in English.

To illustrate this, the following figure presents the contents of Oral Genres in English V (2023-I).

Figure 3: Table of contents from the syllabus of Oral Genres in English V, period 2023-I

1. Componente teórico • Características generales del habla en público [1]. • Métodos de habla (leer de un manuscrito, habla con preparación, habla con poca o ninguna preparación, etc.), formas de hablar (volumen, tono, velocidad, pausas, etc.) y expresión corporal (contacto visual, gesticulación, movimiento, etc.) [1]. • Principales características de algunos géneros discursivos orales relevantes (entrevista [3], debate [4], presentación [1, 5 & 6], panel [1 & 2], discurso [7, 8 & 9], conferencia [7], etc.) y análisis general de aspectos lingüísticos, discursivos y sociolingüísticos. 2. Componente práctico • Acercamiento a diversos temas de carácter sociocultural (avances en tecnología, migración, meritocracia, respeto y diversidad, interculturalidad, etc.) como escenarios de discusión. • Exploración de la relación entre la comprensión y producción escrita y la producción oral como estrategia de comunicación empleando herramientas digitales. • Identificación y práctica de estrategias de comprensión oral de audios cortos y de producción oral en presentaciones cortas empleando recursos tecnológicos como podcasts o plataformas de video. • Desarrollo de presentaciones orales cortas (individual o tipo panel) y debates. Sugerencias: <i>The disarming case to act right now on climate change by Greta Thunberg</i> <i>The victory speech by Kamala Harris</i> <i>The Pursuit Of Happiness: Job interview . Tales of Passion by Isabel Allende</i>	3. Componente literario • Lectura y discusión de una obra literaria: reflexión sobre aspectos lingüísticos y estéticos, acercamiento al contexto real y/o ficticio e interpretación de implicaciones políticas y socioculturales). Sugerencias: a) <i>American (by Chimamanda Ngozi Adichie)</i> b) <i>Brave New World (Aldous Huxley)</i> c) <i>The Handmaid's Tale (Margaret Atwood)</i> d) <i>The War of the Worlds (Herbert George Wells)</i> e) <i>Voices from Chernobyl: The Oral History of a Nuclear Disaster (Svetlana Alexievich)</i> f) <i>Treasure Island. Robert Louis Stevenson</i> g) <i>The time machine. H. G. Wells</i> h) <i>Kidnapped. Robert Louis Stevenson</i> i) <i>The beautiful and damned. Scott Fitzgerald</i> j) <i>Dreams of youth. Scott Fitzgerald</i> k) <i>Short stories. Oscar Wilde</i> Películas <i>The King's Speech</i> <i>My Beautiful Broken Brain</i> Nota: Estos contenidos pueden variar o ser ajustados dependiendo del nivel del grupo y de sus necesidades.
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Texts (written, oral or multimodal) such as the film *The pursuit of happiness* (Muccino, 2006), the novel *Americanah* (Adichie, 2013) and *the victory speech* by Kamala Harris are all representative of African American Culture. They all show students what being African American is like and the struggle these people have endured in the U.S. Yet, none of these displays AAVE, so the chance to analyze linguistically and functionally samples of this variety is lost.

To sum up the findings from the syllabi analysis, it can be stated that while AAVE was not directly addressed in any of the syllabi, there were references to cultural diversity and interculturality in a general sense. Some syllabi encouraged students to engage with different cultural perspectives and range, but without a specific focus on non- standard English varieties like AAVE. The potential for incorporating different English varieties such as AAVE exists within the objectives of the curriculum, but it remains unfulfilled, in the specific content and materials currently in use.

5.2 Survey Results

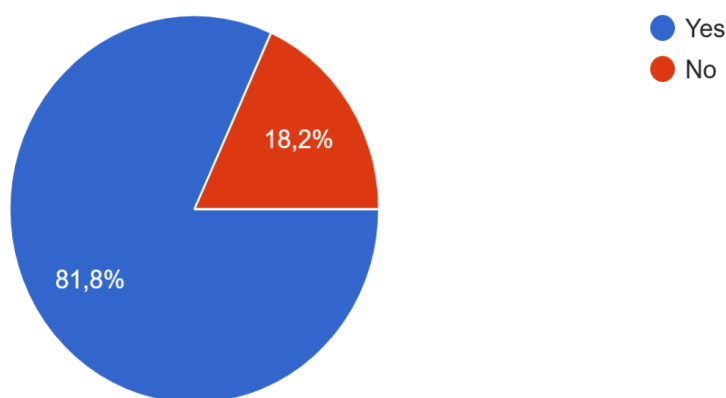
The survey responses offered a window into how faculty in the program view AAVE. Their answers reflected different levels of familiarity: some connected AAVE to debates on linguistic diversity, while others admitted they had little knowledge of the variety. At the same time, several professors also hinted at how AAVE could be positioned in the curriculum, even if it is not part of it now.

5.2.1 Exposure to English Varieties

The first section of the survey explored faculty members' exposure to different varieties of English, focusing on whether they had encountered and engaged with dialects such as AAVE.

This information is essential for understanding their familiarity with linguistic diversity and its influence on their comfort level and ability to integrate non-standard varieties into the classroom (Galloway, 2017; Illés & Akcan, 2017).

Figure 4: Faculty Exposure to different English Varieties



As shown in Figure 4, most professors (**9 out of 11**) reported having been exposed to a diverse range of English varieties beyond Standard American and British English. These included Southern U.S dialect, AAVE, Irish, Scottish, Caribbean, Irish, New Zealand, Australian, Canadian, and Indian varieties. The most frequently mentioned variety was Caribbean English. Faculty comments revealed diverse experiences regarding exposure to English varieties.

One faculty member shared, "AAVE, British (RP), Scottish, Irish, Latino varieties, Caribbean, Indian, and American" (F8 - survey answer 2⁴). This response highlights significant exposure to wide range of varieties of English, from the standard accents like British Received

⁴ F8 refers to "Faculty 8" as a way to identify the professor following the order in which the responses were received. Survey answer 2, refers to the number of the question in the survey.

Pronunciation (RP) to non-traditional and regional varieties such as Caribbean and Latino English. It shows an awareness of English not just as a singular monolithic unity but as one with rich cultural and regional diversity. This range of exposure suggests an ability to appreciate the social and cultural nuances of these varieties, which could positively influence classroom teaching by incorporating an extensive linguistic perspective.

Another wrote, "Southern, African American, British, Caribbean, African." (F4 - survey answer 2). This comment brings attention to varieties often overlooked in standard curricula. For example, Southern American English and AAVE reflect distinct cultural histories and are deeply tied to the identities of the communities that use them. Including African and Caribbean English further emphasizes an understanding of the global diversity of English. These varieties though sometimes marginalized represent important facets of varied dialectal forms and community dynamics.

A third explained, "Several American and British varieties (e.g., Southern accents, Ebonics or AAVE, Cockney, Received Pronunciation), among others." (F5 - survey answer 2). The mention of Cockney and AAVE illustrates the respondent's recognition of the rich linguistic textures within both standard and non-standard forms of English. Cockney, associated with working-class London communities, and AAVE with its deep roots in African American culture, each carry significant cultural weight and historical context. By acknowledging these varieties alongside RP, this faculty member demonstrates a comprehension of how language operates across different social and cultural contexts.

The experiences reported by these faculty members suggests an understanding of English as a global language, surrounding diverse cultural and regional contexts. It also suggests how diverse their exposure and experience with the language has been as language learners and users.

One would expect that this extensive exposure may positively influence their pedagogical practices by promoting inclusivity and a diverse linguistic environment. Exposure to non-standard varieties like AAVE could potentially allow faculty to challenge traditional language hierarchies in their classrooms, thereby encouraging students to appreciate the authenticity of varied linguistic expressions.

However, **2 out of 11 faculty members** reported a limited exposure, primarily indicating that their experience was mainly focused on American and British English. Their responses illustrated a more restricted linguistic background.

Conversely, one respondent mentioned, "US Mass Media English and UK "BBC" English." (F6 - survey answer 2). This statement points to an educational background heavily influenced by media representations of Standard English Varieties. Such reliance on dominant media narratives shows how traditional views of English often prioritize widely accepted "neutral" or prestige accents, potentially, leaving little room for any diversity.

These findings reveal an unevenness in linguistic exposure among faculty members. While some have had extensive experiences that may enhance their openness to language variation, others have a more limited perspective that might interfere with their ability to recognize the legitimacy and relevance of unconventional varieties. While minimal, this disparity still could have implications for how English is taught in the FLT program, with potential biases toward Standard English dominating classroom practices.

Furthermore, one faculty member emphasized the importance of exposure to these varieties for challenging preconceived notions about the correct form of English. The faculty member noted, "Students love to be exposed to different varieties. They questioned the idea of native-speakerism as a norm." (F3 – survey answer 4). This comment suggests that exposure to different

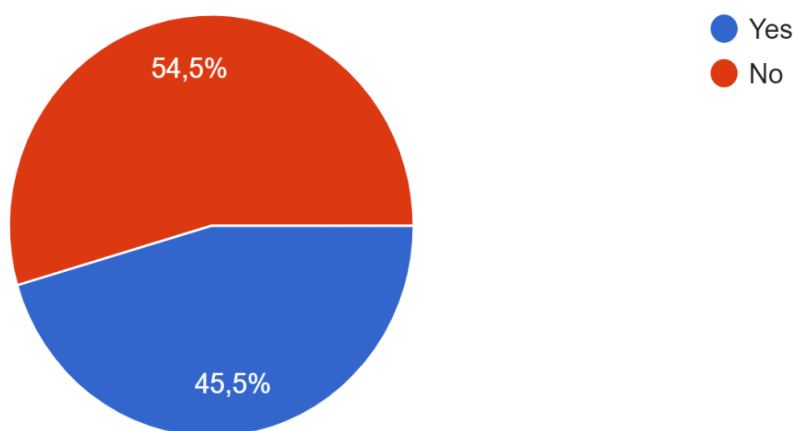
varieties can bring a more inclusive perspective on what constitutes proper English and challenges students' assumptions about language norms. It also highlights the role that exposure plays not only in faculty attitudes but also in shaping students' views of linguistic legitimacy.

The findings from this section highlight the importance of being exposed to linguistic diversity among faculty members in shaping their teaching approaches and attitudes toward integrating varieties like AAVE into their curriculum. The data suggests that while there is a promising linguistic mixture within the faculty, efforts are needed to ensure that all educators are equally prepared to recognize and teach the diverse forms of English that students will encounter both within and beyond the classroom. These results resonate with Ibarra Díaz et al.'s (2018) findings at Universidad del Quindío. One is unlikely to teach what one does not know, therefore, a background of experience to these varieties is a key ingredient for its recognition and acknowledgement. While the presence of traces of Colombian Spanish accent in the production of English was valued as evidence of their identity, both students and teachers still considered a native-like accent was an achievement and evidence of "good English".

5.2.2 Teaching Experience with Non-standard English Varieties

The second part of the survey focused on faculty members' experiences teaching non-standard English varieties, including AAVE. Understanding these experiences is key, as it helps to reveal the scale to which diverse forms of English are integrated into their classrooms and identifies barriers that may limit such practices. To better understand the extent to which faculty members have taught non-standard varieties, Figure 5 presents data on faculty experiences.

Figure 5: Faculty experience teaching English varieties different from Standard English

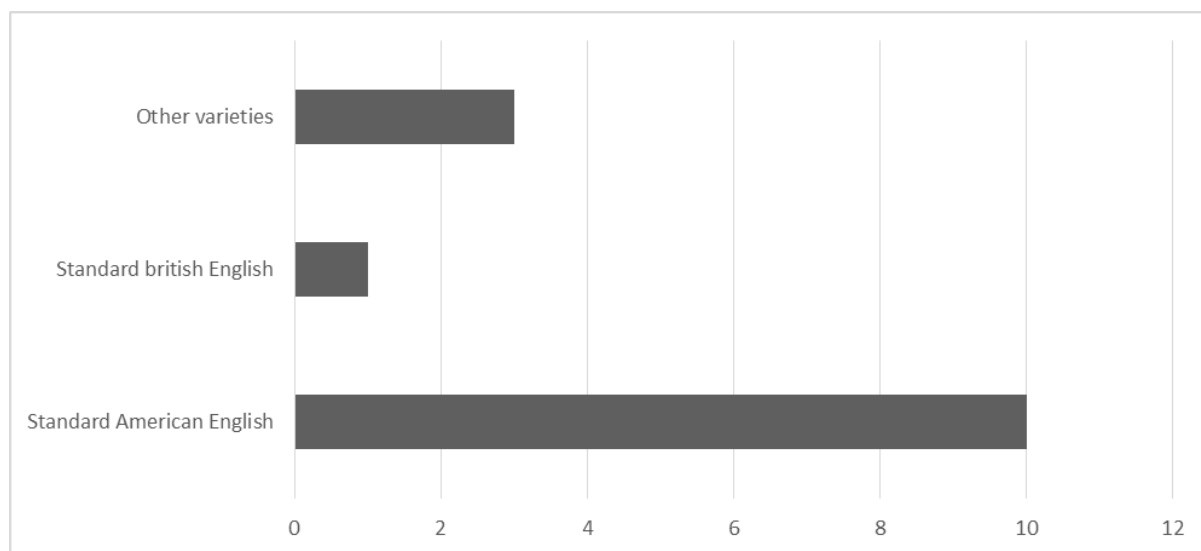


As shown in Figure 5, most professors have not taught varieties beyond Standard American and British English. This is a common phenomenon, as many academic programs, institutions and instructional materials typically favor these standard varieties as the norm. Liu (2021) argues that this is not a neutral practice but an ultranationalist ideology that sustains linguistic hierarchies in English language teaching. As he explains, “native-speakerism is a chauvinistic ideology with pernicious effects, which nullifies nonnative English varieties as half-baked or illegitimate” (p. 98). This pattern is also reflected in the survey. When asked which English varieties were most commonly taught in ELT classrooms in Colombia, most participants identified Standard American English as the dominant variety, as illustrated in Figure 6 below.

Unsurprisingly, 90% of the faculty identified Standard American English as the most taught variety in EFL classes. Only 3 faculty mentioned other varieties different from Standard American and British English. The teaching of English is also a business and the market is dominated by the influence and global positioning of the United States. This is reflected in the availability of materials and online resources. Hall (2011) has identified that when it comes to choosing a variety to be taught, geographical proximity, the existence of international

commercial relationship with that nation and prestige are key elements for that selection. Thus, it is clear why American Standard English has such an impact in the Colombian ELT scene.

Figure 6: Faculty perception on the variety of English more frequently taught in the classroom.



The respondents, however, had different perspectives on the least frequently taught varieties. One of them commented that the selection of the variety depends on the teacher (F6 – survey answer 7), another offered a reflection that suggests that it depends on the context and the teacher. For example, this professor commented that

I would say that American English is the most influential in Colombian EFL classrooms as it is the closest variety we have contact with. In Uni, I would say that the English variety used in the classrooms is influenced by each lecturer's educational background. For instance, those who have studied in the USA, are influenced by American English, so are those who studied in the UK, Australia or New Zealand. (F4 survey answer 7)

Faculty background and experiences learning English seem to be determinant in their preference for a specific variety. This happens at the University, but clearly, in other teaching contexts the Standard American English is dominant.

Continuing with the analysis of the experiences of faculty teaching other varieties, after answering whether they had had experience using other varieties in teaching, they were asked to specify which varieties they had used. The responses revealed a split between faculty who actively incorporate non-standard varieties into their teaching practices and those who find it challenging to do so (see figure 5). This division reflects the differing approaches to linguistic diversity within the FL program. Thus, **6 out of 11** faculty members reported integrating non-standard varieties including AAVE, Indian English, and Nigerian English into their teaching, whereas **5 out 11** faculty members **primarily focus** on Standard English either American or British. These professors cited practical challenges or limitations as barriers that prevent the inclusion of non-standard varieties into both their curriculum and classes. I shall delve into this in more detail further below.

Interestingly, one professor made a comment explaining the challenges faced when attempting to include non-standard varieties in the classroom: "I use materials in different varieties of English, but I cannot teach them as I am not a representative speaker of any of them." (F6 – survey answer 3). This response reflects the belief that effective teaching of a specific variety requires the instructor to have an in-depth, native-like understanding of that variety. This belief aligns with native speakerism; the idea that only native speakers are qualified to teach certain varieties or dialects of a language. As Liu (2021) explains, "native-speakerism positions native speakers as the ideal teachers while relegating nonnative teachers to an inferior status" (p. 99). This perspective raises an interesting question: are these faculty members more comfortable

teaching Standard American English because they perceive themselves as better representatives of it, thereby feeling less suited to teach other varieties outside of their expertise?

Despite the barriers, there is an agreement on the value of being familiar with different varieties of English. Figure 7 illustrates faculty responses regarding how important they consider it for an English teacher to be familiar with multiple varieties of English.

Figure 7: Perceptions on the importance of knowing different varieties of English for professors in the field.

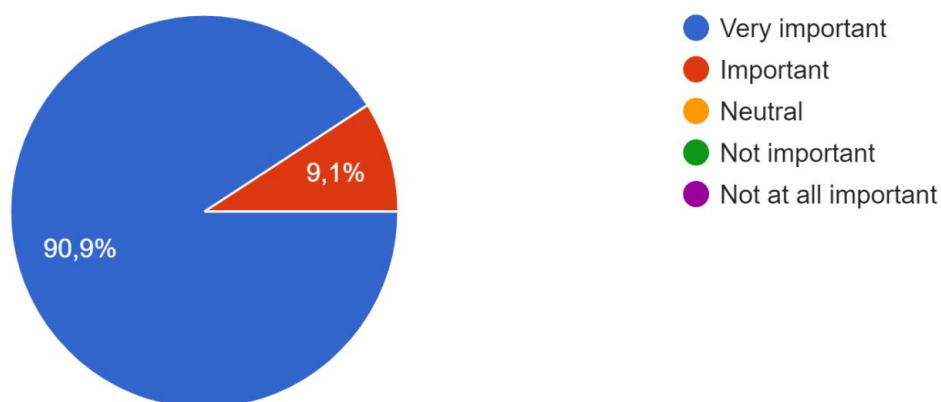


Figure 7 shows that all faculty members view familiarity with different varieties of English as important or very important. This recognition points to a strong acknowledgment that familiarity with a large range of English varieties and dialects enriches both the teaching process and student's learning experiences. This strong agreement among faculty demonstrates an awareness that linguistic diversity in teaching is not merely beneficial but essential in preparing students for real-world communication.

One faculty member expanded on the importance of this knowledge:

Teaching English to sound like a native speaker was a central objective when I was a student in the 2000s. Yet, in real life and much more with such an interconnected world we live in, English is spoken in so many varieties that sounding native-like is much less important than being able to communicate, comprehend and speak in the different types of English available. (F2 – survey answer 6)

This statement reflects a shift from the traditional goal of attaining "native-like" proficiency to a more practical emphasis on effective communication across diverse linguistic forms. This is in line with the tenets of teaching English as an International Language or as a Lingua Franca (Wong, 2016) and the views expressed on intercultural communication (Alptekin, 2002; Baker, 2024; Baker et al., 2024). As English increasingly serves as a global lingua franca, students' exposure to an extended spectrum of varieties is crucial. Teachers who understand different forms of English can guide students to appreciate the richness of linguistic variation, which is key to navigating a multicultural and globalized world.

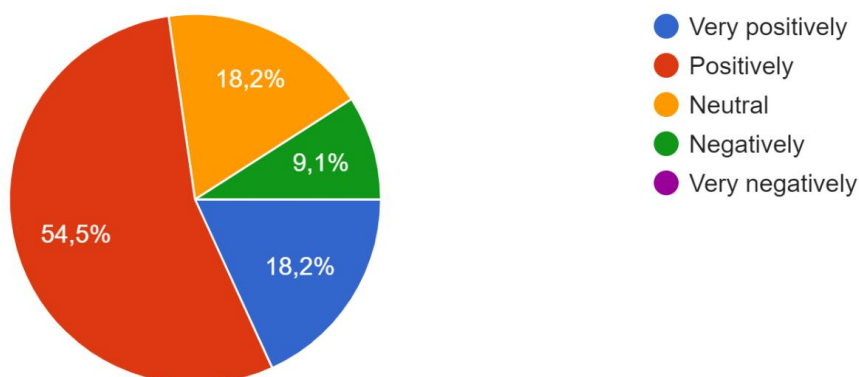
Another faculty member emphasized the cultural importance of embracing different varieties: "I consider the linguistic analysis of other varieties of English enlightens and underscores the contributions and richness of nuances in languages, and how these shape societies and change the dynamics in an area (city, neighborhood or county, etc.)." (F8 – survey answer 6). This comment highlights that the value of linguistic diversity goes beyond teaching methods; it also plays a significant role in enhancing students' cultural understanding and perspectives. By exploring different forms of English, professors can help students view language as a living, evolving dynamic social phenomenon that represents cultural richness and nuance.

Although the surveyed faculty members recognize the importance of understanding different English varieties, this belief does not always translate into classroom practices. As shown in Figure 7, there remains a gap between the recognition and valuing linguistic diversity and its implementation in teaching. Barriers to using non-standard varieties may arise from a lack of experience, institutional norms, or personal discomfort. Addressing these challenges through professional development and institutional support could help close this gap, ultimately leading to a more inclusive and effective approach to teaching English.

5.2.3 Students' Reactions to English Varieties

This section explores how professors perceive their students' reactions when introduced to different varieties of English. Understanding students' responses to these varieties is central when considering their incorporation.

Figure 8: Faculty Observations on Students' Reactions to English Varieties



According to Figure 8, most professors reported positive reactions from students when exposed to unfamiliar varieties of English which lends support to the argument that including different varieties of English in the curriculum could be positive. This result is in line with Tsang (2020) whose survey results show that students do not always expect standard varieties or

consider them as the only valid options. This is also consistent with the study by Lee & Lee (2018) who found that college students majoring in English show more openness to varieties of the language than students majoring in other subject areas.

The open-ended comments on this regard provide a better understanding of how faculty see students' reactions to these varieties. While, in general, students' reactions are positive, a few professors noted comprehension difficulties. One professor remarked: "Students feel, at first, 'uneasy' when socialized to varieties of English from the Caribbean, Africa, or India." (F1 – survey answer 4). Another added: "When I've brought up examples of different varieties of English as mentioned above, students are curious about them, but comment they are quite difficult to follow" (F2 – survey answer 4). These comments suggest that students' responses may reflect a lack of prior exposure rather than negative attitudes. This aligns with findings from Torres (2021), who noted that students in this program often had limited awareness of AAVE. As Lippi-Green (2012) argues, students are frequently socialized into viewing standard English as the norm, which can cause unfamiliar varieties to seem unintelligible or incorrect at first.

Several faculty members emphasized the importance of the role of the educator when introducing these varieties. One professor wrote:

Students usually take varieties as a comprehension challenge they are willing to accept. I think it has to do a lot with how the teacher presents such a challenge, and how aware students are made about world Englishes and their importance in a globalized world. (F10 – survey answer 4).

Thus, while lacking familiarity can be a factor that leads to discomfort, unease and a perception of increased difficulty, it is the teacher who plays a crucial role managing these initial perceptions.

Another respondent explained that students' reaction "has also relied on how I have presented this variety, stemming from the idea that we should be sensitive and understanding to language variation and change and standard English is just another variety of English" (F6 – survey answer 4). These show that when teachers contextualize non-standard varieties as valid and important forms of English, students are more likely to engage with them. This coincides with studies by Bailey (2022), who stated that student attitudes toward linguistic diversity often reflect the ideological framing provided by their instructors.

Professors also shared moments when initial confusion turned into interest:

I have noticed that when students are exposed to different varieties of English (if we, for instance, listen to a Nigerian author), even if it is difficult at first, they are usually very interested and they are able to understand everything very well. (F11 – survey answer 4)

Another noted that "Students love to be exposed to different varieties. They questioned the idea of native-speakerism as a norm". (F4 – survey answer 4). Experiences like these confirm that while exposure to unfamiliar English may cause some confusion at first, students can develop understanding and curiosity when supported by thoughtful instruction. As Rose and Galloway (2019) emphasize, engagement with global Englishes can help learners move beyond traditional models and better understand how English functions across different contexts.

However, not all faculty members shared this perspective. A few professors expressed concern about students misinterpreting their difficulty as a failure of the variety rather than a reflection of their limited exposure. A faculty member explained: "They tend to explain their difficulties to understand or recognize the specific variety in terms of it being difficult or unintelligible, rather than as a lack of exposition." (F8 – survey answer 4). This is an interesting observation as students sometimes attribute their struggles to inherent features of the language variety rather than recognizing their limited previous exposure as the actual barrier. This

response also reflects what Lippi-Green (2012) calls "the ideology of standard language," where dominant varieties are viewed as correct and others are seen as deficient.

The responses from professors reflect a very slight but major interpretation of students' reactions to other varieties. Students may show enthusiasm and willingness, but initial struggles to understand it cannot be overlooked. Conversely, students in the FLT program do not reject exposure to English varieties like AAVE, but they may feel off at first. However, their reactions depend greatly on the teacher's approach, the amount of contextual information provided, and the frequency of exposure. When teachers actively frame these varieties as valid, students could show an increased curiosity, comprehension, and willingness to engage with it.

5.2.4 Perceptions of AAVE

This section analyzes how professors perceive AAVE in the context of English language teaching. Based on the open-ended survey responses, 9 professors out of 11 shared their perspectives on the role of AAVE in EFL teaching. Their comments reflect a range of stances, from affirming AAVE's recognition to limited knowledge. These perceptions offer a vision into how this variety is positioned linguistically, socially, and ideologically in the FLT program. As shown in Figure 9, all professors agreed that AAVE should be recognized as a valid language variety in academic contexts. This response recognizes linguistically AAVE as a dialect with distinct phonological, grammatical, and lexical features (Green, 2002; Rickford, 1999), but also shows that, despite general discrimination, it deserves a space in academic settings.

The open-ended responses provide more insights into the general trend. "I believe AAVE is just as valid as any other variety of English". (F1 – survey answer 2) Such recognition is supported with sociolinguistic frameworks that view language variation as inherently legitimate, while critiquing the ideological rise of Standard English (Lippi-Green, 2012). However, while

many respondents supported AAVE's validity, their answers also revealed concerns about pedagogical application and students' perception.

Figure 9: Do you believe that AAVE should be recognized as a valid language variety in academic contexts?

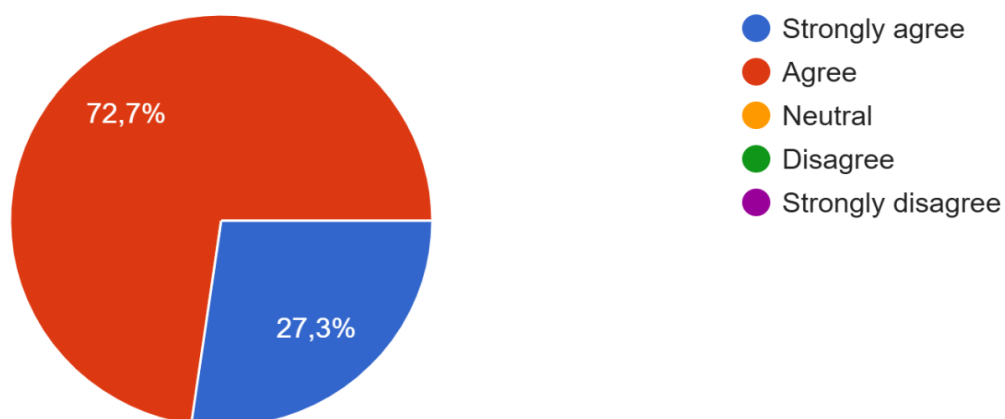
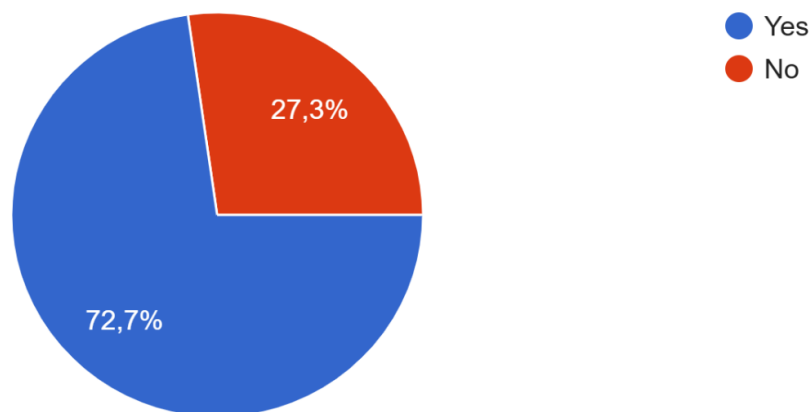


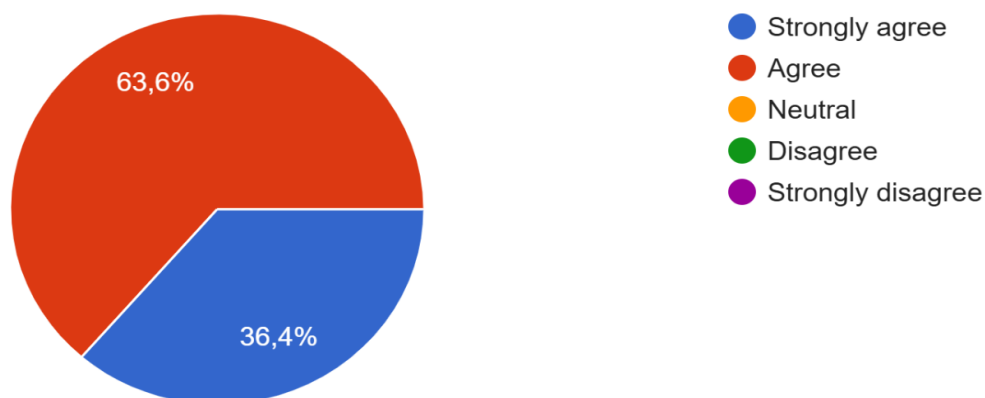
Figure 10: Use of AAVE in Teaching



Surprisingly, as shown in Figure 9, most professors (72.7%) indicated that they had used AAVE in their teaching. This challenges the assumption that AAVE is entirely absent from classrooms and shows that some faculty are already introducing it, even if informally. However, the open-ended responses show that such inclusion may not always be intentional or fully contextualized. One respondent wrote: “I don't feel prepared to teach AAVE, and I’m not sure how students would react.”(F7 – survey answer 3) Another explained: “I do not feel I know enough about AAVE to make a judgment” (F6 – survey answer 2).

These concerns contradict the results shown in Figure 11 below. All respondents agree or strongly agree that the incorporation of AAVE would be beneficial for students, their comments to the previous questions indicate that confidence levels remain low or neutral. While many may include AAVE through media, there remains a clear gap in training and materials to approach AAVE critically and systematically. As Flores and Rosa (2015) argue, addressing raciolinguistic ideologies requires not only awareness but also pedagogical tools that allow educators to engage with linguistic diversity intentionally and equitably.

Figure 11: I think that incorporating AAVE into the EFL curriculum would benefit students’ understanding of English language diversity.

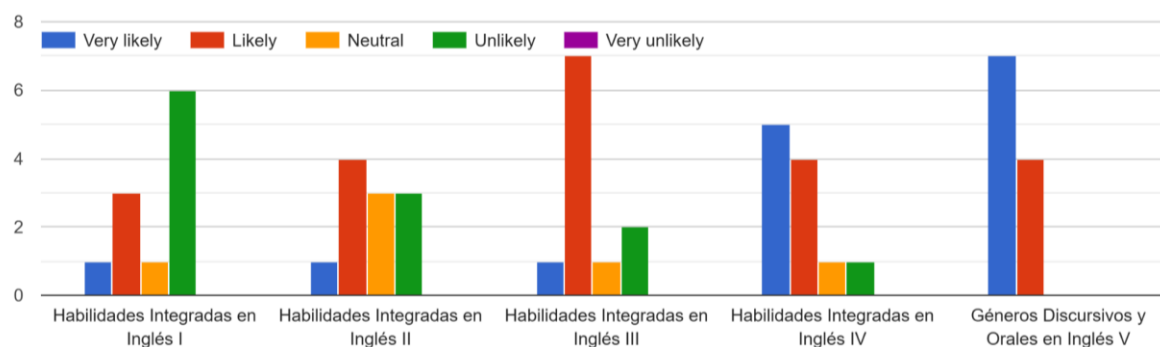


Faculty members were also asked how likely they would be to include classroom materials featuring AAVE expressions, such as those used in music, literature, or everyday speech and in what courses these could be more appropriate. In the survey, they were presented five examples of authentic AAVE expressions and asked whether they would be appropriate in different English levels in the FLT program. This format was like the format used by Torres (2021) in her own study. Figure 12 below shows the responses.

Figure 12: Appropriateness of AAVE Sentences in Class

1. Please read the following sentences.

1. She be readin' them books all the time, ain't nothin' she don't know 'bout literature.
2. I was feelin' some type of way after reading that poem for class. It hit different, you know?
3. They stay beefin' with students, so they finna take over the campus.
4. He done gone to college to catch up with his classes cuz he be failin'.
5. I ain't even gonna lie, that test was hard. But I studied my tail off, so I think I did aight.



While some were open to using these materials, others expressed uncertainty perhaps due to concerns about classroom dynamics, student understanding, or perceived academic tone. The

figure suggests a tendency to believe that AAVE expressions would be more appropriate in intermediate to advanced levels. Most teachers admitted that it is very unlikely that they would use these sample expressions in their lessons for beginning students (level I) and the likelihood of using these sentences increases as the perceived level of competence of the students increases. This reinforces the idea that AAVE is somewhat more difficult and “harder” than Standard English.

Professors recognize AAVE as valid, but they may still worry about how to frame it in ways that students understand and respect. As Charity Hudley et al. (2020) point out, the portrayal of AAVE in popular media often leads to misunderstanding or stereotyping, which can complicate its inclusion in educational settings or contexts.

The responses show that most professors in the FLT program recognize AAVE as a valid variety of English, and many have already used it in their teaching in some form. However, doubts about how to approach it critically, concerns about how students will receive it, and the absence of formal support or training still influence how it is being handled.

5.3 Interview Results

While surveys offer a broad view of a phenomenon, interviews open the door to deeper understanding of it and how it is viewed and experienced by its participants. Hence, as informative and insightful as the survey responses were, a more in-depth voice was needed. In fact, it is my opinion that the interviews were so rich and so thorough that the most appropriate way to report them is by individual and not by themes. Naturally, there will be trends that coincide and themes that will be visited and revisited by the different interlocutors, but their diversity and different stances on the topic will be better displayed by reporting each individually.

5.3.1 Professor D.P

Professor D.P shared a broad and reflective account of his experience learning and teaching English, with particular attention to language variation. His exposure began through informal learning while working as a sailor abroad, followed by formal training in English language teaching. Throughout his career, both his travels and studies have shaped his understanding of English not as a standardized language but as a collection of social and cultural varieties. Professor D.P described his own English as “Colombian English,” shaped by both Spanish and his experiences overseas. In his current teaching, particularly in writing courses, he tends to use American English as a reference point. However, he said he does mention differences between Englishes including spelling and pronunciation depending on context. He encourages students to be consistent in their usage, but not to view one variety as superior.

When asked about AAVE, he confirmed familiarity with the variety both academically and personally. He referred to it using terms such as “Ebonics” and “Black English,” acknowledging that although it had been difficult to understand at first, exposure helped him appreciate it as one of many valid ways of using English. He compared this experience to encountering other varieties, such as Indian English or New Zealand English, all of which initially posed some level of difficulty but became easier to understand with time and attention. He explained that these experiences helped him develop a flexible view of language: “That reinforced the idea that any language is a collection of varieties of speaking, speech varieties”. (Interview 1, May 6, 2024) He also reflected on his own earlier beliefs, explaining that as a secondary school teacher, he had once viewed AAVE as “broken English.” At that time, he associated it with a lack of education, but over the years, his perspective changed. Professional and personal growth allowed him to better understand how language varieties are shaped by

context and identity. This shift in his own thinking highlights the role of continued exposure and education in challenging linguistic bias.

Concerning AAVE's absence in course syllabi, he explained that it is not always possible to include every variety within the structure of a single course. He noted that varieties like AAVE might be better suited to courses in literature, listening, or speaking, where students can engage with spoken discourse and storytelling. As an example, he referenced the writing of Alice Walker, emphasizing that the language in her work is not wrong, it simply reflects a different variety and cultural context. He said: "It's not that it is bad English, broken English, something like that. No, it's just the way they use it, and it's important that our students [...] understand that they are just varieties." He emphasized that exposure to different forms of English can change students' ideas about what is correct. Drawing comparisons to regional Spanish varieties in Colombia, he argued that students are capable of understanding variation and would benefit from learning that there is no single way to speak English. He believes that AAVE, when presented with context and intention, could help students rethink language norms.

On the question of whether AAVE belongs in the classroom, he explained that while it might not feel culturally relevant in every local context, it still has a place especially when teachers have the knowledge or connection to use it appropriately. He rejected the idea that AAVE is less valid than Standard English, stating: "No variety is better than others. They are just social and cultural products of the evolution of language." (Interview 1, May 6, 2024) He also addressed if AAVE might be difficult for students to understand, he acknowledged that it could be just like any unfamiliar accent or dialect but added that this should not be a reason to avoid it. Instead, he suggested that teachers should frame these varieties with the right tools and explanations to make them accessible. He commented: "They will have a better view, more

holistic or general view of English both theoretical and practical’’ (Interview 1, May 6, 2024) He clarified that students do not necessarily need to imitate the variety, but they should at least learn to understand and recognize it. This, he argued, can help them interact with a bigger range of English speakers in the future.

Professor D.P offered a thoughtful and experience-based perspective on English variation and the potential inclusion of AAVE in language teaching. His reflections showed how familiarity with different varieties whether through travel, reading, or teaching can shape more open and realistic classroom practices.

5.3.2 Professor N.B.

Professor N.B is a linguist and faculty member in the FLT program at Universidad del Valle. Her academic background includes a strong focus on sociolinguistics, language ideologies, and critical pedagogy. In the interview, she approached the topic of AAVE through both a linguistic and political lens, drawing from her experience teaching courses on language, identity, and the power dynamics that shape English language education.

She spoke clearly and critically about the role of language variation in English teaching. From the beginning of the interview, she made it clear that she does not believe in the idea of standard English as something neutral or objective. Instead, she described it as a concept shaped by power and reinforced through colonial education systems. Her comments reflected a strong belief that language teachers have a responsibility to question what kinds of English are prioritized in the classroom and why. Rather than treating varieties like AAVE as optional or secondary, she sees them as necessary to include if students are to understand English as it exists in real, everyday use.

Her familiarity with AAVE comes from teaching linguistics courses and approaching English as a language shaped by race, politics, and social history. She explained that AAVE is not informal or lacking structure, but a variety with its own internal consistency and patterns. In her view, the real challenge lies in how AAVE is perceived, not in how it functions. She emphasized the importance of showing students that their ideas about broken English often come from social beliefs rather than linguistic facts. Once students begin to understand this, their perspectives start to shift. As she put it: “It’s not about right or wrong. It’s just, hey, this is the standard. This is considered maybe informal, but it doesn’t mean that it’s necessarily wrong.” (Interview 2, May 9, 2024)

To help students engage critically with language, she described a class activity based on Martin Luther King Jr.’s “*I Have a Dream*” speech. Students listened to and analyzed the speech, focusing on rhetorical features and language patterns. Some initially had second thoughts to describe the language as appropriate or academic, but their reactions evolved as the class explored the historical and cultural context. According to her, the exercise helped students connect language to power and recognize that what is often labeled “inappropriate” may actually carry important linguistic worth.

Throughout the interview, Professor N.B returned to the idea that English teaching cannot be separated from questions of race, power, and inequality. She argued that treating dominant varieties as neutral while excluding others reinforces existing hierarchies or social status. She explained: “I don’t like talking about standard English because I don’t think that exists. That’s something that has been created and imposed through colonialism. And that’s something that we as English teachers have to understand and critically analyze.” (Interview 2, May 9, 2024)

She also acknowledged that students often come to the classroom with preconceived ideas about prestige varieties, shaped by media, textbooks, and earlier schooling. For her, the role of the teacher is not to impose a correct model, but to start conversations about why certain forms of English are favored, and who decides that. She noted that students are often familiar with expressions from AAVE they have encountered in music or pop culture, and that teachers can use that familiarity to raise awareness without encouraging appropriation or imitation. Doing so, she argued, helps prepare them to engage with the full range of English they may encounter both in academic contexts and beyond.

Professor N.B expanded on this by providing her view of whether AAVE belongs in EFL classrooms outside the U.S., she responded that it does. For her, avoiding AAVE in language programs means leaving out a significant part of how English is actually used. Even if students do not use AAVE in their own speech, learning about it helps them develop a more realistic and informed view of the language. She emphasized that teachers do not need to be native users of a variety to present it respectfully and thoughtfully.

She emphasized that including AAVE is not about adding a trendy example to the syllabus. It is about recognizing the realities of language, challenging exclusion, and giving students the tools to think critically about how English works in the world.

5.3.3 Professor U.M

Professor U.M is a language educator in the FLT program. She completed her undergraduate degree in Modern Languages at the same institution, where she was introduced to different forms of English by some of her former professors in literature and advanced writing. While the term AAVE was not formally used during her studies, certain stories and class materials exposed her to Englishes that reflected racial and cultural variation. These early

academic experiences implicitly approached, as she claimed, planted the foundation for her current views on linguistic diversity.

After graduating, she worked for the Colombo Americano and later spent nearly a decade living and teaching in Australia. This period shaped her practical understanding of English as a diverse, shifting language used by people from all over the world. In her classes and daily life, she interacted with speakers of English from India, China, Vietnam, and other parts of the world. This experience deepened her awareness of English variation. She explained that this experience helped her realize that the “standard” model often taught in Colombia was just one version among many.

Professor U.M. shared her perspective on AAVE clarifying that although it is not formally included in the syllabus, it has appeared in her classroom through student participation. She described the case of a student from the program born in the United States whose way of speaking reflected African American English influence. His use of certain expressions initially caught her attention, not because they were incorrect, but because they differed from the varieties typically taught in class she commented: “He is using some slang that I did not know of, so I looked it up” (Interview 3, May 31, 2024). Rather than questioning the student’s use of language, she chose to explore it autonomously as part of her commitment to recognizing linguistic diversity. She also spoke about the participation of another student who often used informal English expressions in class. She explained that rather than framing these as errors, she encouraged students to reflect on the appropriateness of those expressions according to the setting and task at hand (students were performing an academic debate).

Professor U.M explained that understanding when and how to switch registers is a key learning outcome. She explained that: “Using slang, it's fine and it's important, but knowing how

to communicate in standard English, for example, in a debate, in an academic discussion, it's also important.”(Interview 3, May 31, 2024).

She noted that most course syllabi in the program do not name any specific English variety, neither American nor British. In her view, this absence might imply a standard variety by default, which can result in limited exposure to other varieties. “Probably, it has to do with the expectation that the students will be able to communicate in standard English. And so specific varieties are not explicitly targeted” (Interview 3, May 31, 2024). While she acknowledged the practical restriction of syllabus design, she expressed concern that this silence leaves out important cultural and linguistic realities.

Still, she was cautious about overemphasizing AAVE. She explained that if one variety is to be intentionally included, others should also be represented particularly those students are likely to encounter professionally or socially. She noted that: “Why only one variety? That would be the other question.”(Interview 3, May 31, 2024). According to her, students do not need to adopt these varieties themselves, but they should be able to recognize and understand them. She gave a very important example:

If I'm applying for a job or I'm applying for a place in a master's degree at a foreign university, I wouldn't write in my letter of application this type of variety, because I should know that this is mostly for speaking. (Interview 3, May 31, 2024).

She believes that the teacher's role is to help students navigate these distinctions with confidence and purpose. For Professor U.M., teaching English is not just about reinforcing a norm. It is about preparing students to engage in language use with authenticity across voices, places, and social roles.

5.3.4 Professor S. N

Professor S.N learned English entirely in Colombia. She started on her own, before beginning formal studies at university. Over time, she developed her fluency and accent through work experiences with American colleagues, which, along with exposure to U.S. media, strongly influenced her pronunciation. She described her English as North American, acknowledging that she made a conscious effort to imitate the accent, influenced by what she heard in music, TV shows, and daily interactions. In terms of which variety she prefers to teach, Professor S.N said she tends to focus on “standard” North American English, particularly in the early stages of a course. For her, it’s important that students first develop a foundation in the core patterns of grammar and pronunciation before being exposed to non-standard or less familiar varieties. She explained that this choice is also practical: most language proficiency exams in Colombia still reflect either British or American standards, so preparing students for that remains a priority. “Once they learn the standard, they can shape their English with different varieties they like or identify with,” (Interview 4, June 7, 2024).

When asked about her exposure to AAVE during her language learning process, she said she had not had any real contact with it. In general, she had not been exposed to much English variation until recently. However, in her teaching now, she includes a broader range of English. This semester, she incorporated materials from India and Nigeria, as well as some British English content. According to her, students were enthusiastic, especially when exposed to different accents. She described moments where students joked about and imitated the Indian accent, which they found fun and engaging.

On the topic of AAVE's absence in course syllabi, she pointed out that these varieties are not often included because they are not typically part of official testing formats or materials. While she believes that introducing different varieties in class is valuable and something she personally tries to do, she questioned whether it makes sense to single out AAVE for formal inclusion. "Then why not the other ones?" (Interview 4, June 7, 2024) she asked, referring to the many other English variations that could be explored. For her, making AAVE a required part of the curriculum might raise questions about balance and practicality. Still, she emphasized that learning about varieties like AAVE could have a positive impact on students. She said it could help them feel more confident in their own way of speaking English, especially in a context where many feel pressure to sound like native speakers. "It could help them stop being ashamed of their accent," (Interview 4, June 7, 2024). For her, this kind of exposure could help students embrace English as a language they are allowed to make their own and one that includes diverse identities and ways of speaking. She also noted that through learning about varieties like AAVE, students could explore ideas about culture, intersectionality, and how language reflects identity.

When asked whether AAVE is as valid as standard English, she said that it is, but also pointed out the reality that students in this program are being trained to become teachers. Because of that, the way English is evaluated in the "job market" even in traditional or professional settings has to be considered. She explained that some institutions might still favor American or British norms, especially in hiring, which could make it harder for students if they are taught a variety that does not match those expectations. "It's not that it's less important," she said, "but communication is key." (Interview 4, June 7, 2024).

In her view, incorporating AAVE and other varieties through class materials and discussions can be meaningful but making it mandatory might not be the best approach. Instead,

she supports giving students opportunities to explore these varieties without putting pressure on them to adopt a specific one. In this way, students could still learn to recognize and understand linguistic diversity, without feeling confused about what is expected of them.

5.3.5 Triangulation of interviews

After analyzing the four interviews, it became clear that while each professor had different backgrounds and teaching styles, several shared ideas and concerns. The main points that stood out when comparing what each professor said about AAVE and its place in English language teaching are summarized below.

One of the most consistent ideas across the four interviews was that students benefit from being exposed to different varieties of English, including AAVE. Professors often mentioned that showing students these varieties help them understand that English is not a fixed or monolithic language. For example, Professor S.N. mentioned that students feel more confident in their own accent when they realize that English is used differently around the world. Professor N.B added that it's important to show students that what is usually considered "incorrect" English may indeed be tied to cultural and social histories. Overall, there was agreement that including variety in the classroom can support both language learning and personal identity. However, the professors had different views about how and when AAVE should be included. Some, like Professor S.N and Professor D.P, believed that students should first learn standard English before being introduced to less familiar varieties. This view was mostly based on the idea that students need a solid foundation, especially if they are preparing for language exams or professional situations. On the other hand, Professor N.B questioned the idea of "standard English" itself and explained that what's considered standard is often based on power and

inequality. She argued that AAVE and other non-standard varieties are just as legitimate and should be treated as such in the classroom.

Another common point was that teachers can influence the way students see language variation. All four professors emphasized that the way one variety is introduced matters a lot. Professor D.P and Professor N.B both said that students are more open to new varieties when teachers explain the context and help them understand why these varieties exist. Professor D.P and Professor S.N also said that students usually follow the models faculty present them, and that good framing impacts their reactions

There were also concerns about how AAVE fits into the expectations of the academic program and future job markets. Professors S.M and S.N. pointed out that AAVE is not part of most standardized tests, and that institutions often expect teachers to speak in a more neutral or American/British style. Because of that, they were careful about how and when to include AAVE in their classes. At the same time, they acknowledged that exposure to different varieties helps students become more flexible and aware of real-world English usage. Finally, even with their different perspectives, all four professors agreed on one key point: AAVE is a valid variety of English, and it should not be considered “broken” or “wrong.” Whether through political critique, practical teaching experience, or classroom anecdotes, each professor offered reasons why engaging with AAVE, even if limited, could help students become more flexible, thoughtful users of English.

Even though all four professors had different opinions and ways of teaching, the interviews showed that there are certain points where their views connect, and others where they clearly do not. Comparing their answers helped show what kinds of things are influencing how they see AAVE, such as their teaching context, experience abroad, or the role they think English

should have in the classroom. Some focused more on practical issues, while others talked about the political or ideological side of language. This contrast helped see how complex it is to decide if or how a variety like AAVE should be included in an English program.

5.3.5 Discussion

The purpose of this study was to determine the presence of AAVE in the FLT Program at Univalle and to identify professors' attitudes toward this variety. Results show that AAVE was not explicitly included in the syllabi but exposing students to different varieties and developing their cultural sensitivity are part of the goals of the courses. In the survey and interviews, faculty acknowledged AAVE as a valid variety of English and, in some cases, they reported having incorporated informally materials and activities displaying this variety in their teaching. This difference made it possible to analyze how their attitudes related to the program, showing the distance between what was promoted in documents and what was carried out in practice.

It was determined that AAVE was absent from the 10 syllabi reviewed. None of the learning outcomes, course contents, or materials contained explicit references to this variety. Although 7 syllabi mentioned linguistic diversity in general terms, AAVE was not named. The only content connection to African American culture appeared in Oral Discursive English V course, which included cultural themes but did not address AAVE as a linguistic component. This showed that, while diversity was brought at the curricular level, it did not materialize in the inclusion of this variety.

It was also identified that professors expressed positive attitudes toward AAVE. All participants recognized it as a legitimate variety, and most had introduced it at least once in their classes, usually through media or cultural texts. At the same time, they admitted having doubts about how to teach it systematically and about how students might respond. These attitudes

revealed openness to linguistic diversity but also highlighted the lack of preparation and resources needed for a consistent approach.

Furthermore, it was analyzed that professors' favorable views contrasted with the academic exclusion of AAVE. While official documents did not include it, professors supported its integration and, in some cases, introduced it on their own initiative. Interviews indicated that this gap was shaped by institutional pressure to follow standard English norms (the hidden curriculum), the influence of external exams, and the idea that AAVE was more appropriate for intermediate or advanced levels. In practice, its presence depended more on individual initiative than on program guidelines.

6. CONCLUSIONS

The FLT program at Univalle claims to form future teachers of English and French who enact critical thinking, promote cultural diversity and that are aware of the educational challenges of the Colombian contexts. Post-modern orientations in applied linguistics (Pennycock, 2021), linguistics (Charity Hudley et al., 2020) and language teaching (Velasquez & Villegas, 2024) lean towards more critical and decolonial stances. For over two decades now, some traditional concepts such as communicative competence and English as a Foreign Language and standard accent have been challenged by these critical perspectives and new emergent notions, such as intercultural communicative competence, intercultural sensitivity and English as an International Language have struggle to replace them.

However, the “business” of teaching English to speakers of other languages continues to be dominated by the BANA (Britain, Australasia and North America, see Hall, 2011) which linguistically imposes the ideal of the native speaker of English that speaks a standard variety and, educationally, carry the values and methodologies of Western culture. This materializes in commercially produced teaching materials and, most importantly, internationally accepted certifications. And it is the BANA model what still dictates the way English is disseminated and taught across the world. This has created new tensions in the professional landscape in language teaching and a new conflict between the new and the old.

To the research question of the current study, *To what extent, if any, is AAVE present within the Foreign Language Program at Universidad del Valle and what are the faculty staff's linguistic attitudes towards this variety of English?* The answer is that there is little presence of this variety of English in curriculum and the little presence it has is usually in the intermediate and advanced levels when the foundations of “good English” have already been settled. As for attitudes, faculty see AAVE as intellectually interesting and relevant, but at the same time, as something that does not necessarily must be included in the linguistic repertoire of the students. Among the reasons for these attitudes, some expressed not being “fluent” in this variety, others commented there are too many varieties to include them all and the need for students to be accepted in job positions, pass international exams and to earn scholarships (preferably in BANA Universities).

The inclusion of AAVE in the curriculum is not for students to become fluent speakers of that variety. That inclusion might help with different educational and critical purposes such as introducing in the classroom topics of social justice, language and identity, the unequal distribution of power and EIL and ELF (Lippi-Green, 2012; Liu, 2021; Velasquez and Villegas, 2024). It can also help debunk the myths surrounding the traditional view of the native speaker and of communicative competence (Alptekin, 2002; Bailey, 2022).

The research was limited by the small number of professors who participated and by the few syllabi available for analysis. Due to the fact of being a case study, its boundness to context the results cannot be generalized to other contexts. Even so, the work adds to the discussion by showing how English professors in Colombia view AAVE, an area that has received little attention in local studies. Future projects could involve more professors and include classroom observations to see how AAVE is actually taught and received in practice. More hands-on

projects, such as the one conducted by Flórez and Ruiz (2021) will also be advisable and necessary. It could also be valuable to study students and faculty's attitudes and perception towards World Englishes and other English varieties or even to extend these studies to French as well.

For the program itself, it would be useful to strengthen preparation in linguistic diversity and to provide materials that make it easier to integrate varieties such as AAVE. Practical steps like workshops or shared teaching resources could also help reduce educators' doubts about students' reactions and make sure that what is written in documents about diversity is also reflected in daily classroom work.

Hence, it can be concluded that AAVE was absent from syllabi, professors' supportive attitudes were identified, and the relationship between these attitudes and the program was analyzed, showing a persistent gap between institutional discourse and classroom reality.

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7. APPENDIX

Appendix A

Course Name	Academic Year/period	Presence of AAVE in Learning Outcomes	Presence of AAVE in Course Content	Presence of AAVE in Course Material	Additional Observations
Integrated Skills in English I	2022-I	No explicit mention of AAVE.	No specific topics, examples, or activities that discuss AAVE.	No mention of AAVE in the suggested resources (e.g. textbooks, articles, audiovisual materials).	This course syllabus emphasizes cultural diversity and encourages multimodal self-expression. It also mentions addressing linguistic diversity in English and students' mother tongues. However, while the syllabus focuses on linguistic diversity in a general sense, it doesn't explicitly mention AAVE or explore a specific English variation.
Integrated Skills in English I	2023-I	No explicit mention of AAVE.	No specific topics, examples, or activities that discuss AAVE.	No mention of AAVE in the suggested resources (e.g. textbooks, articles, audiovisual materials).	The syllabus emphasizes multimodal self-expression and cultural diversity. As well as, it addresses linguistic diversity in

					English and students' mother tongues, but not AAVE specifically. However, it encourages critical thinking and reflection on social stereotypes and cultural aspects so, this suggests that the course might focus on broader concepts of linguistic diversity but not a specific one as AAVE.
Integrated Skills in English II	2022-II	No explicit mention of AAVE.	No specific topics, examples, or activities that discuss AAVE.	No mention of AAVE in the suggested resources (e.g. textbooks, articles, audiovisual materials).	This syllabus emphasizes narrative texts and cultural appreciation through literature. It also encourages critical thinking and reflection on current events and social issues. It also focus on the importance of using authentic texts and resources. However, AAVE is not explicitly included and there is no addressing of linguistic diversity of English speakers.
Integrated Skills in English II	2022-II	No explicit mention of AAVE.	No specific topics, examples, or activities that	No mention of AAVE in the suggested resources (e.g.	The syllabus focuses on narrative texts, cultural

			discuss AAVE.	textbooks, articles, audiovisual materials).	appreciation through literature, development of critical thinking and the use of authentic resources. However, even though it prioritizes general communication skills and cultural understanding, it does not include dialect variations as AAVE.
Integrated Skills in English III	2022-I	No explicit mention of AAVE.	No specific topics, examples, or activities that discuss AAVE.	No mention of AAVE in the suggested resources (e.g. textbooks, articles, audiovisual materials).	The syllabus emphasizes argumentative writing and critical thinking through projects like “Breaking Stereotypes”. In the learning outcome RA.6 (recognizing and contrasting aspects of Anglophone cultures) it might introduced distinct dialects within the English language. These different aspects could have potentially explored language and cultural stereotypes however, AAVE it is not explicitly mentioned.
Integrated Skills in English III	2022-I	No explicit mention of AAVE.	No specific topics, examples, or activities that	No mention of AAVE in the suggested resources (e.g.	The syllabus focuses on critical thinking, cultural

			discuss AAVE.	textbooks, articles, audiovisual materials).	exploration, and communication skills through projects and activities related to current and professional topics. It also centers on comparing and contrasting aspects of Anglophone cultures as well as, and the suggested activities include booklets on various English-speaking countries including those in Africa. Nevertheless, an explicit mention of AAVE is not included on the syllabus.
Integrated Skills in English IV	2022-II	No explicit mention of AAVE.	No specific topics, examples, or activities that discuss AAVE.	The resource Dietz, Gunther. (2018). Interculturality highlights the contribution of African American communities to intercultural education in North America. This suggests a potential connection to AAVE.	The syllabus focuses on developing academic writing and presentation skills, particularly argumentative essays. It emphasizes formal written and spoken English making it less likely to explicitly address AAVE, a non-standard dialect. Being a teacher is also a section that considers educational equity and

					representation of diverse student populations. Interculturality is also a key element in this syllabus focusing on topics like migration and diversity. However, AAVE is not mentioned.
Integrated Skills in English IV	2022-II	No explicit mention of AAVE.	No specific topics, examples, or activities that discuss AAVE.	No mention of AAVE in the suggested resources (e.g. textbooks, articles, audiovisual materials).	The syllabus prioritizes developing general communication skills in English. It also highlights interculturality and understanding the diversity of forms of being, living, and existing in the world. The syllabus as well emphasizes developing proficiency in standard English. Therefore, AAVE is not mentioned on this syllabus.
Oral Discursives Genres in English V	2022-1	No explicit mention of AAVE.	No specific topics, examples, or activities that discuss AAVE.	The movie "The Pursuit of Happiness" includes AAVE in the job interview scene. Also, in the book "With the Fire on High" by Elizabeth Acevedo.	The syllabus highlights the importance of the exploration of sociocultural issues. It also emphasizes the use of authentic texts from different registers, idiomatic expressions, and varieties of

					English. Moreover, elements from the course materials and resources such as the job interview scene from the movie "Pursuit of Happiness" and the novel "With the Fire on High" by Elizabeth Acevedo feature AAVE.
Oral Discursives Genres in English V	2023-I	No explicit mention of AAVE.	No specific topics, examples, or activities that discuss AAVE.	The movie "The Pursuit of Happiness" includes AAVE in the job interview scene. Also, in the book "Americanah" by Chimamanda Ngozi Adichie.	The syllabus emphasizes on practical activities like discussions and presentations. Also, it focuses on sociocultural themes reflection on social identity, class, race, gender, and more. As well as, the engagement of authentic texts and material from diverse English variations. Therefore, it includes materials used in the course like the job interview scene from the movie "Pursuit of Happiness" and the novel "Americanah" by Chimamanda Ngozi Adichie which are elements that feature AAVE.

Appendix B

Semi-structured interview script

Greetings.

Open-ended questions:

1. Background and experience:

- Please tell me about your experience learning English. Did you learn it here in Colombia or abroad?
- Can you recall any experiences with speakers of AAVE during your English learning process?
- How did those encounters influence your understanding of English?

2. Perception and usage:

- In your opinion, which variety of English do you speak?
- What variety of English do you prefer to expose your students to? Could you elaborate on your reasons?

3. AAVE presence in syllabi:

- I have analyzed the syllabi of some English courses in the program and found that AAVE is underrepresented. Why do you think this is the case?
- A (if the syllabus does not include any AAVE) Do you think that this English variety should be included in the program? If so, how could it be included?
- B (if some presence of the AAVE is included). In some of your courses, you include some materials representing AAVE. Why did you include it and what was your students' reaction?

4. AAVE exposure on students:

- How do you think including AAVE might impact students' perception of English language diversity?
- Can you share any experiences where the knowledge or lack of understanding of AAVE affected your teaching or your students' learning?

Exploring Linguistic Diversity: Professors' Perceptions of African American Vernacular English in English Language Teaching

This questionnaire is part of a research study exploring the presence and perception of African American Vernacular English (AAVE) within the FL program at the ECL, in the Universidad del Valle, Cali, Colombia. It seeks to understand your views as professors on English varieties as AAVE on higher education, the role of AAVE in the EFL classroom, and your willingness to participate in a follow-up interview. Your responses will contribute to a better understanding of linguistic diversity in foreign language education. Thank you for your participation!

* Indicates required question

1. Email *

Demographics

This section collects basic information about you.

2. 1. Age *

Please select your age range:

Mark only one oval.

- ☐ Under 25
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65 or older

3. 2. Gender *

Please select your gender identity:

Mark only one oval.

- ☐ Male
- ☐ Female
- ☐ Non-binary
- ☐ Other
- ☐ Prefer not to say

4. **3. Educational Background** *

Please select the type of institution you graduated from:

Mark only one oval.

- ☐ Public university
- ☐ Private university
- ☐ Other

5. *If you selected "Other", please specify the type of institution you graduated from.*

6. *Please select your major: **

Mark only one oval.

- ☐ Modern languages
- ☐ Foreign languages
- ☐ Other

7. *If you selected "Other", please specify your major.*

8. **4. Highest Degree Obtained** *

Please select the highest degree you have obtained:

Mark only one oval.

- ☐ Bachelor of Education
- ☐ Masters of Arts
- ☐ Ph.D
- ☐ Other

9. *If you selected "Other", please specify the highest degree you have obtained.*

10. **6. Years of Teaching Experience** *

Please select your years of teaching experience:

Mark only one oval.

- ☐ Less than 5 years
- ☐ 5-10 years
- ☐ 10-15 years
- ☐ More than 15 years

11. **7. Select the alternative that best describes your status in the university ***

Mark only one oval.

- ☐ Tenured professor (docente nombrado)
- ☐ Adjunct professor (docente hora cátedra u ocasional)

Experience with English

This section aims to understand your experience with English and its varieties.

12. 1. Exposure to English Varieties *

As a learner of English, were you exposed to different varieties of the language?

Mark only one oval.

☐ Yes

☐ No

13. If yes, please specify which varieties of English you were exposed to.

14. 2. Experience Living in an English-Speaking Country *

Have you lived in an English-speaking country for longer than a year?

Mark only one oval.

☐ Yes

☐ No

15. If yes, please specify the country where you lived and the duration of your stay.

16. 3. Teaching Experience with Different English Varieties *

Have you taught any English varieties other than Standard English?

Mark only one oval.

☐ Yes

☐ No

17. If yes, please specify which varieties you have taught.

18. 4. Students' Reactions to English Varieties *

How do your students typically react when exposed to different varieties of English?

Mark only one oval.

☐ Very positively

☐ Positively

☐ Neutral

☐ Negatively

☐ Very negatively

19. Please feel free to provide any additional comments about your students' reactions.

20. **6. Personal Interest in English Varieties** *

How important do you think it is for professors in your field to learn about different varieties of English?

Mark only one oval.

- ☐ Very important
- ☐ Important
- ☐ Neutral
- ☐ Not important
- ☐ Not at all important

21. *Please feel free to provide any additional comments about your views.*

22. **7. Perception of English Varieties** *

In your opinion, which variety of English is most commonly used in EFL classrooms in Colombia?

Check all that apply.

- ☐ Standard American English
- ☐ British English
- ☐ Australian English
- ☐ Other: _____

Perception of African American Vernacular English (AAVE)

This section explores your views on AAVE.

23. **1. How would you rate your understanding of AAVE? ***

Mark only one oval.

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

24. **2. Do you believe that AAVE should be recognized as a valid language variety in academic contexts? ***

Mark only one oval.

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

25. *Please feel free to provide reasons for your answer.*

26. **3. Use of AAVE in Teaching** *

Have you ever used AAVE in your teaching?

Mark only one oval.

- ☐ Yes
- ☐ No

27. *If yes, please provide examples of how you have used it.*

28. **4. Please express your degree of agreement to the following statement: *I think that incorporating AAVE into the EFL curriculum would benefit students' understanding of English language diversity.*** *

Mark only one oval.

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

29. Please feel free to provide reasons for your answer.

Appropriateness of AAVE Sentences in Class

This section aims to understand your views on the appropriateness of using AAVE sentences in class.

30.

1. Please read the following sentences. ★

1. She be readin' them books all the time, ain't nothin' she don't know 'bout literature.
2. I was feelin' some type of way after reading that poem for class. It hit different, you know?
3. They stay beefin' with students, so they finna take over the campus.
4. He done gone to college to catch up with his classes cuz he be failin'.
5. I ain't even gonna lie, that test was hard. But I studied my tail off, so I think I did aight.

How likely are you to include materials (such as texts, books, songs, videos, etc.) that use these types of sentences in one of the following classes?

Mark only one oval per row.

	Very likely	Likely	Neutral	Unlikely	Very unlikely
Habilidades Integradas en Inglés I	☐	☐	☐	☐	☐
Habilidades Integradas en Inglés II	☐	☐	☐	☐	☐
Habilidades Integradas en Inglés III	☐	☐	☐	☐	☐
Habilidades Integradas en Inglés IV	☐	☐	☐	☐	☐
Géneros Discursivos y Orales en Inglés V	☐	☐	☐	☐	☐

31.

Please feel free to provide reasons for your answers.

Attitudes Towards Varieties of English

This section aims to understand your views on different varieties of English, with a particular focus on AAVE.

32. 1. Please indicate your level of agreement or disagreement with each statement. *

Mark only one oval per row.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
All varieties of English hold equal value.	☐	☐	☐	☐	☐
Standard English should be the primary focus in class.	☐	☐	☐	☐	☐
Students have the ability to learn other English varieties independently.	☐	☐	☐	☐	☐
Exposure to different English varieties is important for learning the language.	☐	☐	☐	☐	☐
African American Vernacular English (AAVE) is grammatically incorrect.	☐	☐	☐	☐	☐
AAVE it is not appropriate for every social context.	☐	☐	☐	☐	☐

I usually incorporate films and literature that feature AAVE into my teaching.	☐	☐	☐	☐	☐
AAVE might be more challenging for students to understand.	☐	☐	☐	☐	☐
Speaking in AAVE is as valid as speaking in Standard American English.	☐	☐	☐	☐	☐
I would like my students to be able to understand AAVE.	☐	☐	☐	☐	☐

Interview Participation

This section invites you to participate in a follow-up interview on the discussed topics.

33. 1. Would you like to participate in a follow-up interview on this topic? *

Mark only one oval.

- ☐ Yes
- ☐ No

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