



The Notion of English as an International Language in a Selection of Teacher Education Programs in Colombia

La noción del inglés como lengua internacional en una selección de programas de formación docente en Colombia

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Abstract

English as an International Language (EIL) constitutes a paradigm for the teaching of English from a pluri-centric linguistic, cultural, and pedagogical approach. This article reports on the partial findings of a Comparative Case Study (CCS) conducted to assess the manifestation of the notion of EIL in the curriculum policy documents of a selection of initial teacher education programs in Colombia. Qualitative Content Analysis (QCA) was applied to the curriculum policy documents of three English teacher education programs, and a descriptive account of the contents of these documents is given to support the reported assessment. The analysis revealed that the manifestation of EIL, whenever found, was mostly inferable in the documents of two programs in the functional dimension of EIL and in its dimension of Teacher Education, whereas one program's document generally did not show manifestation of this paradigm.

Keywords: Non-Native Speakers; Language Policy; Comparative Case Study; Qualitative Content Analysis; Initial Teacher Education

Resumen

El Inglés como Lengua Internacional (ILI) se constituye en un paradigma para la enseñanza del inglés desde un enfoque lingüístico, cultural y pedagógico pluri-céntrico. El presente artículo reporta los hallazgos parciales de un Estudio Comparativo de Casos que evaluó la manifestación de la noción del ILI en los documentos de política curricular de un grupo de programas de licenciatura en Colombia. Los documentos fueron analizados con Análisis Cualitativo de Contenidos y se brinda una descripción de los contenidos de estos documentos para sustentar la evaluación aquí reportada. El análisis reveló que, en los casos en los que se halló, la manifestación del ILI fue principalmente deducible en los documentos de dos programas en la dimensión funcional del ILI y en su dimensión de formación de docentes, mientras que el documento de un programa generalmente no mostró manifestación de este paradigma.

Palabras clave: Hablantes No Nativos; Política Lingüística; Estudio Comparativo de Casos; Análisis Cualitativo de Contenidos; Formación Inicial de Docentes

INTRODUCTION

English is perhaps the most widely used language in international communication among members of different linguacultural communities. By 2022 estimates, English has nearly 1.5 billion speakers around the world, 74 percent of whom use it as an additional language (Eberhard et al., 2022). Regardless of the reasons that have brought it to this position, English enjoys a major level of prominence in the world's linguistic map. In Colombia, English is taught at all education levels, though only around 2 million speakers use English as an additional language, or less than 5 percent of the total population speak it (Eberhard et al., 2022). Traditionally, the approach to teaching English in Colombia has been that of a foreign language, in combination with principles and practices proper of English as a *second* language. More recently, approaches and paradigms have arisen that advocate for a more flexible linguistic and cultural stance towards what it means to be an English speaker and/or an English-language educator in the contemporary world; one of these is English as an International Language (EIL).

As of the date of writing this article, 49 pre-service English Teacher Education programs are offered by 39 different higher education institutions in Colombia (Ministerio de Educación Nacional, 2024); each program is built autonomously by each institution as per their views and philosophies, and in accordance with some formal requirements set by the National Government. Calls for action have been made to incorporate new possibilities in English learning and teaching which broaden its linguistic, pedagogical, cultural, and critical scope in this country (González, 2007, 2010; Torres-Rocha, 2019, 2023). Therefore, to understand the affinity in design between a selection of teacher education programs and the EIL paradigm, this study sought to analyze the extent to which the notion of EIL was manifested overtly or tacitly in their curricular guidelines.

LITERATURE REVIEW

World Englishes

While languages are kept together by their social nature, which prevents any single individual from changing it at their will, languages also change. Due to its spread around the world, English has undergone ample indigenization. Kachru (1985) had already taken notice of this situation, and he proposed a model of three concentric circles, an *Inner Circle*, an *Outer Circle*, and an *Expanding Circle* to represent “the types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages” (1985, p. 12). The Inner Circle

referred to “the traditional bases of English” with countries like the USA, the UK, and Australia (1985, p. 12). The Outer Circle referred to regions (e.g. Nigeria, Singapore, India) showing institutionalization of English by colonization, speakers’ co-use of English with another or more languages, and a status of importance in language policies (1985, pp. 12–13). The Expanding Circle, in turn, was grounded on the *international language function of English*, with groups of speakers in geographical regions where English was used as a performance, or foreign language, variety (1985, p. 13).

Kachru’s model fostered debate on World Englishes (WE), a pluri-centric view of English where the native speaker would not be the single point of reference any longer. For Pennycook (2007), WE “may be a better candidate for an understanding of globalization and English, since it seeks to challenge the notion of a monolithic English emanating from the central Anglo-institutions of global hegemony” (p. 20). WE recognizes the validity and legitimacy of the varieties of English outside the inner circle, together with the international status that comes with its ever-increasing number of speakers.

English as an International Language

In line with WE, some critical positions towards the political role of English in the world (Asker, 2006; Canagarajah, 1999; Phillipson, 1992) gave way to concepts such as English as a Lingua Franca (ELF) and/or English as an International Language (EIL) in an attempt to break the proficiency-based linguistic status quo (Brutt-Griffler, 1998, 2002; Cogo, 2012; Jenkins, 2000, 2002, 2007; Kachru, 1986; Matsuda, 2012). Whereas EIL has had several definitions along the years, it has now come to be understood as a paradigm, a concept encompassing a variety of elements, including the functions that English plays in multilingualism. EIL is

A paradigm for thinking, research and practice [which] calls for a critical revisiting of the notions, analytical tools, approaches and methodologies within the established disciplines such as the sociolinguistics of English and TESOL, which explored various aspects of the English language. (Sharifian, 2009, p. 2)

EIL proponents also argue that EIL should aim for a pluri-centric approach to English rather than for a reduction of EIL to a language variety (Marlina, 2014; Matsuda & Friedrich, 2012; Sharifian, 2009). EIL offers the chance to evaluate—and reevaluate—the ways in which we ELT professionals approach our work to make it more respectful of local cultures, identities, and practices.

Some EIL literature has aimed to help teachers understand its potential role in education (Matsuda, 2012; Matsuda & Friedrich, 2012; McKay, 2002; Renandya, 2012). The Teaching of EIL (TEIL) could be briefly summarized as encompassing three aspects: An acknowledgment of English's functional power, a focus on multivarietal competence, and re-culturation of English. Function-wise, English in EIL is useful to cater for the diverse needs of English learners and speakers; the language is a tool, a key to access domains where it is the medium of transaction. Marlina (2014) holds that EIL recognizes “the international functions of English and its use in a variety of cultural and economic arenas by speakers of English from diverse lingua-cultural backgrounds who do not speak each other's mother tongues” (p. 4).

However, an exclusively functional approach to English risks spreading the misconceptions that English is a monolithic language, and that a focus on teaching its structural elements would suffice. In consequence, academics have signalled the need to widen up the scope of the language to include multiple varieties of English in the classroom (Dogancay-Aktuna & Hardman, 2012; Friedrich & Matsuda, 2010; Harmer, 2001; Matsuda, 2003, 2019; Matsuda & Friedrich, 2012; Prodromou, 2007). Sharifian's (2009) idea of *multi-varietal competence* encompasses both the need for exposure to WE, as well as the development of “the skills to employ strategies to facilitate communication in the face of any difficulties that arise, for example from phonological variations associated with different varieties of English” (p. 42).

Culture-wise, it is accepted in EIL that the cultures of a restricted number of linguistic groups are no longer *the* desirable point of reference; English is instead a vehicle by which interlocutors exchange their own culture(s). Hino (2012), for instance, defined “good Japanese English” as one capable of “expressing Japanese values” as well as one with “international communicability” (p. 32). This should not be misinterpreted as advocacy for multiple localized varieties of English (Colombian included) but rather as an argument in favor of a re-culturation of English, which could be achieved not by abolishing references to foreign cultural representations, but by making them just part of a wider array of cultural manifestations which also includes the learners' own. This is supported by Kirkpatrick (2014), who affirms that “the native speaker's culture is not the cultural target. Intercultural competence in relevant cultures is the goal” (p. 28).

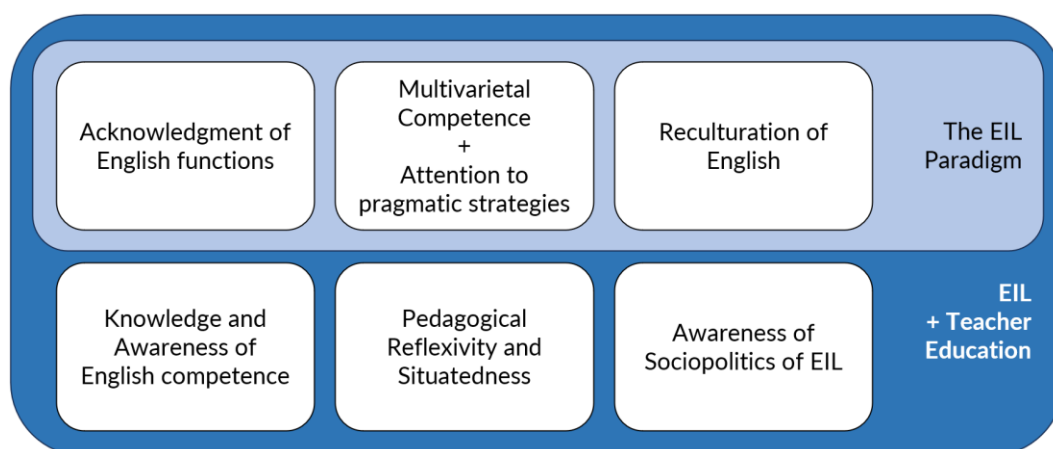
In teacher education (T-Ed), there are three aspects to be considered in an EIL-welcoming curriculum: Teachers' knowledge and awareness of their own

English competence, reflexivity and situatedness of pedagogical practices, and awareness of the sociopolitical aspects of EIL. ELT still shows an unfortunate divide between native-speaker (NS) teachers and non-native-speaker (NNS) teachers (Cioè-Peña et al., 2016; Correa, 2018; Selvi, 2014). Therefore, EIL-informed T-Ed must aim for a recognition of teachers' legitimacy and of their strengths, which EIL can help achieve by fostering teacher reflection upon their strengths as non-native speakers of English (Matsuda, 2003, p. 725), and upon the strengths that come with "their familiarity with the local culture" (McKay, 2003, p. 140). For Dogancay-Aktuna and Hardman (2012), a "meta-understanding about the nature of language proficiency" is required for teachers to use in aiding students become successful communicators (p. 111).

EIL also harbors a view of language pedagogy and practices that is inclusive and respectful of the local culture and identities of the stakeholders. EIL pedagogy(ies) need to be underpinned by the context(s) in which they take place (McKay, 2003, p. 140), and EIL-informed pedagogies should be localized and emerge from particular settings (Dogancay-Aktuna & Hardman, 2012, p. 113). Finally, EIL does not constitute an idealistic barrier against the practicality of choosing an inner-circle variety or even properly adapted inner-circle instructional materials, but it calls for the inclusion of knowledge and awareness-raising processes of the linguistic and sociopolitical reality of English and its speaking groups (Dogancay-Aktuna & Hardman, 2012; Marlina, 2014; Matsuda, 2019; McKay, 2012).

Figure 1 illustrates the elements of the EIL paradigm and its extendability to Teacher Education, as per the cited literature.

Figure 1. EIL features and their operationalization in T-Ed



METHODOLOGY

This is a comparative case study (CCS) about the theoretical curricular affinity between a set of English T-Ed programs and the EIL paradigm. A CCS approaches the phenomenon under study from the perspective of comparisons at the horizontal, vertical, and transversal dimensions (Bartlett & Vavrus, 2017). *Horizontal comparison* refers to “the way that similar phenomena unfold in distinct, socially-produced locations that are connected in multiple and complex ways” (Bartlett & Vavrus, 2017, p. 51). *Vertical comparison* consists in the analysis of the way(s) in which actors within a phenomenon respond to mandates and policies as well as how they can also inform policy (Bartlett & Vavrus, 2017, p. 75). Finally, *transversal comparison* incorporates the time dimension to the analysis, in response to the fact that social phenomena have historical roots which can inform its understanding (Bartlett & Vavrus, 2017, p. 92).

Six undergraduate English T-Ed programs in Colombia were selected for this study. They constitute the *settings*, not different cases, where the notion of EIL in T-Ed was researched. The comparison of their curricular documents in force at the time of analysis constitutes the horizontal comparison of this study. Program selection was purposeful to have representation of quality, of graduate numbers, as well as of geographical presence within Colombia. Public-university education in Colombia is perceived as of high quality, and these institutions often have higher admission numbers than their private counterparts. One program at a private university was also included because of its increasing visibility in Colombian ELT despite being smaller in size.

For horizontal comparison, each Program’s core document of curricular policy was analyzed; each document is called Program’s Educational Project—PEP Documents (in Spanish: *Proyecto Educativo del Programa*). The PEP Documents are produced by the academics working in each setting, and, although the internal structure of each document may vary, they contain generally ample information about the Program’s philosophy(ies), view(s) of language, of language teaching, of pedagogy, as well as other information about the program (e.g. the course catalog). The documents were downloaded directly from each program’s website, or they were requested as per their public nature according to Colombian law. The documents were analyzed using Qualitative Content Analysis (QCA) to “focus on selected aspects of meaning, namely those aspects that relate to the overall research question” (Schreier, 2014, p. 170). A QCA Coding Frame was constructed deductively with the literature review on the theoretical principles of EIL, and inductively

with data in two of the PEP documents which were available to the researcher at the time. MAXQDA 11 was used to facilitate data management and analysis.

The Coding Frame

Three dimensions, or themes, were worked out and included in the Coding Frame. These were 1) EIL as a function of English in multilingualism, 2) EIL as a view of language teaching, or TEIL, and 3) EIL as a view of teacher education (T-Ed-EIL). The following partial findings correspond to the first and third dimensions. The first encompasses the acknowledgment of the functions which EIL is commonly associated with in the language views of the documents under analysis; the third examines the overt or covert acknowledgment of the possibility or importance of including EIL practices in the education of future English teachers.

EIL as a Function of English in Multilingualism

In this dimension, the English language is considered a tool to achieve certain goals among which there are *communication, sociocultural growth, economic growth and competitiveness, and access to education and culture*. This perspective to English aligns with EIL's functional view, with the different ways in which English speakers use the language in accordance with their needs. The selection of functions which English is associated with in this dimension is product of the analysis of the documents, so it is in no way exhaustive in general terms.

In brief, using English for *communication* refers to a user's ability to engage in communicative acts, sophistication level aside, with people around the world from native, nativized or non-native linguistic backgrounds. Its function as a tool for *sociocultural growth* is related to the ways in which English speakers benefit from their use of the language to cater, at least partially, for their perceived needs in social or cultural development, which in turn will vary among individuals. The function of *economic growth and competitiveness* stems from the reality that English is a key language in the world of business and markets, and in job seeking and security. English as a tool for *education and culture* acknowledges yet another function of the language, this time to facilitate the meeting of needs in education, access to information, and cultural manifestations outside one's own native linguistic community. This dimension embraces the fact that English eases the access to resources and opportunities which non-English speakers would find more challenging to secure.

EIL as a View of Teacher Education (T-Ed-EIL)

This dimension deals with the ways in which the EIL paradigm could inform the development of competences in language, language pedagogy, intercultural awareness, among others, in the process of T-Ed. The importance of these competences lies, first, on the need to debunk the myth that native or native-like competences in English are the sole, or most important qualifications for an English teacher, and second, on empowering future teachers to inform their professional actions from perspectives additional to inner-circle ones.

Among the categories in this dimension are the need to develop in future professionals *awareness of English competence beyond native speaker ideals, competence in reflective and situated pedagogy, and awareness of and competence to deal with cross-cultural difference.*

Awareness of English competence beyond native-speaker ideals refers to the need for teachers to become conscious of their own competence in the target language, but without fear that it might not conform to native-like standards, particularly phonological ones. This is important to distinguish teachers from any typical user of the language outside (or uneducated in) the field of ELT and to recognize the role of English as a subject matter. Besides, considering that a great deal of the accepted tenets of additional language pedagogy have originated in inner-circle settings, it is important for EIL-aware teachers to be competent in *reflective, situated pedagogy*, so that their practice be guided both by theory and by reflection situated in their respective contexts. Pedagogy here is understood broadly, including both theoretical and practical aspects in the act of English teaching.

A position of cultural mediation by the teacher is desirable in practices which are respectful to locals, their identities and cultures, here referred to as *Awareness of and competence to deal with cross-cultural difference*, so that practitioners are better equipped to deal with multiculturalism in the language classroom; this, however, is not analogous with acculturation or with exposure to every possible interlocutory culture but with the development of intercultural competences.

FINDINGS

Partial findings from horizontal comparison between Settings 1, 3, and 6 are presented below. Affinity with EIL was found with a relative degree of confidence in settings 1 and 3, whereas the notion of EIL was hard to establish in the program in

Setting 6. Direct quotes from the PEP documents under analysis are not offered due to ethical reasons, to preserve the anonymity of the human participants in other parts of this study; therefore, only references are made to the contents and discussion found in the documents.

Setting 1

The T-Ed program in Setting 1 shows relatively high affinity with the EIL principles included in the Coding Frame. The Program's PEP Document discusses the usefulness of English for purposes of communication, sociocultural growth, and economic growth and competitiveness. On the one hand, relatively scarce elaboration was found around the functions of communication and sociocultural growth; the program acknowledges the lingua franca status of English and the consequent program's defense of English as part of professional education for social development and transformation. On the other hand, this document more prominently acknowledges English as a gate opener to better economic conditions and greater competitiveness, from the perspective of Government policy and from that of the personal and professional well-being of future English teachers; for example, justification was found grounded on Colombia's Government National Development Plan, which promotes the learning of English to access better-paid jobs, among other benefits.

Whereas the above might be considered an extremely reductionist and instrumental approach to the learning of a language, it could hardly be denied that English can potentially help improve the economic situation of its speakers, including teachers. For example, the authors of the document resort to the Government's language policies to explain and anticipate growing demands for qualified ELT professionals, and even for pre-service teachers. In sum, effective command of the English language, not only as a teacher but also as a user, is considered an asset in a person's and, more widely, in a country's economic well-being.

In teacher education terms, this program shows significant coherence with EIL principles, with a small caveat in the design of its cultural component. First, the document sets English competence for teachers clearly apart from that of the general population; graduates are expected to develop English language competences that will serve their own communication purposes, as well as their academic and professional purposes. Moreover, the document argues in favor of developing teachers' awareness of their own language competence so that it constitutes an asset in their future pedagogical endeavors. While the document refers to the Common European Framework of Reference (CEFR) as a benchmark to determine

competence in English, it cannot be fairly affirmed that English competence is measured against native speaker standards; this is so because the CEFR levels are not a choice but a mandate by the Government. Another positive indicator of a potential relationship with EIL is this document's reference to the importance of enhancing the competences in Spanish in the education of teachers, so that bilingualism is the product of the convergence of more than a single language.

The pedagogical stance expressed in this document is one of informed reflexivity, requiring a merger between theoretical knowledge and its conscious actualization in context. This trait is linked to views such as critical pedagogy and the post-method perspective in a defense of alternative, less exo-normative approaches to language education. The development of research competences is also presented as closely integrated to the program's pedagogical view; in this case, the document puts forward the need for teachers to be able to inform theory with practice and vice versa, for their own professional growth and for the benefit of the communities where they belong.

Finally, in cultural terms, it was found that the program exhibits some affinity with principles of EIL for T-Ed, though this could be debated. The document advocates for teachers becoming aware and appreciative of their own cultural identity while fostering respect for other cultures; importance is also attributed in the document to teachers' familiarity with cultural manifestations proper of their L1 communities and of English-speaking ones. However, a noteworthy finding was that the PEP Document refers to the historical importance of the United Kingdom and the United States while acknowledging the role that other peoples and cultures have played in shaping the world as we know it. Despite this, the curricular structure of the program requires the students to take compulsory courses only on the cultures of Great Britain and the USA. This is a departure from EIL in that English is no longer culturally tied solely to those two countries.

Table 1 shows a summary of the findings for Setting 1.

Table 1. Assessment of the notion of EIL in Setting 1

Dimension and Category	Assessment
EIL as a Function of English in Multilingualism	
English as a tool for communication	Present
English as a tool for sociocultural growth	Present
English as a tool for economic growth and competitiveness	High

Dimension and Category	Assessment
EIL as a View of Teacher Education (T-Ed-EIL)	
Teacher-specific English language competence and awareness	High
L1 as part of bilingualism	Present
Reflexivity and situatedness of pedagogical practices	High
Intercultural competence	Relative

Note: Assessment is defined as *High* where indicators appear in the PEP Document that strongly manifest the notion of EIL; *Present:* The PEP Document contains references to EIL-compatible principles, but elaboration is not deep; *Relative:* The PEP Document exhibits both potential affinity and mismatch with EIL; *Low:* the PEP Document shows indicators that go in a direction rather incompatible with the notion of EIL. *Undefined:* Information in the PEP document is insufficient to establish a potential manifestation of the notion of EIL.

Setting 3

In setting 3, the notion of EIL was identifiable both in functional and in teacher education terms. A view of language is presented in the PEP Document which spans a functional and multcentered, critical perspective. On the one hand, multilingualism is considered a gate-opener to better economic conditions, in articulation with and in contribution to policies of bilingualism in English from the National Government; for example, this T-Ed program remarks the high employability levels of its graduates in local, national, and foreign contexts. The document also discusses the sociocultural benefits that multilingualism brings about in the form of non-tangible forms of capital (e.g. prestige and recognition) which in turn could grant greater social mobility; it posits language classrooms as suitable places for the raising of awareness of the inequalities in access to such capital, and for the bridging of these gaps. Similarly, the document presents language teachers and multilingual speakers as strategic assets in the promotion of mobility, internationalization processes, and scientific exchange, in acknowledgment of the potential for English in the access to greater educational and cultural opportunities.

The notion of EIL was found in the program's view of teacher education as well, particularly in the discussion around language competence for teachers, their pedagogical and research competences, and their intercultural competence. While the discussion around language competences in the document does not revolve exclusively around English (this Program offers French T-Ed too), an argument can still be confidently made that the program's postulates apply to English despite the disparities of both languages in terms of power and spread around the world.

The PEP Document gives a three-fold view of language competences for graduates from this program: communication, academic and professional

purposes, and awareness. Importance is stated for future English teachers to be functional users of the language for their own purposes of communication and for their needs of social interaction with other users of the same language. Similarly, the document adopts a position of acceptance of the linguistic legitimacy of non-native English teachers as they become effective users of English for teaching and other professional duties. Furthermore, competence in English is considered a cognitive and metacognitive asset in the continuous development of teachers' academic and professional skills. Here the CEFR also becomes part of the discussion, but only as a point of reference and not as the central definition of English competence. This is supported by the program's expectation that graduates engage in metalinguistic reflection, that they understand the social nature of languages, and that they be aware of the diverse implications that language varieties might have in teaching.

The program's document in Setting 3 offers ample discussion around the value of pedagogical situatedness. In this program, this pedagogical stance is reported as stemming from a non-sequential integration between the knowledge of accepted theory and the knowledge which originates from experience and localized reflection suited to the needs of the teacher and the context. Research-wise, the view is analogous, with inquiry competences conceived of as a combination of theory and reflective action for context-appropriate problem solving.

The cultural components of the curriculum in this program show affinity with EIL as well. The PEP Document argues in favor of the importance of knowing about and being sensitive to L1 and L2 cultural manifestations for communication and meaning negotiation, and as an approximation to the formal study of the mother language and foreign languages. In addition, the document addresses intercultural competence as the ability to adopt a stance of cultural mediation for interaction, but it goes beyond the mere familiarity with cultural manifestations, into a process of de-centralization for culturally-informed knowledge construction. The PEP Document also adopts a critical perspective that embraces linguistic, cultural, and identity diversity; it veers away from the reductionist view of culture as the mere familiarity with cultural manifestations which in turn end up creating a hierarchy of cultures.

Table 2 shows a summary of the findings for Setting 3.

Table 2. Assessment of the notion of EIL in Setting 3

Dimension and Category	Assessment
EIL as a Function of English in Multilingualism	
English as a tool for sociocultural growth	High
English as a tool for economic growth and competitiveness	High
English as a tool for education and culture	High
EIL as a View of Teacher Education (T-Ed-EIL)	
Teacher-specific English language competence and awareness	High
Reflexivity and situatedness of pedagogical practices	High
L1 as part of bilingualism	Present
Intercultural competence	High

Note: See Table 1 for the definition of the assessment criteria.

Setting 6

The notion of EIL could only be marginally—if at all—found in functional and in T-Ed regards in this program. In terms of functions, the PEP Document makes only scant reference to English as a tool for economic growth and competitiveness, with the document's mere report that some of its graduates have gotten jobs in some relevant institutions in their context. Likewise, the potential which English has to improve access to education and cultural opportunities is only linkable to the PEP Document's annotation that some of its students have won scholarships. No discussion around the relevance or the functions of English in today's world is found in the document.

In terms of EIL for T-Ed, the document is more informative, but the manifestation of the notion of EIL is dubious at least. Whereas the document mentions that future graduates are expected to develop competence for communication and professional purposes, prominence is given only to the former, and only in reference to CEFR standards. Although adherence to the CEFR is not in itself an indicator of native centeredness, let alone undesirable or unadvisable, the document only centers its language competence aims around meeting the goals set forth by the Government, and as a direct result of a preset number of language instruction hours.

A comparable situation was found in pedagogical regards. Even though the document adopts a posture in favor of teachers' becoming effective and reflective professionals in their situated environments, little elaboration is found as to how to empower future teachers to do this. References to education in research are also

short, although here the document offers some more insight into the program's goals and their means to achieve them; for example, the document reports on the incorporation of research practices, such as awareness raising, problem solving, knowledge construction, and reflection upon praxis, in different courses.

Finally, information in this document was also scarce as to the roles which intercultural education could play in the education of English teachers. Only two brief mentions were found relative to the teachers' need to preserve their cultural heritage, and to what the PEP Document calls a projection to multiculturalism. For this reason, not much could be obtained from these fragments in connection with EIL.

Table 3 shows a summary of the findings for Setting 3, and Table 4 presents a side-by-side comparison of three Programs herein reported.

Table 3. Assessment of the notion of EIL in Setting 6

Dimension and Category	Assessment
EIL as a Function of English in Multilingualism	
English as a tool for economic growth and competitiveness	Undefined
English as a tool for education and culture	Undefined
EIL as a View of Teacher Education (T-Ed-EIL)	
Teacher-specific English language competence and awareness	Low
Reflexivity and situatedness of pedagogical practices	Undefined
Intercultural competence	Undefined

Note: See Table 1 for the definition of the assessment criteria.

Table 4. Comparative assessment of the notion of EIL in the three analyzed T-Ed programs

Dimension and Category	Assessment		
	Setting 1	Setting 3	Setting 6
EIL as a Function of English in Multilingualism			
English as a tool for communication	Present	--	--
English as a tool for sociocultural growth	Present	High	--
English as a tool for economic growth and competitiveness	High	High	Undefined
English as a tool for education and culture	--	High	Undefined
EIL as a View of Teacher Education (T-Ed-EIL)			
Teacher-specific English language competence and awareness	High	High	Low
L1 as part of bilingualism	Present	Present	--
Reflexivity and situatedness of pedagogical practices	High	High	Undefined
Intercultural competence	Relative	High	Undefined

Note: See Table 1 for the definition of the assessment criteria.

DISCUSSION

The partial findings of this study outline a generally positive scenario as to the theoretical affinity between the analyzed T-Ed programs and the notion of EIL. The program documents where EIL traits could be identified present an account on the importance of English in questions of communication, social advancement, and economic progress, which in turn acts as the rationale for their decisions in curricular design.

Some criticism could be anticipated on considering English an enhancer of people's physical or financial well-being, perhaps at the expense of more culturally or educationally transformative functions. Such criticism, however, would not be entirely fair for at least two reasons. First, it is undeniable that an English speaker in Colombia is at a competitive advantage in many a work field; English can indeed add to someone's physical well-being by helping them secure better jobs, or at least better-paying ones. And second, although the claim would be valid that these documents might underrepresent some cultural and social advances associated with bilingualism in English, I believe that sustainable change in higher domains of human life are harder to reach unless the most basic needs are met. Thus, the stability that comes with a greater income is not to be underestimated, even more so in a country with such high levels of poverty as Colombia. In this sense, admitting the tangible benefits that come along with bilingualism in English does not mean giving up on a critical posture which broadens the scope and function of English toward more educationally and culturally transformative goals.

A similar situation could be found with regards to EIL in Teacher Education. The Documents from settings 1 and 3 exhibit a high potential affinity with EIL. In language and awareness domains, these programs reportedly adopt an empowering stance for the NNS community of teachers to recognize themselves as legitimate members in the profession. In addition, the focus given to pedagogical reflexivity and situatedness in these programs suggests that they have built in a transformative approach to enable their graduates to meet the needs of their own communities. Moreover, the importance assigned to interculturality in these programs signals steps in the direction of a less instrumental, more integrative education which includes, among others, respect for and education in the speakers' L1.

The case of Setting 6, whose analysis yielded a less clear connection, if any, between their curricular design and EIL admits multiple inferences. One of them, and perhaps the most unfair, would be to assume that the quality of this program is comparatively not as high as that of its counterparts; since this study is not about

analyzing the objective or perceived quality of these T-Ed offerings, that inference would be unfounded. Another interpretation could be that the notion of EIL is not manifested anywhere in the daily work inside this program. However, the possibility still exists for the notion of EIL to be manifested at other levels, not necessarily in documents of policy; after all, documents could conceal what is elsewhere visible, they might portray philosophies which never materialize, or even, practices may even run counter the reported philosophies. It is also possible that this program's host university deemed that the way in which the program was built was appropriate for the needs of their community, and in line with their own knowledge and understanding, an EIL-like design might not have been their desired course of action.

An important remark must be made, though. Various views are found in the field of ELT, some perhaps more appropriate than others for the needs of today's English T-Ed. EIL is *one* valid alternative; it offers a combination of a flexible approach to language instruction and an inclusive vision of pedagogy, seeking to balance the context and the needs of the learners with the practical implications which teachers and teacher educators face day by day. It is this proposed balance which makes EIL valuable. For example, the idea of language pedagogy which is respectful of the cultures and identities of the students would not be fairly attributed only to EIL; doing so would mean claiming as own the ideas which education experts and researchers have been putting forward for several decades. Also, native-speakerism has been challenged for some time but at the expense of practicality, for NNS teachers end up facing the difficulties of parting ways with everything native in exchange for a fully endonormative approach that is costly to them. EIL in T-Ed tries to encompass the advances in pedagogy with an approach to language education that welcomes NNS and NS teachers alike, as well as native, nativized or performance varieties as valid for instruction. Much is yet to be done to achieve balance between the technical and the transformative power of T-Ed, but this analysis shows that progress is being made.

CONCLUSIONS

This article has presented the results from the study of the manifestation of the EIL notion in the core curricular documents of three English T-Ed programs in Colombia. The outlook is promising overall, with the EIL phenomenon being manifested in two of the analyzed Documents, albeit only tacitly. In one setting, on the other hand, little connection with EIL could be established. Progress can be seen in towards of English T-Ed that is less technical and more transformative, although

much is still to be done. Since this study has only explored the theoretical curricular foundations of a small selection of T-Ed programs, future research is needed to understand the relationships between policy and action.

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