

**Fostering the Use of World Englishes in English Language Teaching at Pontifical Xavierian
University**

Juan Felipe Barragán Boada

**Pontificia Universidad Javeriana
School of Communication and Language
B.A in the Teaching of Modern Languages
Bogotá, 2021**

**Fostering the Use of World Englishes in English Language Teaching at Pontifical Xavierian
University**

Juan Felipe Barragán Boada

Thesis director

Juan Manuel Martínez Guerrero

**A Thesis Submitted as A Requirement to obtain The Degree of B.A in the Teaching of
Modern Languages**

Pontificia Universidad Javeriana

School of Communication and Language

B.A in the Teaching of Modern Languages

Bogotá, 2021

Agradecimientos

En primer lugar, me gustaría agradecer a mis padres y a mi abuela por esforzarse y apoyarme durante este proceso. Sin su amor habría sido muy difícil llegar a estas instancias en estos tiempos de pandemia.

A mis amigos, compañeros y profesores por haber compartido sus experiencias y conocimientos conmigo, y por dejar en mi memoria recuerdos que jamás olvidaré. Agradecerles porque de cada uno de ellos tomé algo que me ayudó a forjar mi carácter y reafirmar mi vocación.

Por último, quiero agradecer a Juan Manuel Martínez, el asesor de este trabajo, por su compromiso, por sus sugerencias, por tener fe en este proyecto y por guiarme durante este proceso investigativo.

Una vez más, ¡muchísimas gracias a todos!

Juan Felipe Barragán Boada

Abstract

Researchers have advocated for the need to recognize Englishes in their plural form, considering that a great number of varieties exist around the world apart from the American and British ones. As a consequence, *World Englishes* emerges as a concept that embraces all varieties as valid and recognizes how diverse the language is. Moreover, the current status of the English language shows that there are now more non-native speakers than native speakers, but the ELT field is still placing the American and British varieties as the paradigms to be reached in a world where non-native to non-native interactions are more likely to happen. Therefore, this study suggests incorporating *World Englishes* in ELT contexts. Furthermore, this study aims to identify the aspects that should be taken into consideration in order to gradually introduce *World Englishes* modules throughout the different English levels of the BA in the teaching of modern languages at the Pontifical Xavierian University in Bogotá. A survey answered by the teachers as well as the course syllabi for the seven English levels of the BA were used as the main sources to gather data. Qualitative data analysis was carried out afterwards. Findings suggest that the BA in the teaching of modern languages is influenced by the American and British varieties as the materials, textbooks and the complementary sources of the English courses are mainly produced by UK and US publishers. Additionally, except for the last level, course syllabi for English courses do not explicitly encourage the use of *World Englishes*. Therefore, aspects like exposure to different varieties of English, coursebooks, adaptation of authentic materials and teacher training are recommended in order to use *World Englishes* regardless of the level.

Keywords: World Englishes, English Language Teaching, Intercultural Communicative Competence, Cultural awareness, Varieties of English.

Resumen

Algunos investigadores han abogado por la necesidad de reconocer los ingleses en su forma plural, considerando que existen un gran número de variedades en todo el mundo además de la americana y la británica. Como consecuencia, *World Englishes* emerge como un concepto que abarca todas las variedades como válidas y reconoce cuán diverso es el idioma. Además, el estado actual del idioma inglés muestra que ahora hay más hablantes no nativos que hablantes nativos, pero el campo de ELT todavía está colocando las variedades estadounidense y británica como los paradigmas a alcanzar en un mundo donde es más probable que ocurran interacciones entre no nativos. Por lo tanto, este estudio sugiere incorporar *World Englishes* en contextos de ELT. Además, este estudio tiene como objetivo identificar los aspectos que deben tomarse en consideración para introducir gradualmente módulos de *World Englishes* a lo largo de los diferentes niveles de inglés de la Licenciatura en lenguas modernas en la Pontificia Universidad Javeriana de Bogotá. Una encuesta respondida por los profesores, así como los programas de estudios de los siete niveles de inglés de la Licenciatura, se utilizaron como fuentes principales para recopilar datos. Posteriormente se llevó a cabo un análisis cualitativo de los datos. Los hallazgos sugieren que la licenciatura en lenguas modernas está influenciada por las variedades estadounidense y británica, ya que los materiales, libros de texto y las fuentes complementarias de los cursos de inglés son producidos principalmente por editoriales del Reino Unido y Estados Unidos. Además, a excepción del último nivel, los programas de estudios de los cursos de inglés no fomentan explícitamente el uso de *World Englishes*. Por último, se recomiendan aspectos como exposición a diferentes variedades de inglés, libros de curso, adaptación de materiales auténticos y formación del profesorado para poder utilizar *World Englishes* independientemente del nivel.

Palabras clave: World Englishes, Enseñanza de inglés, Competencia comunicativa intercultural, Conciencia cultural, Variedades de inglés.

Résumé

Les chercheurs ont plaidé pour la nécessité de reconnaître les Anglais au pluriel, considérant qu'un grand nombre de variétés existent dans le monde en dehors des variétés américaines et britanniques. En conséquence, *World Englishes* émerge comme un concept qui embrasse toutes les variétés comme valides et reconnaît la diversité de la langue. De plus, l'état actuel de la langue anglaise montre qu'il y a désormais plus de locuteurs non natifs que de locuteurs natifs, mais le domaine de ELT place toujours les variétés américaines et britanniques comme les paradigmes à atteindre dans un monde où des interactions entre non natifs sont plus susceptibles de se produire. Par conséquent, cette étude suggère d'incorporer *World Englishes* dans les contextes de ELT. En outre, cette étude vise à identifier les aspects qui devraient être pris en considération afin d'introduire progressivement des modules de *World Englishes* à travers les différents niveaux d'anglais de la Licence en Langues Modernes à l'Université Pontificale Javeriana à Bogotá. Un sondage auquel ont répondu les enseignants ainsi que les programmes de cours pour les sept niveaux d'anglais de la Licence ont été utilisés comme principales sources de collecte de données. Une analyse qualitative des données a été effectuée par la suite. Les résultats suggèrent que la Licence en Langues Modernes est influencée par les variétés américaines et britanniques, car les matériaux, les manuels et les sources complémentaires des cours d'anglais sont principalement produits par des éditeurs britanniques et américains. De plus, à l'exception du dernier niveau, les programmes de cours d'anglais n'encouragent pas explicitement l'utilisation des *World Englishes*. Enfin, des aspects tels que l'exposition à différentes variétés de la langue anglaise, les manuels de cours, l'adaptation de matériaux authentiques et la formation des enseignants sont recommandés afin d'utiliser les *World Englishes* quel que soit le niveau.

Mots-clés: World Englishes, Enseignement de l'anglais, Compétence communicative interculturelle, Sensibilisation culturelle, Variétés d'anglais.

Table of contents

1. Introduction	10
2. Statement of the problem	12
3. Research question.....	14
4. Research objectives	14
4.1. General objective.....	14
4.2. Specific objectives.....	14
5. State of the art	16
6. Theoretical Framework	24
6.1. World Englishes	24
6.2. World Englishes in English Language Teaching.....	28
6.3. Intercultural Communicative Competence.....	30
6.3.1. Knowledge (<i>savoirs</i>)	31
6.3.2. Interpreting and relating skills (<i>savoir comprendre</i>)	32
6.3.3. Discovery and interacting skills (<i>savoir apprendre/faire</i>)	32
6.3.4. Attitudes (<i>savoir être</i>).....	33
6.3.5. Critical cultural awareness/political education (<i>savoir s'engager</i>)	33
7. Methodological Framework	35
7.1. Research Paradigm	35
7.2. Type of study.....	36

7.3.	Data Collection Instruments	38
7.4.	Population and sampling	39
7.5.	Data Collection Procedures	40
8.	Data Analysis	41
8.1.	Data analysis of the Questionnaire	41
8.2.	Data analysis of the English Programs	45
8.2.1.	Elementary English and Basic English I programs (1st and 2nd levels)	45
8.2.2.	Basic English II and Intermediate English I programs (3rd and 4th levels) ..	47
8.2.3.	Intermediate English II and Advanced English I programs (5th and 6th levels) 49	
8.2.4.	Advanced English II program (7th level).....	50
8.3.	Settings to Show Language and Cultural Diversity	52
9.	Conclusions and recommendations.....	56
10.	References	61
11.	Annexes.....	67

1. Introduction

Globalization, along with certain colonization processes, has given rise to the emergence of a great number of varieties of the English language. Among these varieties we may find different dialects that are accompanied in turn by grammatical variations, different accents and even combinations between native languages and English. On this basis, some researchers have argued and advocated for the need to recognize the Englishes in their plural form and, thereby, recognize the diversity of this language. In this perspective, Kachru (1985) coined the term *World Englishes* to refer to the great number of English varieties that exist around the world.

Kachru (1976), as cited in Matsuda (2019), wrote an article on the teaching of English as a foreign language in which he criticizes linguistic purism and linguistic intolerance towards some varieties of the English language, a phenomenon that has been prolonged by some teachers in the field of English Language Teaching. In addition, he makes a call for the English Language Teaching field to have a pluricentric perspective of the English language that goes beyond British English and American English.

Nonetheless, the field of English Language Teaching (ELT)—which according to the British Council refers to the act of teaching English to non-native speakers—has not taken into account the importance of introducing and implementing the existing English varieties. The above, because of the native speaker paradigm (Phillipson, 1992) and the desire of some institutions to standardize the English language, which can practically be evidenced in language courses, in the didactic materials used to carry out the teaching process and in some classification exams. It is thus the reason why Sadeghpour and Sharifian (2019) report in their article titled *World Englishes in English Language*

Teaching the findings of empirical studies that have shown that only two varieties of the English language —specifically American Standard English and British English— are the most widely used varieties, serving as the linguistic model to be followed in ELT classes and courses around the world.

Consequently, the last English level of the BA in the teaching of modern languages at the Pontifical Xavierian University includes a component of the course in which students are introduced to the concept of *World Englishes* for the first time during the whole major. The aim of this section is for students to get in touch with some of the different varieties, accents, dialects and lexicons that are found within the English language around the world. Furthermore, this segment of the course provides a setting to discuss and reflect on topics like the perfect accent, the misconception of some varieties as errors, language standardization and the native speaker paradigm (Phillipson, 1992).

Therefore, considering that the *World Englishes* concept is emphasized only until the end of the English levels of degree program, the idea of carrying out a research study and a project dealing with this topic was initially brought forward. Taking into account that a *World Englishes* module has already been designed for students of the last English level of the BA in the teaching of modern languages to speak and be exposed to some varieties of the English language, it would in fact be interesting to determine what impact this component of *World Englishes* for training future English teachers has in the curriculum. Similarly, the present study will strive to identify how similar modules of *World Englishes* could be gradually enhanced and/or articulated throughout the different English levels of the degree program, along with its possible implications and barriers.

2. Statement of the problem

The motivation for carrying out this research project emerges from curiosity, as a student of the Bachelor of Arts in the teaching of modern languages at the Pontifical Xavierian University, to explore how the English component of the program is incorporating the *World Englishes* varieties in the English language teaching context. As mentioned above, the ELT field has struggled to include these varieties both in theory and practice (Matsuda, 2019 & Sadeghpour and Sharifian, 2019), hence the need and intrigue to explore how the component of *World Englishes* is being articulated in the classes in the academic context of the last level of the English component of the degree.

Likewise, there is an interest in the present study for establishing what some of the teachers' perceptions are regarding the use of *World Englishes* in the classroom. Furthermore, the *World Englishes* module only takes place in the last English level of the degree according to the English courses' syllabi. Consequently, it would be ideal to explore how these varieties of the language could gradually be articulated throughout the different English levels of the degree program. Additionally, the articulation of *World Englishes* in all the English levels might involve some barriers and difficulties, as well as new challenges for both teachers and students. Accordingly, it is imperative to know what those barriers and challenges would possibly be.

Thus far, studies and articles on *World Englishes* in English language teaching contexts have been carried out in the global perspective (see Background). In general, these studies and articles broadly show that there is a positive change in students' beliefs and attitudes towards the different varieties of the English language once they have been exposed to *World Englishes* modules.

Nonetheless, there is not a single study that has focused on *World Englishes* and their articulation to the English language teaching field in the context of the Pontifical Xavierian University. In consequence, it is thus essential to point out the existence of a gap in the field of English language teaching of the degree to which it is intended to contribute.

3. Research question

This research study will strive to answer the following question:

- What aspects should be taken into consideration in order to gradually introduce *World Englishes* modules throughout the different English levels of the BA in the teaching of modern languages at the Pontifical Xavierian University?

4. Research objectives

This research aims to contribute to a better understanding of the role that the module of *World Englishes* has in the BA in the teaching of modern languages at the Pontifical Xavierian University.

4.1. General objective

To identify the aspects that should be taken into consideration in order to gradually introduce *World Englishes* modules throughout the different English levels of the BA in the teaching of modern languages at the Pontifical Xavierian University

4.2. Specific objectives

- To recognize teachers' perceptions regarding the use of *World Englishes* in English language teaching.
- To analyze the importance given to *World Englishes* in the syllabi of the English courses of the degree.
- To identify the possible barriers or difficulties for teaching *World Englishes* at the university.

- To identify means by which to foster the use of *World Englishes* throughout the different English levels of the degree.

5. State of the art

From a global perspective, many studies have been carried out with the aim of identifying students' attitudes (Kang & Ahn, 2019; Takahashi, 2017; Fang & Ren, 2018; Sung, 2015), and teachers' as well (Sadeghpour & Sharifian, 2019; Sifakis & Bayyurt, 2015; Takahashi, 2017), towards different varieties of the English language. These studies have been mainly carried out in an Asian context (Kang & Ahn, 2019; Takahashi, 2017; Galloway, 2013; Fan & Wei, 2018; Sung, 2015) although there are also studies from Australia (Sadeghpour & Sharifian, 2019), and Greece and Turkey (Sifakis & Bayyurt, 2015).

Fang & Ren (2018) conducted a study in a Chinese university with the purpose of identifying to what extent a course that exposed students to some varieties of English could influence their attitudes towards their own variety. Similarly, this study sought to determine what the effect of taking the course was on changing students' attitudes towards English. A 16-week optional course was designed and offered to students that had a high-intermediate level of English. The students were exposed to native and post-colonial varieties during the study, and there was some room for debate and discussion on language policy, ELT practice in China, globalization and their localized variety of English. By the end of the course, the students had developed an awareness of how diverse the English language is, and they did not feel ashamed of their own variety and accent.

Kang & Ahn (2019) carried out a study in a Korean university that sought to identify students' beliefs and perspectives regarding different English varieties. This study was conducted with undergraduate students that were part of an English language course. The students were provided with room for discussion and critical reflection activities

regarding the different varieties that can be found within the English language used by both native and non-native speakers. This study included listening exercises, songs and advertisements in order to show and introduce some English varieties from the outer and expanding circle to the students. The results, regarding accent evaluation, showed a positive attitude towards the varieties of their fellow countrymen and women, the American variety, as well over the Indian and Italian ones. In addition, a perception questionnaire was carried out twice during the semester, and it showed a positive change in learners' beliefs about English learning and the different varieties of the English language.

Takahashi (2017) has investigated the attitudes of Japanese learners and teachers of English from three different schools towards some extracts related to different varieties of the language, including written non-standard forms. Data were collected through questionnaires and interviews that were carried out with both learners and teachers. The results of this study showed that most teachers found it feasible to include extracts that show samples of non-standard varieties of English. However, in this study students seemed to be concerned about including non-standard varieties in coursebooks. Contrary to the teachers, the students did not seem to be capable of explaining the reasons and objectives behind the inclusion of these varieties.

Recapitulating, in these studies the participants are placed in contact with some of the different varieties of the English language for a certain period of time throughout their academic terms. Generally, these modules are conducted solely to achieve the purpose of research, but very few of these varieties implemented on a mandatory basis in English courses. Mainly, the research results are collected through interviews, in some cases prior to and upon completing the study, or only at the end of the *World Englishes* course / module.

Similarly, some results were collected through written reflections, later inductively analyzed to answer the research question.

In the results of the aforementioned research studies, the attitudes of the students had a positive change overall, as well as in the perception they had regarding *World Englishes*. After having been in contact with different varieties of the language, the students reflected critically on the role of the *native speaker paradigm* in the teaching and learning of English. In the same way, students reduced their level of embarrassment regarding their accent, and the fear they felt when talking to native speakers or speakers whose English is their second language. Generally, students found exposure to different varieties of English necessary and relevant in their English courses.

Further research reveals how the relationship between the field of *World Englishes* and Second Language Acquisition and/or English Language Teaching has developed in recent years. Sadeghpour & Sharifian (2019) did a study on World Englishes and English Teaching, and the results revealed that even though teachers know that there is a great variety of Englishes around the world, they do not feel compelled or comfortable with the idea of having to implement these varieties in their classes for several reasons.

First of all, teachers express fear of teaching one variety, or more, with which they are not familiar because they tend to believe that they must give straightforward and thoroughly detailed courses about these varieties. As Sadeghpour & Sharifian state, “one reason that teachers are not willing to bring various Englishes into their classroom teaching could be the misunderstanding that teaching English as a pluricentric language means teaching students different varieties of English.” (2019, p. 251). Nonetheless, the purpose

of the implementation of the *World Englishes* modules is to recognize how diverse is the English language and that language learners do not consider different English varieties as mistakes.

Second, because for some students, seeing a large number of varieties could be confusing; thus, negatively affecting their language learning processes; for instance, in terms of intelligibility and when it comes to pronunciation (Sadeghpour & Sharifian, 2019). Furthermore, participants also considered that “that going beyond raising the awareness of WE may not be practical” (Sadeghpour & Sharifian, 2019, p. 250). The foregoing due to lack of time and teachers’ lack of competence in the different varieties of the English language.

Third, participants of this study also claimed that “the teaching materials available use mainly American, British, and Australian English; therefore, to integrate WEs to their teaching they would need to create their own resources” (Sadeghpour & Sharifian, 2019, p. 251). The former clearly indicates that there is a lack of didactic material that would enable English teachers to make these varieties visible in their classes. This would require them to be the ones who have to create the teaching material to be able to tackle some varieties in the classroom, but not everyone is willing to do so as the creation of teaching material is time consuming.

In that regard, Galloway (2013) notes that even though the number of native English speakers is a minority compared to the amount of non-native English speakers, the native English speaker episteme still controls the field of English Language Teaching. Consequently, it is argued for the necessity for language learners to be exposed to the

diversity of English with the purpose of better preparing them to use English in a global context. To achieve this, some proposals, for instance, stand the hiring of non-native English teachers. Notwithstanding, not many pedagogical proposals have actually been tried and assessed, which shows a gap between theory and practice (Galloway, 2013).

Sridhar & Sridhar (1986) as cited in Bolton (2018), wrote an article on Second Language Acquisition (SLA) theory and indigenized varieties of English in which they identified a set of assumptions about the field of SLA in order to compare them to the *World Englishes* approach. In the field of SLA there were assumptions that showed that “the goal of SLA is to acquire a ‘native-like competence’ in the target language, and that the success of the learner should be judged against ‘native-like’ criteria” (Sridhar & Sridhar, 1986, p. 5). Therefore, the input students were exposed to should be native-like as well (referring to the varieties of the United States and the United Kingdom).

The foregoing leads us to one of Kachru’s fallacies about the use and users of English (Matsuda, 2019). This fallacy states that the goal of learning and teaching English is to adopt the native models of English. Kachru (1992), as cited in Matsuda (2019), claimed that the native speaker concept was not a plausible criterion for the global uses of English, especially within the varieties that have been classified in the outer circle according to Kachru’s circle of *World Englishes* (see Theoretical Framework) where there can be found educated and institutionalized varieties of English. Furthermore, Matsuda states that “AE [American English] and BE [British English] are not the most preferred varieties in all context; and . . . NES [Native English Speakers] proficiency may not be the best yardstick for assessing the proficiency of English language users.” (2019, p.148). Consequently, the SLA assumptions depicted previously should change.

Regarding the Colombian context, González (2010) presents a general view of the status of English in Colombia, a country that belongs to the expanding circle according to Kachru's *World Englishes* circles (see Theoretical Framework). Colombia has a great diversity of languages, with Spanish being the official one. Throughout the territory more than 60 indigenous languages can be found, as well as two creoles: Islander, which is a Caribbean English-based creole, and Palenquero. The different languages that can be found in Colombia have been recognized as official languages of those communities. Nevertheless, the conception of bilingualism is frequently associated with being proficient in Spanish and other European languages. The San Andrés, Providencia and Santa Catalina islands have the highest presence of English in the whole country (González, 2010). In these islands people use Islander, English and Spanish in different contexts. Edwards (1974), as cited in González (2010), states that San Andrés Creole is similar in many items to rural Jamaican Creole owing to the fact that it stems from it. Then, the English that is spoken in San Andrés and Providencia shares some similarities with Islander Creole, hence many people tend to think that these languages are only one.

Much like in other countries, in Colombia there is a preference for the use of American English and British English in Language Teaching contexts, and according to González (2010) "there is a stronger preference for the American variety of spelling and pronunciation." (p. 337) Additionally, it seems that there is not much knowledge about other outer circle varieties of English; varieties that are commonly believed to be linguistically impure.

Finally, González (2010) suggests that the inclusion of an English immersion program for Colombian teachers on the island of San Andrés be made with the purpose to

give them the opportunity to be exposed, use and value a variety of English that can be found in the country. By doing so, it would therefore represent a movement towards the conception of pedagogies that include *World Englishes* in Colombia. Moreover, the field of English Language Teaching in Colombia should recognize the English variety that can be found in San Andrés and Providencia and, consequently, explore and pave the way to new ways of teaching English.

As for the local context, at Pontifical Xavierian University, a study was carried out with the aim of identifying the linguistic attitudes of undergraduate students towards some varieties of the English language (Garavito, 2008). In this study, students were exposed to the American, English, Irish, German, Canadian, and Colombian varieties with the help of English speakers from each one of these countries. Each of these subjects was asked to read a paragraph in English so that the students could give their opinion on how difficult it was for them to understand these varieties, and to identify their perceptions about the accents to which they had been exposed. Findings suggest that students tend to privilege the American and British varieties and they showed some negative linguistic attitudes towards other English varieties (Garavito, 2008).

Consequently, one of the solutions proposed by Garavito (2008) was to create and incorporate educational alternatives that would diminish negative linguistic attitudes towards different English varieties. Therefore, instruction in linguistic and cultural diversity through the teaching of *World Englishes* was suggested in order to provide students with an approximation to some varieties of the English language and question prejudices, stereotypes and linguistic attitudes that are held not only about the varieties but also the users. The foregoing would ultimately promote the acceptance and respect for each English

variety.

6. Theoretical Framework

This section is intended to elaborate on the relevant theoretical concepts related to the present research project. This will hopefully help the reader understand the concepts that guide the investigation and the fields of study in which this investigation lies on. Throughout this section, the theoretical concepts that will be defined are the following: *World Englishes*, *World Englishes in English Language Teaching*, and Intercultural Communicative Competence (*savoirs*, *savoir comprendre*, *savoir apprendre/faire*, *savoir être*, and *savoir s'engager*).

6.1. World Englishes

Seoane & Suárez-Gómez (2016) state that there are roughly two billion English speakers around the world, which basically represents a third of the world's population. In fact, Kirkpatrick (2010) argues that "it is commonly accepted that there are now many more people who speak English as a second or later language than there are native speakers of it." (p.1). The number of English speakers has been increasing each year, and it will continue doing so due to the role that this language has in many different contexts. Nowadays, the English language is considered one of the most essential tools in fields like education, business, politics, among others.

In many countries, mainly the ones that have gone through colonization processes developed by Great Britain and The United States of America, English is used as an official language or, otherwise, as a second official language. Likewise, those colonization processes have caused the emergence of a great number of varieties of the English language. For instance, we may find hybrid varieties which can be defined as a combination of English

and other local and/or indigenous languages.

Accordingly, it is thus possible to talk about the different varieties of English around the world, which includes varieties of different African, Asian and Caribbean countries. Nonetheless, it is worth saying that the different varieties of English do not belong exclusively to these postcolonial places. There is still an astonishing number of varieties and dialects that can be found in the territories of the ones that were once colonists themselves.

From this perspective, Kachru (1985) coined the term *World Englishes* to refer to the great number of varieties of Englishes that exist around the world. Moreover, this author has divided these varieties into three different circles in order to classify them. Takahashi (2007) and Bolton (2018) describe these circles as follows:

- **The inner circle**

This is a circle in which we may find countries where English is spoken as a mother tongue or L1; for example, in the United States, the United Kingdom and some places that used to be colonies of these countries (Takahashi, 2007; Bolton, 2018). In these places, the development of new varieties over time depended on the colonizers themselves, even though the languages of the colonized people had and continue to have some impact on these varieties (Kirkpatrick, 2010).

- **The outer circle**

This circle refers to all those places where English is spoken as an official language or second language or L2, as it happens in India, Nigeria, etc.

(Takahashi, 2007; Bolton, 2018). The varieties that have been classified in this circle are the result of a combination of English and indigenous languages, with a greater influence of the languages of the indigenous people. This influence might be related to the interaction between the colonizers and the locals, along with the fact that the locals would represent the majority of the population in these places.

- **The expanding circle**

It is also known as the third circle and refers to the countries where English is considered a foreign language, such as China, Brazil, Colombia, etc. (Takahashi, 2007; Bolton, 2018).

Kirkpatrick (2007) makes a distinction between the linguistic and socio-linguistic dimensions of *World Englishes*, and within the former we can find what Houghton (2009) calls areas of interest in the field of *World Englishes*. The first one corresponds to the tendency of distinguishing or classifying between native and nativized varieties of English. Traditionally, the British and American varieties of English are conceived as native varieties. Then, the nativized varieties are those that have emerged in places where English was not originally spoken. These varieties have been influenced by local languages and their culture. At this point Kirkpatrick (2007) questions this perception of what native is and what nativized is. As a nativized variety of the English language is a variety that has developed in places where English was not spoken initially, one could say that American English is not a native variety. Indeed, Kirkpatrick (2007) argues that “other languages were spoken in America and Australia before English arrived there and the Englishes that have developed in both places have been influenced by local languages and cultures” (p. 6).

Notwithstanding, Kirkpatrick (2007) also notes that the varieties of the English language can be classified and ranked according to prejudices of those varieties and their speakers. For instance, there is a criterion based on prejudice that says that a native variety of English is superior to a nativized variety. The aforementioned because there is a tendency to believe that the older the variety, the purer and better it is. Another criterion is the one related to accent. Some accents may sound more acceptable, correct, pleasant and familiar than other ones (Jenkins, 2007). Houghton (2009) states that language prejudice towards accents and its relations with higher education has been widely researched, and cites some studies (Mahboob, 2009; Powesland, 1975) in which it is showed how speaking certain varieties and using certain accents is usually associated with intelligence, disregarding how well elaborated and rational are the discourse and arguments of the speakers.

In the *World Englishes* context, a related issue is the classification and status of native speakers and non-native ones. Kirkpatrick (2007) notes how many scholars have made an attempt to differentiate a native speaker and a non-native speaker through the years, while on the other hand other scholars have said that it is not possible to make such differentiation based on rational and workable distinctions. The particular problem regarding the native or non-native speaker discussion is the thought and belief that native speakers perform better at teaching and speaking English than non-native speakers (Kirkpatrick, 2007). The aforementioned leads us to another concern, noted as well by Houghton (2009), that can be found within the field of *World Englishes*: the recognition of *the native speaker fallacy* (Phillipson, 1992).

6.2. World Englishes in English Language Teaching

Rajprasit (2021) remarks that “English is a heterogeneous language with multiple accents, vocabulary, grammar, and pragmatic conventions; English reflects multiple identities and cultures; and English is increasingly used by and between multilingual ‘non-native’ English speakers” (p.2). This would mean that in the current globalized world more people are learning and using English in different contexts. Indeed, there are currently more non-native speakers than native speakers. As Clyne and Sharifian (2008) say, there are at least 380 million people who speak English as their first language and more than one billion people who speak English as a second language (non-native speakers) in order to “communicate with other secondlanguage users with whom they do not share a cultural and linguistic background” (p. 282). Undoubtedly, the number of native and non-native speakers must have increased over time, and many communicative interactions are being carried out in multicultural, multilingual and multidialectal contexts (Rajprasit, 2021).

Bhowmik (2015) has stated that due to the current status of English, a hybridized and diverse language, different challenges have emerged in the field of English language teaching. One of them, the fact that ELT cannot continue choosing only between the British and American varieties as the primary target ones. Nonetheless, Bhowmik (2015) also points out that the same existence of different varieties of English creates a conflict regarding which variety should be used in the classroom then.

Furthermore, bearing in mind the current status of the English-speaking population previously depicted, Bhowmik (2015) points out that “ELT is still mostly controlled (i.e., determining the norms for teaching, designing syllabus, producing materials, and so on) by

“native- speaking,” inner-circle countries” (p.143), and restricting language to native speakers ends up being inappropriate and impractical for the reason that it can lead them to think that they are the only owners of the language as they are the ones who currently determine the standards of English.

Accordingly, as it appears in Sadeghpour & Sharifian (2019),

The practice of English Language Teaching (ELT) needs to be modified in its language teaching aims and approaches (Nero, 2006) to make them compatible with the new status of English in the world and to prepare learners for the international and intercultural contexts of today's interactions. (p. 245).

Consequently, considering the ELT practices in relation to the ongoing status of the English language, some pedagogical proposals have been suggested in order to make a change in ELT practice. For instance, Matsuda, as it appears in Bhowmik (2015) and Galloway (2013), advocates for the necessity to expose learners to different varieties of English by incorporating content and input from English speaking countries found in the outer and expanding circles in textbooks.

Along the same line of thought, Takahashi (2017) remarks that the field of ELT should include multiple varieties of English apart from the inner-circle varieties. In fact, Takahashi (2017) points out that

In many ELT programmes, the ostensible purpose of learning English as a foreign language is for non-native speakers to attain the accuracy and fluency of a native-speaker target model. However, scholars have suggested that

there are certain benefits to exposing learners to a wider range of English varieties, including outer-circle and expanding-circle forms. (p. 43).

Among the benefits that the exposure to *World Englishes* might have, Takahashi (2017) depicts some of them. In the first place, this would increase learners' awareness of the multiple varieties of English that can be found around the world, and it would help them acknowledge that they are learning one of them. Moreover, the exposure to different varieties would also help them recognize that English is used as an international language, being communication with native speakers only one of the many reasons why it is used. Lastly, this would help learners get familiar with the different features and unique items of the varieties that are classified in the outer and expanding circles, increasing the chances of understanding the language users of these communities.

Therefore, *World Englishes* should be introduced in language teaching scenarios and students should have the opportunity to be exposed to different varieties of the language and to strengthen the learner's cultural awareness and Intercultural Communicative Competence. Notwithstanding, as Bhowmik (2015) suggests, "it seems as though it is going to take a while before such a pluricentric approach to English becomes the norm rather than exception in ELT." (p. 147). This would come to show that introducing *World Englishes* in the classroom setting would be an innovative practice that ought not to be ignored.

6.3. Intercultural Communicative Competence

Byram (1997) defines Intercultural Communicative Competence as "the ability to interact with people from another country and culture in a foreign language" (p. 71) and presents a model of Intercultural Communicative Competence that deviates from the

traditional goals of the field of Language Teaching in which the native speaker is no longer seen as a model that has to be imposed to the learner. On the contrary, the main purpose for the learner would then be to become an intercultural speaker. Accordingly, Byram (1997) depicts five key factors, also known as *savoirs*, within the field of Intercultural Communicative Competence that all learners should be aware of in order to be an intercultural speaker.

6.3.1. Knowledge (*savoirs*)

Byram (1997) classifies the knowledge that speakers bring to the communicative act into two main categories. First, the knowledge about the culture, interaction and social aspects of the speaker's own country, and second correlative knowledge about the interlocutor's country. As for the first category mentioned, the knowledge is mainly acquired through socialization at family and formal education levels. Byram (1997) states that in countries with formal education "the knowledge acquired is often dominated by the notion of a 'national' culture and identity" (p. 35) and within these we may find shared behaviours, ways of thinking, social classes and meanings.

Regarding the second category, a learner may find stereotypes, positive or negative, about the interlocutor's country and culture. The aforementioned due to the fact that in many cases the learner gets to know about the interlocutor's country and culture from a different perspective, as it is not the same to learn about one's country after having been living there, and then learning about other person's country and culture without having ever been in that place. Therefore, the information and knowledge the learner acquires is often prejudiced, biased and stereotyped (Byram,

1997).

6.3.2. Interpreting and relating skills (*savoir comprendre*)

This *savoir* refers to the ability of interpreting a document and/or event from one country for somebody from a different culture, and to relate it to documents or events from one's culture (Byram, 1997). As Houghton (2009) states, "different vocabulary usages or cultural norms can cause misunderstandings between people who speak different varieties of English" (p. 6), and even when those differences are not noticeable and cannot be identified by the speakers more unforeseen misunderstandings can be caused. The skill of interpreting and relating use as a basis the learner's previous knowledge (Byram, 1997), and it does highlight how important it is to find a way to acquire more knowledge to subsequently combine it with the knowledge that the learner previously had for the purpose of avoiding possible misunderstandings as much as possible and developing competences as an intercultural speaker.

6.3.3. Discovery and interacting skills (*savoir apprendre/faire*)

It is described as the ability to develop and acquire new knowledge as well as understanding the cultural aspects of a country that are implicit both in documents and interactions (Byram, 1997). Moreover, Byram, as mentioned in Houghton (2009), notes that this skill also has to do with the ability of the speaker to use the knowledge acquired, the skills and the attitudes effectively in real-time communication and interaction.

6.3.4. Attitudes (*savoir être*)

Byram (1997) argues that attitudes are one of the key factors that need to be taken into account for successful intercultural communication and interaction. Both positive and negative attitudes can obstruct the mutual understanding between the speakers. It is thus the reason why the intercultural speaker must have attitudes such as curiosity, openness and, as Müller-Hartmann & Schocker-von (2007) put it, readiness to suspend skepticism about other cultures and suspend belief about one's culture with the aim of not taking for granted that one's values, behaviours and beliefs are the only and right ones. In addition to this, there also has to be willingness to be placed in someone else's shoes, as colloquially expressed, and to analyze and/or explore their possible point of view about one's own values, behaviours and meanings (Byram, 1997).

6.3.5. Critical cultural awareness/political education (*savoir s'engager*)

Byram (1997) defines critical cultural awareness as "An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries" (p. 53). It is also related to the identification and interpretation of values that can be found in documents and events in one's and other cultures, and the critical evaluation of another culture, always bearing in mind a critical perspective about one's culture.

Even though it is not mentioned explicitly by Byram (1997), there are some shared concerns in the fields of *World Englishes* and Intercultural Communicative Competence as stated by Houghton (2009). Both fields suggest that the learner develops the skill of interpreting and relating, and the skill of discovery and interaction to tackle the possible

misunderstandings that can take place during the communicative act.

Another shared concern that can be found within both fields is the one about prejudice, stereotypes, and attitudes (Houghton, 2009). When it comes to communicating and interacting with other individuals, prejudice, stereotypes, and attitudes —both positive and negative— may arise not only towards the interlocutor's culture, but also to the language variety he/she speaks. As mentioned previously, Byram (1997) recommends the specific development of certain attitudes, not only positive, and critical cultural awareness so that prejudice and stereotypes do not affect in a negative way the communication process.

Finally, and probably one of the most evident aspects in common, is the fact that both *World Englishes* and Intercultural Communicative Competence fields seem to be unwilling to accept the native speaker as a model for the language learner (Kang & Ahn, 2019; Houghton, 2009). The above-stated as in both fields the learner is expected to develop all the skills and *savours* previously depicted in order to become an intercultural speaker able to communicate and interact in different settings, which is not necessarily linked to the native speaker model.

7. Methodological Framework

In this section, the methodology used to conduct this research will be depicted. In addition, the data collection instruments, the population and the data collection procedures used during this study will be explained as well.

7.1. Research Paradigm

In the field of second language education there are several reasons for carrying out the present research. Zacharias (2012) asserts that some of those reasons are to gain knowledge, to find the effectiveness of performing an activity and to evaluate existing knowledge. Besides, the contribution of doing research to the field of language teaching is not by providing a model that has to be followed to achieve effective teaching practices, but by giving a wider perspective and better understanding of the topic that is being researched (Zacharias, 2012).

This research will be based on the principles of qualitative research. Qualitative research is characterized because its main source of data and information is generally, not always entirely, nonquantitative (Zacharias, 2012). Therefore, the information is collected from written materials like texts, books, articles, documents and visual materials like videos, recordings, interviews, etc. (Saldana, 2011). Indeed, Nassaji (2015) points out that “qualitative research . . . often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes.” (p. 129). Additionally, the research question in qualitative research can be modified and/or polished once the data have been collected and analysed, which can also lead to the discovery and posing of new questions (Hernández-Sampieri et al., 2014).

Hernández-Sampieri et al. (2014) have stated that any qualitative research is based on the inductive process, which means going from what is particular to what is general; in other words, exploring, analysing and describing to then generalize and come up with other theoretical perspectives. Saldana (2011) asserts that just as it happens in the field of literature, for instance, there are many different types, elements, and styles of qualitative research, which leads us to the following section that will describe the type of study chosen to carry out the research project.

7.2. Type of study

For the purpose of this study, the qualitative method will be utilized. As it is described in Saldana (2011), *evaluation research* is one of the many different types of qualitative research studies. This type of study examines people, programs, institutions, and organizations to evaluate their quality and effectiveness. Furthermore, the main purpose of this kind of study is to provide constructive and feasible suggestions for improvement in the areas that are being assessed.

Weiss, as it appears in Powell (2006), states that evaluation research is done in order to assess the processes and outcomes of a program or policy (p. 103); nonetheless, Powell (2006) later asserts that even though it is not incorrect, this definition is limited for the reason that evaluation research can be used in many different contexts.

Winsett (2010) depicts some of the most important aspects of evaluation research as well. The first is related to the outcomes of a program, which in other words aims to identify if the program is reaching the intended effect. Second, we may find an aspect that deals with the way in which the program is being carried out, which also intends to determine if the

program is being delivered as it was initially planned.

In addition, Powell (2006), complemented by Weiss, identifies the reasons and purposes for evaluating programs. There are several reasons identified by these authors; however, for this specific research project a few of them match its purpose and objectives. Among these we can find the following ones:

1. Describe what is being done
2. Describe its impact
3. Considering new ideas

It is imperative to note that this study will strive to identify how the component of *World Englishes* is introduced in the English classes of the BA in teaching of modern languages at the Pontifical Xavierian University, and what its impact is in relation to it. Thus, ultimately providing assistance at coming up with recommendations in order to provide possible paths to gradually introduce *World Englishes* throughout the different English levels of the degree program. Therefore, by depicting what is being done and its impact, and considering new ideas/alternatives regarding the introduction and use of *World English* throughout the English component of the degree, the *evaluation research* suits the aim of the research project.

Additionally, this study is framed within the descriptive type as well. As Nassaji (2015) states, the main objective of this type of study is “to depict a phenomenon and its characteristics” (p. 129), and this research study also aims to describe a phenomenon within the specific context of the BA in the teaching of modern languages. In the same line of

thought, Lans & Van der Voordt (2002) define the descriptive study as a way to describe how reality is, which similarly suits the objectives of the study for the reason that the way *World Englishes* are being used in the classroom, the importance these varieties are given, and the teacher's perspectives on this topic will be described likewise.

7.3. Data Collection Instruments

In this research project, a questionnaire will be used to gather data that will help reach the established objectives. A questionnaire is a set of questions that are answered or completed by a respondent with the aim of providing his/her opinion (Roopa & Rani, 2012). Besides, according to Young (2016),

Questionnaires are defined as any text-based instrument that give survey participants a series of questions to answer or statements to respond to either by indicating a response – by marking a page, writing a number or checking a box on paper or online (p. 4).

In this perspective, participants will be given a set of statements with some variables that will be measured later on once the questionnaire is completely done. Moreover, closed and open questions will be used in this questionnaire.

Indeed, Young (2016) remarks that questionnaires are the type of instrument to gather data that seems to be more appealing to researchers like students doing dissertation projects for several reasons. Among these, we may find that questionnaires can be made available online, and researchers can gather data relatively easy by using different means of communication. This suits this project perfectly as due to the current pandemic the world is facing, it is not possible to meet with the teachers personally.

This specific data collection instrument has been selected to gather data for the reason that it enables researchers to get statistically meaningful and helpful information about a particular topic of discussion (Roopa & Rani, 2012). Additionally, the data analysis process when questionnaires are used also seems to be relatively easy if we compare it to other ones in which different methods of data gathering have been used, like interviews or any other kind of spoken data that must be recorded and written down to then execute the respective analysis (Young, 2016).

Furthermore, one of the most important aspects of this data collection instrument is that the participants must remain anonymous. Indeed, Roopa & Rani (2012) affirm that “participants will respond honestly only if their identity is hidden, and confidentiality is maintained” (p. 273), which is extremely important if one wants to obtain real and significant data to develop the research project. In this order of ideas, the participants will be able to respond to the questionnaire anonymously to gather as much real and significant data as possible.

7.4. Population and sampling

The participation of the English teachers of the BA in the teaching of modern languages at the Pontifical Xavierian University will be necessary in order to fulfil the objectives of the research project, specifically the one about identifying the teacher’s perspectives about the incorporation of different varieties of the English language in their classes. In this perspective, the teachers of the different English levels of the BA will be asked to participate in this project by responding to the questionnaire and offering their different points of view and meaningful data to carry out this investigation.

7.5. Data Collection Procedures

First of all, the questionnaire was sent via email to the director of the language department, and it was sent only to the English teachers of the BA in the teaching of modern languages afterwards. They were asked to participate in this research project by answering the questionnaire, and they were told they would complete it anonymously.

Moreover, in order to better understand what is being done and how it is taking place within the classroom setting regarding the use of *World Englishes*, the different course syllabi for each one of the English levels of the BA were requested to the English coordinator of the degree. The aforementioned, in order to collect data and analyse the importance given to the use of different varieties of the language according to the programs.

8. Data Analysis

The following section will be dedicated to the analysis of the data gathered from both the questionnaire answered by the teachers and the English programs of the BA in the teaching of modern languages from the Pontifical Xavierian University. To accomplish that, there will be two sections devoted to the analysis of the data collected. The first one, will describe and analyse the results obtained through the questionnaire. Then, the second section will describe the data gathered after exploring the different programs of the English component of the degree.

8.1. Data analysis of the Questionnaire

In this section the answers provided by the teachers of the English component of the BA in the Teaching of Modern Languages will be analysed and compared to previous studies from other academic contexts to determine whether there are any noticeable differences or similarities when it comes to the use of *World Englishes* in the classroom.

The questionnaire was sent via email to the English teachers of the BA, and the participants answered it anonymously as it was previously stated. A total of seven answers were obtained, meaning that it was possible to gather data from teachers of different levels of English, bearing in mind that there are seven English levels.

To begin with, the teachers of the BA in the Teaching of Modern Languages at the Pontifical Xavierian University agree that the English curriculum of the BA allows students to recognize how diverse and pluricentric the English language is; it was a general consensus as most of them agreed (57%) and strongly agreed (42,9%) with the first statement of the questionnaire.

Nonetheless, when they were asked if the textbooks on which the classes are based provided enough material and input about the different varieties of the English language, slightly more varied answers were obtained. In this case, some teachers agreed (14,3% agreed and 28,6% strongly agreed), the majority of teachers were neutral (42,9%), and only one disagreed (14,3%). It is worth mentioning that the teaching of one variety or more is strongly related to the teaching materials available, being American and British materials the most commonly used in English language teaching contexts (Young et al, 2016).

Subsequently, they were asked about their teaching practices. First, they were asked if they incorporated different varieties of English beyond the American and British in their classes. In this respect, most teachers sympathized with this statement (42,9% strongly agreed and 42,9% agreed), and again only one teacher disagreed (14,3%). In fact, according to Young et al. (2016), there is a teacher's general appraisal on the importance of presenting learners to different varieties; however, learners' needs and preferences also have an important effect on what is taught in reality, being native speaker varieties privileged among them.

Then, another general appraisal was reached regarding the incorporation and use of authentic material in order to complement the textbooks and show how language is used in real contexts. In this case, most teachers strongly agreed (71,4%) and (28,6%) agreed. As Rao (2019) suggests, "since the authentic materials are more economic and effortlessly available anywhere and anytime, the teachers of English can use them to teach in their regular ELT classrooms." (p.2). There are several advantages of using authentic materials in English language teaching contexts, and apart from that, this kind of materials can also be used as *World Englishes* input by presenting sources from different English-

speaking countries.

Afterwards, teachers were asked if introducing students to different varieties of the English language from the very first levels of the BA in the teaching of modern languages was necessary and if it was feasible to do so. These were two different statements, but they are strongly related. All teachers sympathized with both statements, obtaining teachers that strongly agreed (71,4%) and teachers that agreed (28,6). As maintained by Young et al. (2016) and Galloway (2013), there is an issue related to demographics and English language use. Both authors have stated that the number of native English speakers is a minority compared to the number of non-native speakers and, as a consequence, it is very likely that communicative interactions between non-native speakers will increase. Therefore, there is a need to prepare learners for upcoming interactions with non-native speakers rather than with native ones (Young et al., 2016).

Finally, the participants of this questionnaire were asked to explain how they were incorporating or using *World Englishes* in their classrooms. In this case, it was possible to find some similarities among the answers provided by the teachers. For instance:

Through **listening exercises**, such as world news, commercials, songs, TEDtalks, music videos and series.

Answer 1, 7th question.

Usually, in **listening activities** in which students are exposed to a different variety of the language.

Answer 2, 7th question, excerpt.

I bring authentic materials for students to **listen to**.

Answer 3, 7th question, excerpt.

Students work on **listening projects** using different types of English as well.

Answer 6, 7th question, excerpt.

The first similarity found is that *World Englishes* are mainly used in the classroom

when it comes to doing listening exercises and activities related to this skill. In fact, one of the teachers stated the following: “more than 90% of the times I use *World Englishes* is in listening tasks; the rest are sometimes in reading or oral activities” (Answer 2). Furthermore, the excerpts also show that the teachers, and in some cases the students, are the ones that have to bring and look for listening exercises to show different varieties of the language in the classroom. This might mean that the compulsory textbooks used do not have enough material and input to expose students to *World Englishes*, and, as a consequence, both teachers and students have to look for other alternatives to do so.

Another noticeable similarity observed is the use of authentic material as it can be seen in the following excerpts:

Through listening exercises, such as world news, commercials, songs, TED talks, music videos and series.
Answer 1, 7th question.

I bring authentic materials for students to listen to.
Answer 3, 7th question, excerpt.

Depending on the topic, I try to find real materials from as many sources as possible so students can have contact with more than one way to use the language.
Answer 7, 7th question.

These authentic materials are selected in accordance with the needs and interests of both teachers and students, creating a connection between the real world and the classroom (Rao, 2019). This might be related to the first similarity depicted in the sense that when teachers and students explore and look for listening materials to show and use different varieties of the language in the classroom, they end up using songs, music videos, series, news, among others.

8.2. Data analysis of the English Programs

The following section will be devoted to the analysis of the different English programs of the BA in the teaching of modern languages from the Pontifical Xavierian University. This section will note how *World Englishes* and the cultural aspect of the language appear on the programs, and how these are expected to be taught. To achieve this, two features will be taken into account when analysing the different programs of the English courses: the relevance and promotion of using different English varieties in the classes, and the importance that the Intercultural Communicative Competence seems to have in the curriculum. Thus, different sections of the programs will be examined; the description, formation objectives, table of contents, pedagogic strategies, aspects to be assessed, the weekly work plan and the sources (compulsory textbooks and materials).

8.2.1. Elementary English and Basic English I programs (1st and 2nd levels)

These are the first two English levels of the BA in the teaching of modern languages. As for the description of the programs, it is clearly stated that the Common European Framework of Reference for Languages for Learning, Teaching and Assessment is taken as a basis, and it is estimated that students reach specific levels of proficiency (A2 and B1.1 respectively), according to the reference levels provided by the CEFR (Pontificia Universidad Javeriana, 2021e, 2021c). Regarding the objectives of these programs, it is possible to find a section in which the aims and purposes of the listening, speaking, reading and writing components are depicted. The listening and speaking components of the course are expected to enable students to use language in the most basic and common contexts like asking and providing personal information, talking about experiences, making predictions, among others. As for the reading and writing components of the course, students are

expected to identify and use different types of sentences, recognize the main ideas of the texts, the structure of a paragraph and practice some reading strategies as well (Pontificia Universidad Javeriana, 2021e, 2021c). However, a description about the cultural aspects of the language that are going to be taught, or the ones that students are expected to develop by the end of the course does not appear.

Furthermore, the table of contents shows all the topics that will be covered during the semester, going hand in hand with the objectives proposed for the course, and dividing the topics by competences (grammar, vocabulary, reading, writing, listening, speaking). Nonetheless, there's not a section that explicitly promotes the use of other varieties of the language during these courses. Later on, the weekly work plans appear on the programs. In this section, the grammar topics that must be covered are taught in connection to the units of the compulsory textbook of the courses. Once again, it seems that there is no room for the promotion and introduction to other varieties of the language in the classroom.

Finally, the sources section is devoted to listing the textbooks and compulsory materials required for these courses. It is worth saying that the entire programs, the subjects and the weekly plans are based on the books *New Language Leader (Elementary Coursebook and Pre-Intermediate Coursebook* respectively), and the other complementing materials in this section, which are the *Grammarway 1* and *Grammarway 2*. Both textbooks were published by British publishing houses, and even some of the books suggested as part of the reading component were written by British or American authors. In addition, there are other suggested online sources as is the case of the BBC (British Broadcasting Company), the British Council, Cambridge English online and other materials published by *Pearson*, which is the publishing house of one of the compulsory textbooks for the course.

Although there are very few sources in which the American variety seems to be used, it is evident how the British variety is the one that rules both programs.

8.2.2. Basic English II and Intermediate English I programs (3rd and 4th levels)

These are the third and fourth levels of the English program, and they are based on the CEFR guidelines as well. By the end of these courses, students are expected to reach a B1.2 and a B2.1 proficiency levels respectively. Nonetheless, in these programs it is actually possible to find some sections in which the cultural aspect of the language is taken into account; for instance, the section called *Formation Objectives*. In contrast to the previous programs (which only had objectives for the listening, speaking, reading and writing skills), there is one objective in the expected learning outcomes subsection of both programs devoted to culture. For the third level program we may find the following one: “To examine the development of intercultural awareness between the own culture and the foreign language speakers’ culture.” (Pontificia Universidad Javeriana, 2021d). As for the fourth level program, we have the one that follows: “To examine cultural expressions and related aspects that shape the identity of individuals, particular groups of people, societies or nations.” (Pontificia Universidad Javeriana, 2021f)

The aforementioned objectives clearly show an attempt to foment and further students’ Intercultural Communicative Competence. These objectives allude to one of the four *savoirs* proposed by Byram (1997). As the objectives stated in both programs clearly mention the student’s culture and the foreign language speaker’s culture, along with the identity of individuals, groups of people, societies, etc., it is subsequently feasible to infer that the objectives seek to strengthen the first *savoir*, also known as *knowledge*. Furthermore, the use of authentic material in different activities is suggested in the Basic

English program which would enable students to recognize and get familiar with the use of language in real situations or contexts.

Afterwards, the contents and weekly work plans appear on the programs, and it seems that there is not a promotion to bring different varieties of the language to the classroom. Although the use of authentic material is already suggested in the third program, it does not necessarily guarantee that teachers bring materials in which different varieties of the *World Englishes circles* are used. As for the sources section, the compulsory materials for these courses are the *New Language Leader: Intermediate Coursebook* and the *Grammarway 2* for the third level; and the *New Language Leader: Upper Intermediate Coursebook* and the *Grammarway 3* for the fourth English level, all of them published by British publishing houses. Besides, some excerpts of materials published by American publishing houses are also used during the course, for instance “Oshima, A. & Hogue, A. (1991). *Writing Academic English* 3rd ed. New York: Longman.” (Pontificia Universidad Javeriana, 2021d) or “Fawcett & Sandberg (2000). *Evergreen: A guide to writing*. 6th ed., Houghton Mifflin” (Pontificia Universidad Javeriana, 2021f). Therefore, it is still evident that the programs of these levels are dominated by the varieties that belong to the inner circle of *World Englishes*.

It is worth mentioning that during the Intermediate English I level students participate in a virtual exchange as a result of an academic agreement between the Pontifical Xavierian University and the University of Warwick, which is based in the UK. Throughout this exchange, students are supposed to discuss topics related to their courses and regarding their cultures. This virtual exchange is for many students the first opportunity they have to interact with a native speaker. Nonetheless, as the University of Warwick

welcomes students from different countries, the students from the Pontifical Xavierian University might be exposed to different varieties of the English language, even from the three circles of *World Englishes*. This is very likely to happen, and as this exchange takes place in the fourth English level of the whole English program, wouldn't it be worth thinking of introducing and exposing students to some varieties of English before the exchange begins? This would prepare students and make them reflect on how pluricentric the English language can be.

8.2.3. Intermediate English II and Advanced English I programs (5th and 6th levels)

These are the fifth and sixth levels of the English component of the B.A. in the Teaching of Modern Languages, and they are based on the CEFR guidelines as it was the case of the previous programs depicted. As for these programs, it is estimated that students reach the B2.2 and C1.1 proficiency levels respectively (Pontificia Universidad Javeriana, 2021g, 2021a). In these programs the cultural aspect of the language becomes more important as we may already find general objectives that make some emphasis on this. The previous two levels described had some expected learning outcomes in which the cultural and intercultural awareness were mentioned, but in the programs for the fifth and sixth English levels we can see that culture is taken into account from the very first objectives of the course.

For instance, the first general objective of the 5th English level program: "To reinforce students' intercultural awareness in a wide range of authentic communicative situations." (Pontificia Universidad Javeriana, 2021g) clearly shows the attempt to incorporate the Intercultural Communicative Competence and the *savoirs* (Byram, 1997)

during the course and the use of authentic material is again promoted in this program as it is stated in the 6th English level program: “Teachers will also bring supporting activities to class based on different authentic sources such as newspapers, magazines, video channels, podcasts and a variety of webpages.” (Pontificia Universidad Javeriana, 2021a).

Moreover, after reviewing the weekly plans of both programs nothing related to the promotion and use of different varieties of English appears. The contents are mainly focused on grammar and vocabulary according to the units of the compulsory coursebooks for each level. Furthermore, the compulsory sources and books for these levels are the *Grammarway 4* for both levels, the *Wide Angle 6* used for the 5th English level and published by the Oxford University Press, and the *New Language Leader: Advanced Course book* published by Pearson, and all of them, even the *Wide Angle 6*, come from British publishing houses.

8.2.4. Advanced English II program (7th level)

This is the seventh and last English level of the BA in the Teaching of Modern Languages. Based on the CEFR, students should reach a C1.2 level of proficiency after finishing this course (Pontificia Universidad Javeriana, 2021b). As for the objectives of this program, the cultural aspect of the language is again taken into account, and it is stated explicitly as well. For instance, one of the first objectives of this course is “To encourage the formation of an intercultural conscience which can allow students to value their own cultural richness and that of the foreign language speakers from their perspectives as language users, analysts and educators.” (Pontificia Universidad Javeriana, 2021b). This objective alludes to the ability of being conscious and knowing about one’s culture and the culture of the language that is being learned, which can be found within the *savoirs* proposed by Byram

(1997).

Regarding the contents, it is much more evident how relevant culture is within this program. In this program it is possible to find a section with topics to be discussed during the whole semester, accompanied by specific objectives and expected outcomes. Some of these topics are the *Definition of culture, World Englishes, Types and Stereotypes and Culture in the ELT classroom* (Pontificia Universidad Javeriana, 2021b). Hitherto, this is the program with more cultural content, and each of the previously mentioned topics have specific objectives stated in the program which can provide students and teachers with a more detailed perspective of what is expected from each of them.

As part of the first term contents, we can find the following: “World Englishes (Standard and non-standard variety, Dialect, Accent, Sociolect, Jargon, Slang, Idiolect, Register).” (Pontificia Universidad Javeriana, 2021b). It is worth mentioning that in this program *World Englishes* appear for the first time as part of the content of the course. In addition, some activities regarding *World English* can be found in the weekly plan. These are mainly presentations that students have to do in groups and activities to identify the main characteristics of the different English varieties that are brought into the classroom (Pontificia Universidad Javeriana, 2021b). Nonetheless, these activities and presentations dealing with *World Englishes* only take place during the first term of the course, and afterwards this topic seems to be left behind as the other topics like *Stereotypes* and *Culture in the ELT classroom* have to be addressed as well.

There is a particularity regarding this English level which is that students are not required to use a compulsory coursebook:

No specific textbooks are used in this course; therefore, the activities proposed are developed by means of designed material based on authentic sources such as newspapers, magazines, video channels, podcasts and a variety of webpages found by both teachers and students. (Pontificia Universidad Javeriana, 2021b).

The foregoing particularity might give teachers the opportunity to create different activities with authentic materials and propose sources that can be used as an input of *World Englishes* even when the first term is over so that students can be still exposed to different English varieties when other topics must be addressed and allowing them to explore other topics that do not necessarily appear on the textbooks used in previous levels regarding grammar and culture.

8.3. Settings to Show Language and Cultural Diversity

Currently, the concept of *World Englishes* is being formally presented to students that are in the last level of the English courses. During the first term of the semester, they are requested to do some group presentations and activities to get in touch with different varieties of the English language that they choose. In some cases, students can be exposed to 2 or even 3 varieties within a week for the reason that according to the weekly plan of this English level, there are only 3 weeks available to carry out the speaking project presentations of *World Englishes* (Pontificia Universidad Javeriana, 2021b). The aforementioned may be confusing taking into account that every variety has different aspects in terms of pronunciation, structure, use, idiomatic expressions, etc. When the first semester is over, this topic seems to be left behind as other grammar-based contents have to be covered as well.

It is worth mentioning that the teaching and learning of English in the BA is based on the standards of varieties that can be found within the first circle of *World Englishes* (American and British). However, there doesn't seem to be a particular setting or opportunities that allow students to be in contact and learn about different varieties of the language and/or strengthen their *savoirs* (Byram, 1997) until the last level of English.

In contrast, the French component at PUJ promotes and motivates students to investigate different French varieties, aside from the French and Canadian ones, by doing activities like celebrating the Francophonie day. This is a worldwide celebration that takes place during the month of March, and it is usually celebrated on the 20th of this month aiming for spaces that promote intercultural exchanges and show how diverse the language and the cultures of the countries where French is spoken are (Ambassade de France en Colombie, 2021).

The celebration of this day at the Pontifical Xavierian University is usually carried out by students, and they are asked to do some previous research about different varieties of the language, different French-speaking countries and their cultures to then present the findings on that day before the rest of the students of the major. Students perform diverse activities like dancing, singing, performances, among others, to represent the cultures of the countries where French is an official language but usually go unnoticed.

The main objective of the celebration of the Francophonie day is that students learn language through culture. Furthermore, these kinds of activities allow students to have a wider perspective of the language and its diversity and, for this special occasion, students from the first level of French onwards can participate. In addition, there is another worth

mentioning fact which is that the different types of activities performed during the Francophonie day might have a bigger scope to the academic community than the *World Englishes* presentations that occur during the seventh English level, which are only made by and for the students of that course.

There is another setting for students to put into practice their language skills, which is the Karaoke Day. This activity is mainly performed by students, and they can practice any language by singing. One of its main characteristics is that this activity is basically a contest, for the reason that we can find different categories and the best three presentations of those categories are awarded. Even though we might find performances in different languages, and songs written by artists from different countries and cultures, this activity is not as relevant as *Francophonie* day. The aforementioned, because the main purpose of the karaoke day is to practice speaking while having fun. In contrast, *Francophonie* day focuses and makes a more notorious emphasis on the cultural component of the language and its diversity.

Therefore, if there is a day that is completely devoted to the celebration of the Francophonie day in the BA in The Teaching of Modern Languages, which endeavours to recognize the diversity, linguistically and culturally speaking, of the French language, why not contemplate the possibility of celebrating the English language day? According to the British Council (2021), the celebration of this day was introduced by the United Nations with the aim of recognizing the cultural and historical value of this language. This would probably be the equivalent of the Francophonie day, and by doing so students would be exposed to different varieties of the English language and they would be shown some cultural and linguistic features of these varieties without necessarily waiting until the seventh

English level.

9. Conclusions and recommendations

The following section will strive to answer the research question that guided the present project, which aimed to identify what aspects should be taken into consideration in order to gradually introduce *World Englishes* modules throughout the different English levels of the BA in the teaching of modern languages at the Pontifical Xavierian University.

To begin with, it is important to note the influence that the American and British varieties of the English language have in the English language teaching context. The BA in the teaching of modern languages is not an exception; the materials, textbooks and sources are mainly produced by UK and US publishers. In this respect, it is essential that teachers continue using different materials and sources that can provide students with input of different varieties. As Brian Tomlinson says, teachers should not follow textbooks as if they were scripts, textbooks should be used as tools and sources (TESOL Academic, 2018), and they can be complemented with different sorts of authentic materials.

In addition, the programs of the English courses or levels of the BA in Languages at the Pontifical Xavierian University do not seem to consciously foster the use of *World Englishes* modules except for the last level, seventh level, in which students are expected to “identify relevant characteristics of and differences among some varieties of English” (Pontificia Universidad Javeriana, 2021b). The programs were mostly grammar-based, which might be understandable as the degree is intended to form and train language teachers, and as future language teachers it is important to know how language works. Nonetheless, the English courses are also aimed to form language users, who might be exposed to encounters and interactions with non-native speakers as well. Therefore, it is essential that *World Englishes* be used both in teacher training programs and classrooms, in

order to prepare English users and encourage them to become more tolerant and respectful towards other varieties.

Findings also suggest that the English teachers of the BA in the teaching of modern languages are highly aware of the importance of the incorporation and use of different varieties in the classroom from the very first levels. Therefore, the promotion and creation of settings to show how diverse and pluricentric the English language is should be considered and depicted in the programs as well. Notwithstanding, Matsuda, as it appears in Bhowmik (2015), argues that making a change in the curriculums does not necessarily imply a change in ELT, as the teachers are the ones that actually perform the teaching activities. Consequently, teachers play a vital role when it comes to using different varieties of English in the classroom and they should also be trained within the latest language acquisition theories and perspectives on *WorldEnglishes* as Bhowmik (2015) recommends.

Furthermore, Matsuda (2003) states that as English is currently being learned in different countries, it is now the international language. Hence, she argues that *WorldEnglishes* should be incorporated in ELT practices and teach English as an international language (EIL). Moreover, Matsuda (2003) remarks that changing inner-circle ELT practices for more pluricentric ones might be directly associated to changing textbooks and materials; and even though it is a very essential aspect to be considered, it goes beyond that.

Accordingly, several strategies have been suggested in order to introduce *WorldEnglishes* used in the classroom setting, which would ultimately lead back to the research question of this study. First, one way to expose students to different varieties of English is by having English speakers of multiple varieties invited to the classrooms (Matsuda, 2003). For instance, inviting international visitors, residents and even exchange students would be

ideal to learn about their English varieties and their culture. By doing this, students will have the opportunity not only to use language, but to also understand that being a proficient speaker does not necessarily demand reaching the native-speaker standards. Moreover, it might also have a positive impact on students' perceptions about these varieties and about stereotypes (Fang & Ren, 2018; Kang & Ahn, 2019) In recent years, the Pontifical Xavierian University has been bringing teaching assistants for the French module of the BA; it would be interesting to bring some for the English module as well if possible—especially those who would represent the different varieties of English around the globe.

Another aspect that should be considered has to do with the teaching materials used in the classroom. Even though some books may have listening exercises recorded by actors that play the role of non-native speakers, these are not authentic materials as these kinds of recordings and exercises were made with educational purposes. On that account, Matsuda states that “textbooks can include more main characters from the outer and expanding circles and assign these characters larger roles in chapter dialogues than what they currently have.” (2003, p.724). Consequently, it is important to bring authentic materials to the classroom so that students can note how the varieties are used in real life situations and see how interactions with non-native speakers take place.

Accordingly, the adaptation of the different sources of authentic material might be taken into account as well, considering the age and language level of the learners, and the specific features of language that will be addressed, like semantic, lexical, syntactic and discourse elements as Darian (2001) suggest. Under those circumstances, it would be feasible to expose students to different varieties of English from the very first levels of the degree.

Teacher training and education is another key factor to incorporate *World Englishes* in English language teaching. Brown and Peterson, as they appear in Matsuda (2003), remark that a brief introduction regarding the issues encompassing *World Englishes* would not be sufficient. The same authors then suggest that it would be ideal if every English course were informed by the current status of the English language and preservice teachers took *World Englishes* courses as part of their preparation and training.

Along with the aspects previously depicted, there are other key aspects like the perceived usefulness, the intended future use, political influences, the nationality of language assistants (when available), the perceived status of the variety, and many other factors as Young et al. suggest (2016). Notwithstanding, more research is needed to determine and study the impact of these and other factors that might not be known when it comes to incorporating *World Englishes* in ELT contexts.

The present study aimed to shed light on how *World Englishes* are being used in the context of English language teaching at the Pontifical Xavierian University. It is worth mentioning that the study was solely focused on the BA in the teaching of modern languages. For future research, it would be fascinating to carry out studies to identify how *World Englishes* are being used, if they are, in the English courses offered for the rest of degrees at the university. In addition, it would be compelling to perform studies in other higher education and educational settings in general in the country. By doing so, we would have a broader picture of what is taking place in the nation as a whole, and it would be possible to see how the field of English language teaching in Colombia is coping with the challenges that the current status of the English language and the use of different varieties in the classroom pose—to ultimately come up with new strategies and methods for

introducing *World English* as a means for developing intercultural competences.

10. References

- Ambassade de France en Colombie. (2021). *Marzo: mes de celebración de la lengua francesa en el mundo*. Recuperado de <https://co.ambafrance.org/Marzo-mes-de-celebracion-de-la-lengua-francesa-en-el-mundo>
- Bhowmik, S. K. (2015). *World Englishes and English Language Teaching: A Pragmatic and Humanistic Approach*. Colomb. Appl. Linguist. J., 17(1), pp.142-157. DOI: <http://dx.doi.org/10.14483/udistrital.jour.calj.2015.1.a10>
- Bolton, K. (2018). World Englishes and Second Language Acquisition. *World Englishes*, 37(1), 5–18. <https://doi-org.ezproxy.javeriana.edu.co/10.1111/weng.12299>
- British Council. (2019). *English Language day*. Learn English Magazine. Recuperado de <https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Magazine-English-Language-Day.pdf>
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
- Clyne, M. G., & Sharifian, F. (2008). *English as an international language: Challenges and possibilities*. Australian Review of Applied Linguistics, 31(3), 1-16.
- Darian, S.G. (2001). Adapting Authentic Materials for Language Teaching. *The Forum*, 39.
- Fang, F. (Gabriel), & Ren, W. (2018). Developing students' awareness of Global Englishes. *ELT Journal: English Language Teaching Journal*, 72(4), 384–394. <https://doi->

Galloway, N. (2013). *Global Englishes and English Language Teaching (ELT) – Bridging the gap between theory and practice in a Japanese context*. System. Sep2013, Vol. 41, p.786-803. 18p.

Garavito Merlano, A. (2008) Descripción de las actitudes lingüísticas de los estudiantes de la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana frente a las variedades del inglés como segunda lengua.

González, A. (2010). English and English teaching in Colombia: Tensions and possibilities in the expanding circle. In Andy Kirkpatrick (Eds.), *The Routledge Handbook of World Englishes*.

Hernández-Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014). *Metodología de la investigación* (6a. ed. --.). México D.F.: McGraw-Hill.

Houghton, S. (2009). *The Role of Intercultural Communicative Competence in the Development of World Englishes and Lingua Francas*. 3L: The Southeast Asian Journal of English Language Studies Volume 15.

Kachru, B. (1985). *Standard, Codification and Sociolinguistic Realism: The English Language in the Outer Circle*, in R. Quirk and H. Widdowson (eds) *English in the World: Teaching and Learning the Language and Literatures*, Cambridge: Cambridge University Press, pp. 11-30.

Kang, H.-S., & Ahn, S.-Y. (2019). Broadening Learners' Perspectives on World Englishes: A Classroom-Based Study. *Language Awareness*, 28(4), 268–290.

- Kirkpatrick, A. (2010). *The Routledge Handbook of World Englishes*.
- Kirkpatrick, A. (2007). *World Englishes: implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- Lans, W. & Van der Voordt, T. (2002). *Ways to study - Descriptive research*.
- Matsuda, A. (2003). Incorporating World Englishes in Teaching English as an International Language. *TESOL Quarterly*. 37. 10.2307/3588220.
- Matsuda, A. (2019). World Englishes in English language teaching: Kachru's six fallacies and the TEIL paradigm. *World Englishes*, 38(1/2), 144–154. <https://doi-org.ezproxy.javeriana.edu.co/10.1111/weng.12368>
- Müller-Hartmann, A., & Schocker-von, M. (2007). *Michael Byram's (1997) Model of Intercultural Communicative Competence (ICC)*. Introduction to English Language Teaching. Stuttgart: Klett.
- Nassaji, H. (2015). *Qualitative and descriptive research: Data type versus data analysis*. *Language Teaching Research*. 19. 129-132.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Pontificia Universidad Javeriana. (2021a). *Advanced English I* [Subject program]. School of Communication and Language.
- Pontificia Universidad Javeriana. (2021b). *Advanced English II* [Subject program]. School of Communication and Language.

Pontificia Universidad Javeriana. (2021c). *Basic English I* [Subject program]. School of Communication and Language.

Pontificia Universidad Javeriana. (2021d). *Basic English II* [Subject program]. School of Communication and Language.

Pontificia Universidad Javeriana. (2021e). *Elementary English* [Subject program]. School of Communication and Language.

Pontificia Universidad Javeriana. (2021f). *Intermediate English I* [Subject program]. School of Communication and Language.

Pontificia Universidad Javeriana. (2021g). *Intermediate English II* [Subject program]. School of Communication and Language.

Powell, R. (2006). Evaluation Research: An Overview. *Library Trends*, 55, 102 - 120. In L. M. Baker (Eds.), *Research Methods* (Vol. 55, No. 1).

Rajprasit, K. (2021). 'Do as *WE* Do': Teaching World Englishes in a General English Course to Thai Students. *RELC Journal*, 1. <https://doi-org.ezproxy.javeriana.edu.co/10.1177/00336882211011276>

Rao, P. (2019). The Effective use of Authentic Materials in the English Language Classrooms. *Shanlax International Journal of Arts, Science and Humanities*. 7. 1-8. <https://doi.org/10.34293/sijash.v7i1.556>

Roopa, S. & Rani, M. S. (2012). Questionnaire Designing for a Survey. *Continuing Education*, 46(December), 273-277.

Sadeghpour, M., & Sharifian, F. (2019). World Englishes in English language teaching.

World Englishes, 38(1/2), 245–258. <https://doi-org.ezproxy.javeriana.edu.co/10.1111/weng.12372>

Saldana, J. (2011). *Fundamentals of Qualitative Research*. Oxford University Press.

Seoane, E., & Suárez-Gómez, C. (2016). *World Englishes: New Theoretical and Methodological Considerations*. John Benjamins Publishing Company.

Sridhar, K. K., & Sridhar, S. N. (1986). *Bridging the paradigm gap: Second language acquisition theory and indigenized varieties of English*. *World Englishes*, 5(1), 3–14.

Sung, C. C. M. (2015). Implementing a Global Englishes component in a university Englishcourse in Hong Kong. *English Today*, 31(4), 42–49. <https://doi-org.ezproxy.javeriana.edu.co/10.1017/S0266078415000383>

Takahashi, R. (2017) *Attitudes of Japanese Learners and Teachers of English towards Non-Standard English in Coursebooks*. Department of English Communication, gakushuin Women's College, Tokyo, Japan.

TESOLacademic. (2018, january 12). *Professor Brian Tomlinson. Materials Development in TESOL: Trends and Issues*. [Video]. YouTube. <https://www.youtube.com/watch?v=LCme36nU5rU>

Winsett, P. (2010). Evaluative Research. NATCO Research Committee Co-Chair.

Young, T.J. (2016). Questionnaires and Surveys. In Zhu Hua, Ed. *Research Methods in Intercultural Communication: A Practical Guide*. Oxford: Wiley, pp.165-180.

Young, T.J., Walsh, S., & Schartner, A. (2016). *Which English? Whose English? Teachers' beliefs, attitudes and practices*. ELT research papers. British Council. Retrieved from

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_G141%20ELTRA%20Which%20English%EF%80%A5%20Whose%20English%EF%80%A5%20Teachers%E2%80%99%20beliefs%20attitudes%20and%20practices_FINAL.pdf

Zacharias, N. T. (2012). *Qualitative Research Methods for Second Language Education : A Coursebook*. Cambridge Scholars Publishing.

11. Annexes

Annexe 1

World Englishes Questionnaire (PUJ)

To what extent do you agree with the following statements? Please, select one of the options for each statement.

Remember to complete the survey in English.

1. The English curriculum of the BA in The Teaching of Modern Languages allows students to recognize how diverse and pluricentric the English language is.
 Strongly agree
 Agree
 Cannot decide (neutral)
 Disagree
 Strongly disagree
2. The textbooks on which the classes are based provide enough material and input about the different varieties of the English language.
 Strongly agree
 Agree
 Cannot decide (neutral)
 Disagree
 Strongly disagree
3. I, as a professor, incorporate different varieties of English beyond the American and British in my classes.

- Strongly agree
- Agree
- Cannot decide (neutral)
- Disagree
- Strongly disagree

4. I often use authentic material in my classes to complement the textbooks and show how language is used in real contexts.

- Strongly agree
- Agree
- Cannot decide (neutral)
- Disagree
- Strongly disagree

5. It is necessary to introduce students to different varieties of the language from the very first levels in the BA.

- Strongly agree
- Agree
- Cannot decide (neutral)
- Disagree
- Strongly disagree

6. It is feasible to introduce students to different varieties of the language from the very first levels in the BA.

- Strongly agree
- Agree
- Cannot decide (neutral)

Disagree

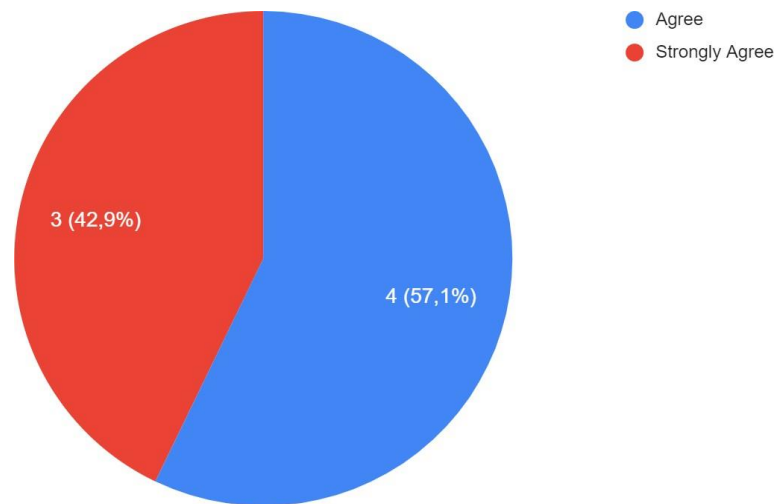
Strongly disagree

7. Please, explain how you use World Englishes in your classroom.

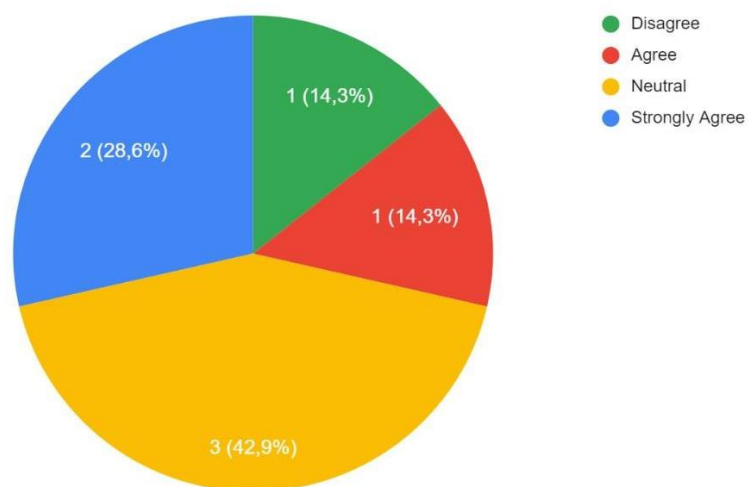
Annexe 2

Answers to the questionnaire

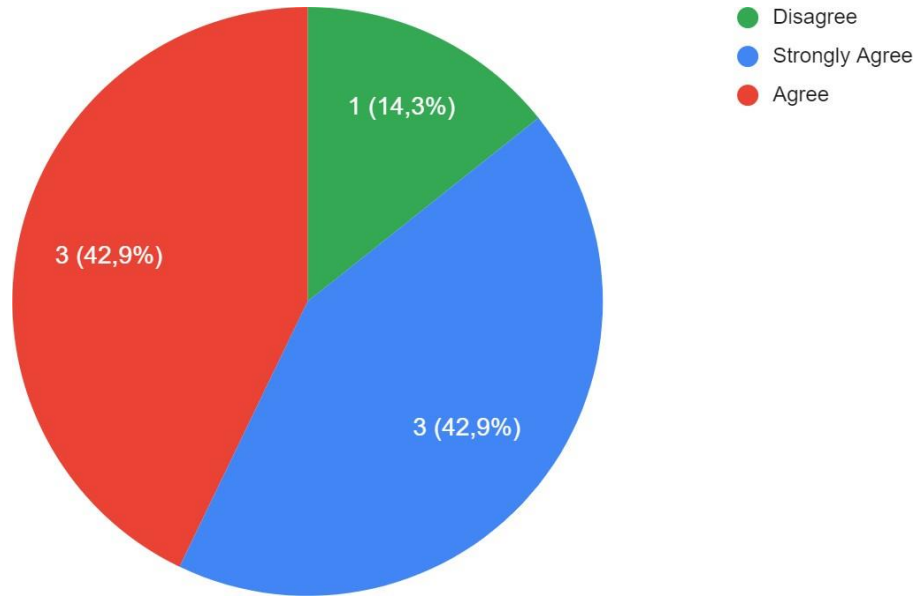
First question: The English curriculum of the BA in The Teaching of Modern Languages allows students to recognize how diverse and pluricentric the English language is.



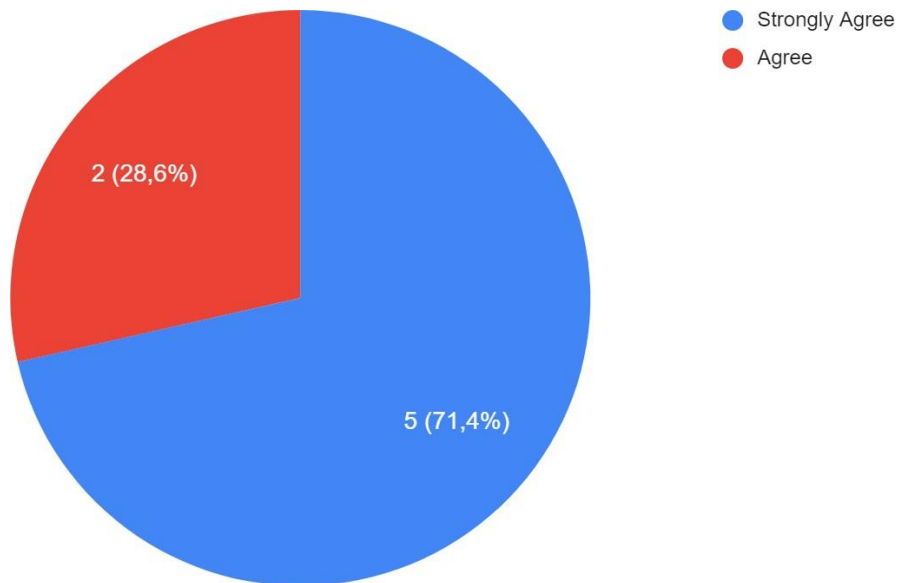
Second question: The textbooks on which the classes are based provide enough material and input about the different varieties of the English language.



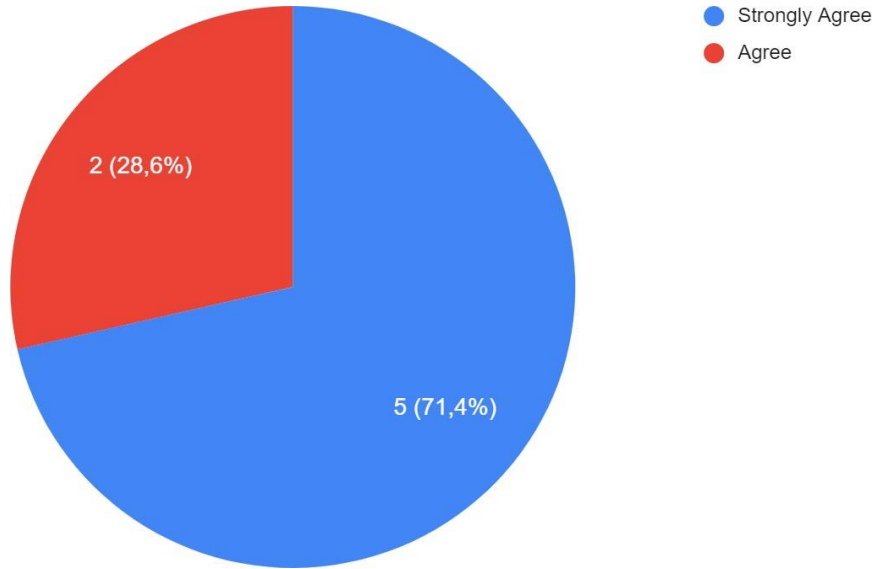
Third question: I, as a professor, incorporate different varieties of English beyond the American and British in my classes.



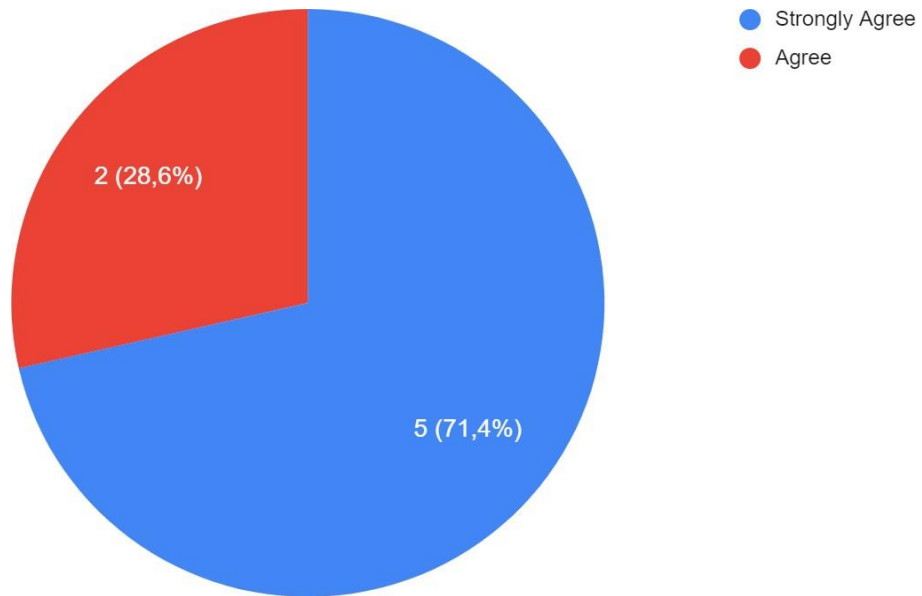
Fourth question: I often use authentic material in my classes to complement the textbooks and show how language is used in real contexts.



Fifth question: It is necessary to introduce students to different varieties of the language from the very first levels in the BA.



Sixth question: It is feasible to introduce students to different varieties of the language from the very first levels in the BA.



Seventh question: Please, explain how you use World Englishes in your classroom.

1. Through listening exercises, such as world news, commercials, songs, TED talks, music videos and series.
2. Usually, in listening activities in which students are exposed to a different variety of the language. The fact of being different is what makes it a bit hard for students, so those exercises usually pose a challenge on them. I would say that more than 90% of the times I use World Englishes is in listening tasks; the rest are sometimes in reading or oral activities.
3. I bring authentic materials for students to listen to, and when the book brings them, I make students aware of the differences between different varieties.
4. (No answer was sent)
5. By being a non-British and non-American English speaker, one automatically uses different ways of speaking English in class. Besides the nature of one's own particular way of speaking English, the use of different sources nowadays intrinsically also introduces different types of English in the classroom. Even most modern course books use different types of English in their listening activities.
6. Students identify different varieties of English and then prepare and socialize presentations highlighting special features of such varieties. Students work on listening projects using different types of English as well.
7. Depending on the topic, I try to find real materials from as many sources as possible so students can have contact with more than one way to use the language.

