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3 <u>Inglés como lengua internacional</u>	<u>English as an International Language (EIL)</u>
4 <u>Variedades del Inglés</u>	<u>English varieties</u>
5 <u>Competencia intercultural</u>	<u>Competencia intercultural</u>

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

El nuevo estatus del inglés como lengua internacional (EIL) requiere que la enseñanza del idioma inglés sea reexaminada y transformada. Por lo tanto, es fundamental proporcionar a los profesores y estudiantes los conocimientos necesarios para afrontar la realidad de la diversidad lingüística del inglés en el mundo. En este sentido, y teniendo en cuenta los múltiples beneficios de la evaluación de libros de texto, este estudio tuvo como objetivo desarrollar un examen profundo de la serie de libros de texto *English, Please!* a la luz de la inclusión de los principios y características de EIL. Siguiendo un método de contenido cualitativo, las actividades del libro de texto EP3 fueron recolectadas y analizadas utilizando una cuadrícula de recolección de datos diseñada para tal fin. Para complementar este análisis, recolecté las percepciones de 8 profesores de inglés de diferentes ciudades de la región quienes respondieron una lista de verificación y participaron en una entrevista semi-estructurada. Como resultado, los principales hallazgos de este estudio revelaron que todavía hay una participación predominante de los modelos de inglés estándar en el texto evaluado, lo que limita la exposición de los estudiantes a las diferentes variedades de inglés que pueden enfrentar en su papel de ciudadanos globales. Además, este estudio encontró que hay una falta de actividades significativas que ayuden a los estudiantes a



desarrollar una competencia intercultural, ya que esta constituye un principio fundamental del Inglés como lengua internacional.

ABSTRACT: (Máximo 250 palabras)

The new status of English as an International Language (EIL) requires English language teaching must be re-examined and transformed. Therefore, it is essential to provide teachers and students with the necessary understanding to face the reality of the current English linguistic diversity across the world. In this sense, and taking into account the many benefits of textbook evaluation, this study aimed to develop a deep examination of the coursebook series *English, Please!* in light of the inclusion of EIL principles and features. Following a qualitative content method, the activities from the coursebook EP3 were collected and analyzed by using a data collection grid designed to this purpose. To



complement this analysis, I gathered the perceptions of 8 English teachers from different cities of the region who answered a checklist and took part in a semi-structured interview. As a result, the main findings of this study revealed that there is still a predominant participation of Standard English models in the coursebook examined which limits students' exposure to the different English varieties they may face in their role of global citizens. Moreover, this study found that there is a lack of meaningful activities that help students to develop an intercultural competence as it constitutes one key principle of English as an international language.

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TRACING PRINCIPLES AND FEATURES OF EIL IN THE COURSEBOOK SERIES
ENGLISH, PLEASE!

Tracing Principles and Features of English as an International Language in the Coursebook
series *English, Please!*

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2020

TRACING PRINCIPLES AND FEATURES OF EIL IN THE COURSEBOOK SERIES
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TRACING PRINCIPLES AND FEATURES OF EIL IN THE COURSEBOOK SERIES ENGLISH, PLEASE!

Abstract

The new status of English as an International Language (EIL) requires English language teaching must be re-examined and transformed. Therefore, it is essential to provide teachers and students with the necessary understanding to face the reality of the current English linguistic diversity across the world. In this sense, and taking into account the many benefits of textbook evaluation, this study aimed to develop a deep examination of the coursebook series *English, Please!* in light of the inclusion of EIL principles and features. Following a qualitative content method, the activities from the coursebook EP3 were collected and analyzed by using a data collection grid designed to this purpose. To complement this analysis, I gathered the perceptions of 8 English teachers from different cities of the region who answered a checklist and took part in a semi-structured interview. As a result, the main findings of this study revealed that there is still a predominant participation of Standard English models in the coursebook examined which limits students' exposure to the different English varieties they may face in their role of global citizens. Moreover, this study found that there is a lack of meaningful activities that help students to develop an intercultural competence as it constitutes one key principle of English as an international language.

Keywords: Textbook Evaluation, coursebook series *English, Please!*, EIL, English Varieties, Intercultural Competence.

TRACING PRINCIPLES AND FEATURES OF EIL IN THE COURSEBOOK SERIES ENGLISH, PLEASE!

Resumen

El nuevo estatus del inglés como lengua internacional (EIL) requiere que la enseñanza del idioma inglés sea reexaminada y transformada. Por lo tanto, es fundamental proporcionar a los profesores y estudiantes los conocimientos necesarios para afrontar la realidad de la diversidad lingüística del inglés en el mundo. En este sentido, y teniendo en cuenta los múltiples beneficios de la evaluación de libros de texto, este estudio tuvo como objetivo desarrollar un examen profundo de la serie de libros de texto *English, Please!* a la luz de la inclusión de los principios y características de EIL. Siguiendo un método de contenido cualitativo, las actividades del libro de texto EP3 fueron recolectadas y analizadas utilizando una cuadrícula de recolección de datos diseñada para tal fin. Para complementar este análisis, recolecté las percepciones de 8 profesores de inglés de diferentes ciudades de la región quienes respondieron una lista de verificación y participaron en una entrevista semi-estructurada. Como resultado, los principales hallazgos de este estudio revelaron que todavía hay una participación predominante de los modelos de inglés estándar en el texto evaluado, lo que limita la exposición de los estudiantes a las diferentes variedades de inglés que pueden enfrentar en su papel de ciudadanos globales. Además, este estudio encontró que hay una falta de actividades significativas que ayuden a los estudiantes a desarrollar una competencia intercultural, ya que esta constituye un principio fundamental del Inglés como lengua internacional.

Palabras clave: Evaluación de libros de texto, serie de libros de texto *English, Please!*, EIL, variedades del Inglés, competencia intercultural.

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**Tracing Principles and Features of English as an International Language in the
Coursebook series *English, Please!***

Language textbooks are often likely to determine the contents of language lessons and courses. Richards (2001) asserts that “[coursebooks] may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in” (p. 1). In the field of English language teaching, coursebooks aim to provide the necessary knowledge, skills, and cultural information, to prepare learners to use and interact in English.

In addition, English textbooks constitute not only a set of guidelines with a collection of topics to be covered, but a valuable resource that is expected to contribute to improve pedagogical practices in the classroom. In this regard, Ozen Tosun & Cinkara (2019) state that coursebooks determine factors such as students’ ease of learning a foreign language, the development of linguistic skills, the growth of students’ socio-cultural knowledge, and the improvement of teachers’ classroom practice.

Given the importance and influence of coursebooks on language teaching, it is thus crucial to evaluate them. Materials evaluation in language teaching involves measuring the value or the potential usefulness of a set of learning materials by making judgments about the effect of those on the people using them (Tomlinson & Masuhara, 2004). It is through the evaluation of a textbook that teachers can determine the value of its content, its principal features, its strengths and weaknesses, and how these impact both teachers’ pedagogical practices and learners’ perceptions of learning. In this respect, Lawrence (2011) claims that the results of a textbook evaluation can help to enhance the effectiveness of the use of the textbook by assisting teachers

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to understand the aspects that need further modification, or the extent to which adaptation of new teaching materials is necessary.

Textbook evaluation represents a way to help teachers improve their teaching practice by assessing and adjusting the material they use to make informed decisions when selecting a textbook. That is why textbook evaluation plays a fundamental role in language teaching while it can take place whenever required. Amandi & Derakhshan (2016) point out that:

Whether a textbook is suitable for an English classroom or not, when should a textbook be revised and how, the evaluation is necessary and vital. Knowing this can help the teacher to present the material for his /her students better and more efficiently (p. 1).

In a related theme, the world has become more interconnected which has led not only to language spread but to constant changes and transformations in the English language. To better illustrate, English is now playing the role of a global, a world language, or an International Language. English as an International Language (EIL) often involves both, the many varieties of English that are spoken today and the use of English by second language speakers of English (Mackey, 2018). Thus, EIL is viewed as a type of English and as a way of using English since it is concerned with both content and interaction. “English has developed from the native language of a relatively small island nation to the most widely taught, read, and spoken language that the world has ever known” (Kachru and Nelson, as cited in Kuo, 2010, p. 2). In this sense, English has become the language for international communication spoken by both native and non-native speakers around the world.

As a result of this change, materials and resources used to teach English are called to respond to this new perspective of English language teaching. It is necessary then, to analyze the

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influence of EIL on traditional English language teaching, more exactly on the use of materials and textbooks as these constitute the principal source of language teaching in many contexts and circumstances around the world. This new status of English as an International Language should involve the revision of traditional sources and materials so that these can better serve the expectations of English learners who are now more likely to use the language in a wider variety of contexts and situations that include both native and non-native speakers of English.

Based on the previous claims, it is essential to evaluate the textbooks teachers use in English language classrooms since they constitute one of the principal tools to teach this language and the immediate resource students have to know and explore the world. From my own experience as an English teacher, I think it is crucial to conduct an in-depth analysis of the textbooks we use in classrooms as these represent an initial alternative for students to travel (imaginatively) around the world through the different activities a textbook provides along with the opportunity to learn about other cultures while affirming their national identity and getting acquainted with other ways of being and thinking.

Today, following the directions of the Colombian Ministry of Education (MEN) in regards to language policies, many public schools are adopting and implementing the coursebook series *English, please!* (EP). According to the official website of the Colombian Ministry of Education (www.colombiaaprende.edu.co), about 418,000 textbooks of *English, Please!* have been distributed across the country, while 2,300 English teachers in 1,100 public schools use this textbook series in their classrooms, in both, digital or printed versions. In view of the previous numbers, the influence that this material may have on the teaching of English in Colombia, and the status of EIL, the coursebook series EP becomes a relevant object of study.

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English, please! represents an attempt of the Colombian government to create a unified English series for the Colombian population. It is a series of three coursebooks developed for grades 9°, 10° and 11°. The coursebook series is one of the strategies proposed by the National Bilingualism Program, carried out since 2004, and currently developed by the present educational policies established for the period 2018-2022. This National Bilingualism Program was mainly oriented to “achieve citizens capable of communicating in English, so that they can insert the country in the processes of universal communication, in the global economy and in cultural openness, with standards internationally comparable” (Trans. Annex 14, Orientations and Pedagogical Principles, Ministry of National Education).

The first edition of this coursebook was published in 2010 and it constituted the piloting phase. Then, a second printed and digital version named *English, please! Fast Track Edition* was published in 2016. Both editions were designed and developed by a group of teachers from different regions of Colombia with the help and support of the British Council. The series is organized into three levels (9°, 10°, 11°) each one with a student’s book, a teacher’s guide, and an audio file.

Considering that language teaching materials are a key component in language teaching, and that textbooks seem to be one of the most used resources across many English language courses, the present qualitative study aimed to examine the coursebook series *English, please!* proposed by the Colombian Ministry of Education, through the lens of English as an International Language (EIL). This study focused on evaluating this coursebook series to determine the extent to which it addresses the principles and features of EIL.

TRACING PRINCIPLES AND FEATURES OF EIL IN THE COURSEBOOK SERIES ENGLISH, PLEASE!

The present research report is organized into five chapters. Chapter I addresses the statement of the problem, the questions and objectives that guided the study. Chapter II includes the theoretical framework and the literature review that supports this study. Chapter III presents the research design where the reader can see the approach and type of the study underlying this project. In this chapter, I also present the participants, the instruments and data collection procedures considered in this study. Finally, chapter IV accounts for key aspects concerning the analysis procedure, results, findings and discussion while chapter V presents the conclusions, pedagogical implications, limitations, and suggestions for further research.

Chapter I

Statement of the Problem

Textbooks have a great influence on both students' learning and teachers' practice. They play a major role in language teaching as they often provide the major source of contact students have with the language apart from the input provided by the teacher. In fact, textbooks have a direct bearing on teaching methods because it is through them that a particular method is propagated and preserved (Kumaravadivelu, 2012). Then, those involved in the teaching and learning of English should be more careful when selecting a textbook as it is likely to shape students' perspectives and awareness of the target language in the world. As stated by Richards (2005), programs and schools should be very careful when selecting a textbook or coursebook since these represent the way learners get in contact with the target language, its usage and characteristics.

In view of the status of English as an International Language (EIL), it is necessary for the field of English language teaching to consider and integrate this new status of EIL in the

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materials and strategies used for educating prospective English users. McKay (2003) points out that “English is the international language per excellence in both a global and local sense since it is a language of wider communication among individuals from different countries and between individuals from one country” (p. 1). Likewise, Meidani & Pishghadam (2013) assert that English is known as an international language that does not belong to any particular country and is used for global, political, cultural and financial purposes. These facts turn English into a language for wider communication around the world while this reality demands an examination not only of our teaching practices but also of the resources, particularly textbooks that English language teachers use in Colombia.

There is little doubt that textbooks and the majority of materials used to teach English, especially in public schools in Colombia, have been based on American Standard English. In this respect, Cárdenas (as cited in Velez-Rendon, 2003) claims that “Colombia relies on inner circle varieties, especially the American variety, to provide the standards and norms to which users seek to conform” (p. 4). In Colombia, English continues to have the status of a foreign language (EFL) and it is taught under the traditional and predominant varieties of Standard American or British English. Thus, Colombian students tend to think American and Britain English as the “only” correct ones that will lead them to succeed in terms of employment, education, and tourism. This situation reveals the limited opportunities students have to be exposed to other different varieties of English that exist around the world.

Additionally, students’ language identity may be affected by traditional English teaching materials that often present or privilege an ideal native speaker of English. These traditional ELT materials construct particular images of native speakers (NS), mostly with highly positive

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characteristics. Thus, it would not be surprising to see many students of English in developing countries seeking to assimilate those identities of NS by imitating their accents in English (Sharifian, 2009).

Cultural knowledge is also inevitably affected by this traditional view of English language teaching. English teaching should offer students the possibility to know and explore many cultures, not only the American or British ones that are usually included in many conventional English textbooks. Matsuda (2002) asserts that “students’ intercultural knowledge could be also constrained if textbooks are based only on a particular variety of Standard English, and therefore, the current representation of English in textbooks is problematic from the perspective of international understanding” (p. 3).

Furthermore, the limited representation and exposure to different English varieties that students often encounter, reduces their possibilities to have a more comprehensive view of the role and status of English in the world. If students are exposed to only a fraction of the English-speaking world, their awareness and understanding of it will be limited too. Likewise, “this regulated access to other cultures and varieties of English represents an obstacle from an EIL perspective as it may lead to possible breakdowns in global communication” (Matsuda, 2002, p.4).

It seems that much has been discussed in the literature on how to evaluate the contents of an English textbook with respect to the development of the four basic skills. Several studies (Sheldon, 1988; Ellis, 1997; Gomez-Rodriguez, 2010; Shannon, 2010; Wong, 2011; Patarroyo, 2016; Nuñez-Pardo, 2018;) have focused on textbook evaluation and teaching materials while giving priority to aspects of selection, evaluation and design of language materials. Some others

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(Matsuda, 2002; McKay, 2002, 2003; Vettorel, 2010; Meidani & Pishghadam, 2013; Park, MK Kim, 2014) have addressed the issue of EIL or English as a Lingua Franca (ELF) from an intercultural perspective. However, very few have centered on the analysis of English textbooks from an EIL perspective (Meidani & Pishghadam, 2012). It follows that there is a need to conduct more studies to examine locally-produced textbooks in the Colombian context from the perspective of the new status of English as an International Language.

Thus, considering the relevance of EIL for language teaching and the influence of language textbooks on students' learning and teachers' pedagogical practices, the purpose of this study was to examine the coursebook series *English, please!* from the perspective of EIL.

Specifically, the following questions guided the present study:

Research questions

- a. What does an in-depth examination of the coursebook series *English, Please!* reveal about the incorporation of EIL principles and features?
- b. What are English teachers' perceptions on the inclusion of EIL principles and features in the coursebook series *English, Please!?*

Research Objectives

- a. To examine the contents of the coursebook series EP from the perspective of English as an international language (EIL).
- b. To determine English teachers' perceptions regarding the inclusion of EIL principles and features in the coursebook series EP.

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Chapter II

Theoretical Framework

This chapter contains the theoretical framework and literature review that support this research study. In this way, the chapter begins with the presentation of key theoretical constructs essential for this study and then the review on the literature based on the field of textbook evaluation and EIL is presented.

Thus, the theoretical framework that supports this research study is presented in four parts. The first part addresses the constructs of textbooks, textbook evaluation and an overview of materials development. The second part provides a definition of EIL, principles and features of EIL, and other aspects related to an EIL curriculum. The third part discusses the main features of materials development from an EIL perspective, and the fourth part offers a contextualization of the coursebook series *English, Please*.

Textbooks and textbook evaluation

Language teaching materials in general, and textbooks or coursebooks specifically, are a key component in many language programs and courses. According to Radić-bojanić1 & Topalov (2016) textbooks provide learners with the necessary knowledge, language skills and information about English language and preparing them for interaction with people from foreign countries and of different cultural backgrounds. In other words, all elements included in a language textbook offer teachers and students the tools and strategies to foster and improve a language domain.

Moreover, Shannon (2010) considers that textbooks are also commodities, political objects, and cultural representations. They help students not only to improve their language

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skills, but at the same time allow students to know and be familiarized with the cultures of foreign countries. Likewise, textbooks play a crucial role in the field of language teaching and learning as they are considered multifunctional. Textbooks not only contain the learning input but they provide help and assistance to the language learning (Lodhi, Farman, Ullah, Gul, Tahira, & Saleem, 2019).

In addition, textbooks are a kind of support for both teachers and learners. Textbooks provide students a kind of consistence since they are the main sources that can convey the knowledge and information to the learners in an easy and organized way (Zohrabi, Sabouri and Kheradmand (2014). Thus, textbooks become a key component in any language course since they play diverse and significant roles to facilitate the development of both students' learning and teachers' pedagogical practice.

In terms of materials evaluation, Gjergji (2019) states that materials evaluation is a procedure that involves measuring the value of a set of learning materials. In the same vein, Tomlinson (2011) defines it as the systematic appraisal of the value of materials in relation to their objectives and to the goals of the learners who use them. As in all aspects of learning, textbook evaluation is paramount since its results may offer valuable information to improve language learning process. As stated by Papajani (2015) it not only provides useful information for teachers' practice, but also plans new learning settings for students.

It is also essential to keep in mind that when evaluating a textbook there are some factors that determine this process. According to Amandi & Derakhshan (2016), it is necessary to consider essential information such as the role of the textbook in the program, the teachers in the

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program, and the learners in the program. I may also add that these factors take special relevance as they may affect the objectivity and results of any textbook evaluation.

In relation to types of textbook evaluation, Tomlinson (2011) reveals three types of evaluation as follows: coursebook evaluation can be *pre-use* and therefore focused on predictions of potential value. It can be *whilst-use* and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be *post-use* and therefore focused on evaluation of what happened as a result of using the materials.

Since textbooks are perceived as a vital and important element in teaching and learning they should meet certain standards and criteria. Although it is difficult to establish which coursebook is the most appropriate one, there are some authors (Sheldon, 1988; Littlejohn, 1998; Cunningsworth, 1995; Ellis, 1997; Byrd, 2001; Harwood, 2014) who offer some frameworks to assess textbooks which contain guidelines, characteristics and specific criteria that a language textbook should have. For example, Sheldon, (1998) offers teachers an evaluation framework which consists of a set of evaluation criteria represented in the evaluation sheet below, which is divided in two parts:

Part 1.

FACTUAL DETAILS	
Title:	_____
Autor (s):	_____
Publisher:	_____ Price: _____
ISBN:	_____ No. of pages: _____
Components:	SB/TB/WB/Tests/Cassettes/Video/Call/Other: _____
Level:	_____ Physical size: _____
Length:	_____ Units: _____ Lessons/sections: _____ Hours: _____
Target skills:	_____
Target learners:	_____

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Part 2.

ASSESSMENT (*Poor **Fair ***Good ****Excellent)	
Factor	Rating and comments
Rationale _____	
Availability _____	
User definition _____	
Layout/graphics _____	
Accessibility _____	
Linkage _____	
Selection/grading _____	
Physical characteristics _____	
Appropriacy _____	
Authenticity _____	
Sufficiency _____	
Cultural bias _____	
Educational validity _____	
Stimulus/practice/revision _____	
Flexibility _____	
Guidance _____	
Overall value for money _____	

Sheldon, 1998 (p.6).

The first part presents *factual details* which correspond to the external features of a textbook such as title, author, level, length, etc. The second one deals with *subjective factors* such as appropriacy, authenticity, educational validity, among others. Similarly this framework offer four levels of assessment for each factor: poor, fair, good and excellent. This rating should be complemented by the researcher's comments on the proposed aspects.

Likewise, Littlejohn (2011) suggests a general framework for analyzing materials which is divided in two sections. The first section is related to the "tangible" or physical aspects of the materials. The second section of the framework, known as design, analyzes the "thinking" underlying the materials. The following table represents the evaluation framework proposed by this author:

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1. Publication	2. Design
<ol style="list-style-type: none"> 1. Place of the learner's materials in any wider set of materials 2. Published form of the learner's materials 3. Subdivision of the learner's materials into sections 4. Subdivision of sections into sub-sections 5. Continuity 6. Route 7. Access 	<ol style="list-style-type: none"> 1. Aims 2. Principles of selection 3. Principles of sequencing 4. Subject matter and focus of subject matter 5. Types of teaching/learning activities: <ul style="list-style-type: none"> • What they require the learner to do. • Manner in which they draw on the learner's process competence (knowledge, affects, abilities, skills) 6. Participation: who does what with whom 7. Learner roles 8. Teacher roles 9. Role of the material as a whole

Littlejohn, 2011 (p.193).

In addition to those evaluation frameworks, the use of checklists has also become popular in materials evaluation. A checklist is an instrument that helps practitioners in English Language Teaching (ELT) to evaluate language teaching materials, like textbooks (Mukundan, Hajimohammadi, & Nimehchisalem, 2011). Checklists allow a more sophisticated evaluation of the textbook in reference to a set of generalizable evaluative criteria. These checklists may be quantitative or qualitative. Quantitative scales have the merit of allowing an objective evaluation of a given textbook through the use of statistics. Qualitative checklists, on the other hand, often use open-ended questions to elicit subjective information on the quality of course books (e.g., Richards, 2001). It is relevant to mention that although checklists may provide a basis for textbook evaluation, those can be modified or refined to fit the objectives, needs or intentions of the evaluation. According to Mukundan, Hajimohammadi, & Nimehchisalem (2011), among the benefits of using checklists is that these could provide informative and useful information for curriculum designers. ELT material developers or teachers in the classroom can benefit from checklists as they provide useful ideas to improve the materials they use.

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Moving a little beyond frameworks and checklists to evaluate coursebooks, it is equally essential to consider some aspects related to materials development which are the basis for many language textbooks. In this sense, Bolitho (2003) provides a set of features that determine the appropriateness of a coursebook. He affirms that a “good” coursebook will:

- Be appropriate to the context in which it is to be used, in terms of language and cultural content, length, grading and methodology.
- Offer choices to teachers and learners.
- Be valued by teachers and learners.
- Contain language which has real world relevance and is, wherever possible, drawn from authentic sources.
- Contain tasks and activities to motivate learners.
- Deal with topics which learners can identify.
- Support learning outside the classroom (p. 7).

A more contemporary criteria of materials development is proposed by Bao (2016) who presents four major dimensions that mark the desirability of second language materials. These dimensions include relevant and detailed aspects as described below:

1. *Linguistic values*: good materials are those that attend to both form and meaning, allow learners to observe rules in the language, rehearse features of written and spoken discourse, and move beyond the initiation-respond-feedback model.
2. *Cultural content*: good materials utilize learners’ individual and foreign cultural knowledge, invite learners to interpret events, demonstrate an open view towards topics, create interesting, believable characters, and avoid stereotypes.

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3. *Learning resources*: good materials work in combination with other resources, allow choices, and they leave room for conceptualizing learner needs.
4. *Learners' identity and living environment*: good materials reflect learner identity, utilize resources from real life, care about learners' feeling and bring learning enjoyment, and cater for diverse learning styles.

All these features constitute a more recent view of development materials that designers should be aware of. Especially what has to do with “coursebook-learner connectedness”, where the content of the textbook should match students' interests and the teachers' role is that of helping learners develop critical views.

English as an International Language (EIL)

Thanks to technological advances and economic developments around the globe, English has become the most widely used language in international discourse (Crystal 2013; Graddol 2006). In the last decades, English has played a major role in a variety of fields including education, technology and business, making it the most spoken language around the world. In this sense, Marlina & Giri (2014) claims that the status of an international language ascribed to English is also a result of the increasing numbers of countries in the world conferring a special role or priority upon English.

It is widely agreed that due to the spread of English in the world today, the number of non-native English speakers exceeds the amount of native speakers of English. For instance, Cogo (2015) asserts that the number of non-native English speakers has been increasing rapidly and the native speakers are currently a minority. In addition, Kirkpatrick (2010) points out that in China alone, some estimate that there are as many learners of English (some 350 million) as

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there are native speakers of it around the world. As a result, more than 80% of communication in English around the world is now between so-called “non-native” speakers of the language (Sharifian, 2013).

In light of this, English as an International Language (EIL) is a term used to characterize the status of English as the world’s major second language and the most common language used for international business, trade, travel, communication, and many others (Meidani & Pishghadam, 2013). More precisely, Marlina (2014) asserts that EIL represents a linguistic or epistemological “tool” for researchers, scholars and educators to reconsider the concept of English, reevaluate approaches in TESOL, and reexamine pedagogical strategies for English language teaching (As cited in Vodopija-Krstanović, & Marinac, 2019).

Additionally, McKay (2018) affirms that EIL actually is seen as the many varieties of English that are spoken today and also, as the use of English by second language speakers of English. Thus, EIL is viewed both as a type of English and as a way of using English. To clarify this, McKay (2018) adds:

EIL is concerned with both content and interaction. EIL scholars recognize the existence of various varieties of English that are used around the world. These varieties are factors both of the first language and culture of the speaker as well as the speaker’s level of language expertise (as evident in ELF interactions). In this way, EIL is concerned with content. In addition, EIL takes into account the fact that the language used in any interaction will depend on the speaker’s investment in being understood, his/her level of expertise in English and the listener’s English competency. In this way EIL also focuses on process (p.3).

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Principles and features of EIL

In the context of the above description of EIL, McKay (2018) advocates the following specific principles which guide the development of EIL.

1. Given the varieties of English spoken today and the diversity of L2 learning contexts, all pedagogical decisions regarding standards and curriculum should be made in reference to local language needs and local social and educational factors.
2. The widely accepted belief that an English-only classroom is the most productive for language learning needs to be fully examined; in addition, careful thought should be given to how best to use the L1 in developing language proficiency. In other words, teachers need to think about how students can use their L1 in language classrooms to help themselves while giving it the same respect and importance in the English learning process.
3. Attention to the development of strategic intercultural competence should exist in all EIL classrooms.
4. EIL is not linked to a particular social/cultural context in the same way that French, Korean or Japanese are intricately associated with a particular culture. In this way EIL is or should be culturally neutral. This means that the idea of the cultural target for English is Western culture, specifically British or American culture, is not in keeping with a view of English as an international language (McKay, 2018). On the contrary, from EIL perspective English belongs to speakers of any culture who want to share their cultural knowledge with others, where the acceptance and respect towards the global cultural diversity prevail.

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Interestingly, EIL advocates view English not only as a mere language to communicate but as a way to break the hegemonic use of it. Thus, English is no longer exclusively connected to inner circle countries (McKay, 2018). In other words, no particular variety of English is better than others; it is just the speaker who determines its correct use depending on the context. EIL is the opportunity that language learners have to get an international understanding and to be culturally stronger. This implies learning about other foreign cultures while being aware of their own cultural richness. In this way, English speakers from any nationality are able to accept, value and respect diverse cultural assumptions developing a sense of cultural neutrality.

In regards to EIL and its relation with culture, Smith's (as cited in Mete 2011) claim that in terms of the relationship between an international language and culture, it is essential to consider the following tenets:

- 1) As an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies.
- 2) As it is an international language, the use of English is no longer connected to the culture of Inner Circle countries.
- 3) As an international language in a local sense, English becomes embedded in the culture of the country in which it is used.
- 4) As English is an international language in a global sense, one of its primary functions is to enable speakers to share with others their ideas and culture (p.45).

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The status of English as an international language has brought changes to the ways of teaching English as well. In this regard, Jenkins (2000) points out three main characteristics of this new status. First of all, the dismantling of the British empire in ESL countries, particularly in the Indian subcontinent, which resulted in a more active promotion of local and L1-influenced varieties of English; secondly, the changes in the context of EFL, in which English has changed from a foreign language into an international and finally the switch from a purely intra-national use of English to an inter-national one.

Additionally, Nunn & Sivasubramaniam (2011) consider two main features in the development of EIL competence. The first one is *Knowledge of World Englishes*, understood as all varieties of English spoken around the world (McKay, 2018). Nunn & Sivasubramaniam (2011) state that students need to obtain exposure to a broad variety of World Englishes by considering the following conditions:

1. *Adapting to Different Types of 'Communities'*: That means EIL users do not operate in homogenous, single speech communities; they need to be able to communicate within different kinds of communities.
2. *Reconsidering 'Standards'*: According to Sivasubramaniam (2011) the notion of standards needs radical rethinking for EIL use. Competence in International English is a rapidly developing construct, but it is already clear that it is not definable as one standard.
3. *Developing Enabling Skills and Attitudes*: EIL users must develop certain skills and attitudes such as: *Adaptation* which has to do with the ability to adapt to new situations, it is partly a question of attitude, tolerance and openness to differences. For example, promoting effective listening skills such as probing for further information or training in the negotiation of

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meaning. *Transferability*, that is the ability to use, adjust or develop knowledge and skills learnt in one context in unknown and often unpredictable contexts. *Compensation*, which has to do with the ability to cooperate in multi-cultural teams since individuals cannot master all aspects that might be needed in a given situation. And *Intelligibility*, which means that no variety of English is automatically more understandable than another across contexts. All Englishes need to be made intelligible when engaging in international communication. Intelligibility depends on adapting to the audience. Learners need practice in making sure their meaning has been understood.

4. *Rethinking pragmatics*: Learners need to raise awareness of the potential for pragmatic misunderstanding in intercultural communication and the need for negotiation in terms of pragmatic norms with interlocutors.
5. *Teaching approaches*: Teachers can share approaches across cultures but also need to be aware of the local community in relation to other cultures. Comparative descriptions of method-in-use can help transfer learning across cultures.
6. *Linguistic competence*. Linguistic competence in a locally appropriate variety of English needs to be developed in any local context. National origin is not a limitation on linguistic competence. There are no native speakers of *international* English. There are only highly competent speakers without regard to origin.
7. *Equal dissemination of knowledge and publications across cultures*: Journals need to attempt to provide an inclusive forum that is not biased towards particular cultures in order to obtain a reasonable international sample of viewpoints and accounts of activities.

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In the same vein, Mackey (2018) considers that teachers need to be aware of English varieties and the functions they serve in the local community. In some cases, teachers should be able to add to the students' English repertoire other varieties of English, ones that often have a greater range of acceptability. Then, it is the responsibility of language teacher education programs from this new perspective of EIL to help students have a broad view of English and the role it plays in the arena of global communication, interaction and cultural understanding.

The second feature is *Intercultural competence*. From Nunn & Sivasubramaniam (2011) perspective, "while intercultural communication is not always EIL communication, EIL communication is always intercultural communication. In other words, whenever we use English as an international language we are engaging in intercultural communication" (p. 19). To explain this feature, Mete and Nunn (2011) describe intercultural competence in the following model, based on Byram's work:

1. *Attitudes*. Learners should be curious, open-minded and flexible, or ready "to suspend disbelief" about others' cultures.
2. *Knowledge*. Learners should understand "social groups and their products and practices" and "the general processes of societal and individual interaction" in their own and foreign countries.
3. *Skills of interpreting and relating*. Learners should be able "to interpret a document or event from another culture" in relation to their own cultural perspective.
4. *Skills of discovery and interaction*. Learners should be able "to acquire new knowledge of a culture and cultural practices" and "operate knowledge, attitudes and skills under the constraints of real-time communication and interaction".

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5. *Critical cultural awareness*. Learners should be able “to evaluate critically and on the basis of explicit criteria perspectives, practices and products” in their own and others’ cultures and countries.

By the same token, McKay (2018) maintains that all EIL curricula should give attention to the following components of language use. First, EIL considers that all pedagogical decisions regarding standards and curriculum should be made in reference to local language needs and local social and educational factors. Therefore, language programs should take into account their own context as a reference to decide what and how to teach.

In regards to the development of communication skills, EIL curriculum should give explicit attention to introducing and practicing repair strategies such as asking for clarification and repetition, rephrasing, and allowing wait time. Additionally, a variety of conversational gambits or routines should be introduced and practiced including such items as expressing agreement and disagreement, managing turn-taking, and leave-taking (Mackey, 2018).

Curriculum from an EIL perspective should seek to promote students’ understanding of how pragmatic norms can differ cross-culturally. Students should be free to express and explain their own pragmatic norms, and to recognize that to the extent these differ from the norms expected by their listener, there may be cross-cultural misunderstandings.

Features of materials development from an EIL perspective

The new status of EIL demands not only a renewal of what we used to think about English, but a change in the way teachers and learners conceive its learning. This new status also requires a modification on the manner materials are planned and designed. Thus, drawing on

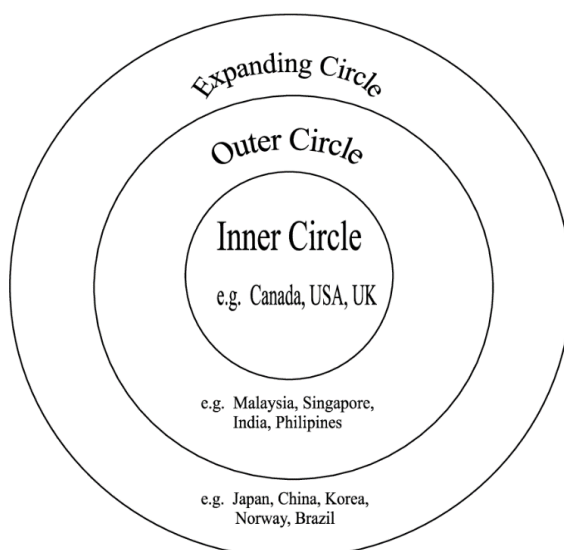
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McKay (2012), I now turn to the main features in regards to materials development from an EIL perspective:

1. EIL materials should be relevant to the domains in which English is used in the particular learning contexts. Traditionally, English textbooks focus on the contexts where English is a native language. However, EIL requires materials development to focus on individual learners' specific uses of the language within the particular context in which they live. In this sense, it is essential for EIL educators and learners to use authentic materials that fit students' learning contexts. Materials will be "authentic" only to the extent they are relevant to the students' proficiency level, learning goals and styles, and the social context in which they live (McKay, 2012).

2. EIL materials should include examples of the diversity of English varieties used today.

English varieties refer to the group of new Englishes that have emerged due to the global spread of English. Processes such as immigration, colonization, and globalization have resulted in the emergence of a diverse range of postcolonial varieties of English around the world. In this regard, Kachru's (1985) presents the following model which constitutes one of the most influential classifications of varieties of English around the world:



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The Inner circle (ENL): comprises the old-variety English-using countries, where English is the first or dominant language. U.S., Britain, Canada, Australia, and New Zealand are the prototype examples.

The outer circle (ESL): comprises countries where English has a long history of institutionalized functions and standing as a language of wide and important roles in education, government, literary creativity, and popular culture. India, South Africa, Pakistan, Nigeria, Singapore and Zambia are some examples.

The expanding circle (EFL): comprises countries in which English has various roles and is widely studied but for more specific objectives than in the outer circle, including reading knowledge for scientific and technical purposes. The typical examples of such countries include China, Indonesia, Japan, Korea, and Nepal.

From an EIL perspective, it is important not only to recognize the existence of English varieties but to provide students with opportunities to know and explore them in an attempt to foster their communicative competence and their awareness and understanding of the world.

“One of the more anachronistic ideas about the teaching of English is that learners should adopt a native speaker accent” (Graddol, 2006, p.117). Then, language teachers should select textbooks and materials that help raise students’ awareness of those varieties as they constitute valuable elements in current global communication.

3. EIL materials need to exemplify L2-L2 interactions. By including real interaction between English users whose native language is not English, it is possible to help students realize that there are other interactions apart from the traditional L1-L1 or L1-L2 speakers in inner circle countries. This type of communication will allow students to see people, for whom English is not

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their mother tongue, communicate in English with different accents, grammatical variations and misunderstandings that are acceptable with their own communities. In L2-L2 interactions, speakers develop a capacity to negotiate meaning across different contexts. In other words, from this perspective the native-speaker model appears irrelevant since EIL allows learners to develop communicative strategies such as rephrasing, clarification and repetition.

4. Full recognition needs to be given to the other English varieties spoken by English

speakers. Due to the current diversity of grammatical norms and lexical use of English, it is essential for materials designers to recognize the importance of other varieties of English spoken by different users of this language. Teachers and learners should be aware of the fact that as English varieties differ in certain phonological, morphological, syntactic and semantic features, all should be accorded equal status and respect (Mackey, 2018).

5. EIL should be taught in a way that respects the local culture of learning: It is necessary to recognize and value the socio-cultural factors of the context where English is taught. In this way, EIL classrooms should foster acceptance and respect for both, learners' own culture and foreign cultures around the world.

To complement this view, Meidani & Pishghadam (2013) assert that EIL is not linked to a particular social/cultural context. In this way, EIL considers English as a language without any barrier either linguistic or sociocultural. EIL enables speakers to share their ideas and cultural views while fostering respect and acceptance of cultural diversity in their immediate national context and around the world. Regarding the relationship between language and culture, Smith (as cited in Meidani & Pishghadam, 2013) states:

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Learners of an international language do not need to internalize the cultural norms of the native speakers of that language, the ownership of an International language becomes denationalized and the educational goal of learning an international language is to enable learners to communicate their ideas and cultures to others (p.4).

Moreover, an appropriate method for ELT needs to be informed by local expectations regarding the role of the teacher and learner. In this sense, the implementation of locally appropriate pedagogy and the strength of bilingual teachers of English given their familiarity with the local culture, is vital. Therefore, local educators need to determine what linguistic information, cultural content, and teaching methodology are most appropriate for the local context so that learners can use English to tell others about their own culture (McKay, 2003). McKay (2003) also emphasizes that in the light of EIL, the cultural content of materials should not be limited to native English-speaking countries and should include local cultural content.

Contextualizing the coursebook *English, Please!*

The last two decades have witnessed the development of an ever more complex relationship between the English language and globalization (Sharifian, 2013). As a result, many countries attempt to develop strategies to improve national English proficiency to meet the demand of that relation. This is the case of Colombia where through the implementation of several initiatives, the National Ministry of Education (MEN) aims to strengthen the teaching and learning of English in the country. During the last 15 years, approximately, the national government implemented several programs with similar goals and agendas based on the administration of the moment. Thus, we can find, for example, Bilingualism Law and National English Program (PNI) 2015-2018; Program for the Strengthening of Foreign Languages

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(PFDCLE) 2010-2014; National Bilingualism Program (PNB) 2004-2019; Colombia Bilingual 2015-2019, and the most recent proposal of the current government called the National Bilingualism Program, projected for the period 2018-2022.

To develop this more recent initiative, the MEN established the objectives of the program as follows:

To strengthen the teaching and learning of foreign languages in Preschool, Basic and Middle Education in order to provide comprehensive training, the development of skills for global and 21st century citizens, and encourage the generation of cultural, academic, social and professional opportunities according to the needs of educational institutions and regions (Trans. website Colombia Aprende, 2020).

To achieve this goal, the National Bilingualism Program focused on developing two specific objectives:

1. To design, distribute and train around high-quality, innovative foreign language teaching and learning tools adapted to the national context, and
2. To promote spaces and experiences of use and exposure to English and other foreign languages to ensure that these are vehicles for communication and development of skills for global citizenship of the 21st century and not just an object of study.

The same National Bilingualism Program has designed three main strategies to accomplish the established goals. The first one has to do with strategies for teacher training and pedagogical materials for basic and secondary education. The second focuses on giving quality,

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support and financing to higher education. The third relates to the articulation with the productive sector (Trans. website Colombia Aprende, 2020).

In the context of the first strategy above, the present study focused on examining some of the pedagogical materials intended for basic and secondary education proposed by the MEN. The Ministry of National Education within the framework of the Colombia Bilingüe Program (2015-2019), designed a set of English textbooks called *Way to go 1, 2 and 3* for 6°, 7° and 8° grades and *English Please 1, 2 and 3* for 9°, 10° and 11° grades respectively. Nowadays, the national government continues to distribute this material in most public primary and secondary schools across the country.

According to the MEN, the coursebook series EP seeks to help students advance from level A1 to B1 in three years (Trans. website Colombia Aprende, 2020). The same document later affirms that this coursebook was built taking into account the needs and characteristics of Colombian teachers and students, which is why it includes transversal axes seeking to integrate the essential themes of the Colombian context, including health, coexistence, peace, the environment and globalization.

In terms of design and development, the coursebook series *English, Please* was developed by fifteen Colombian teachers from different regions of the country, under an alliance with the British Council in Colombia and the Richmond publishing house in the United Kingdom. From the perspective of the MEN, this alliance “ensures their high technical quality and adaptation to the Ministry's goals” (Trans. website Colombia Aprende, 2020).

In short, the series *English Please* comprises three sets: EP1, EP2 and EP3. Each set contains a student's book, a teacher's guide, and the link to an online companion. The student's

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book is divided into four modules with three units each. Each unit consists of three lessons that contain different types of activities (see Appendix A for general information about EP student's book). The teacher's guide is a hand book full of specific instructions to follow based on the different lessons and units. Apart from the explanation and steps to follow in each activity, the teacher's guide includes some extra activities that teachers can propose to students (see Appendix B). The following is a visual sample of the structure of one module in the coursebook series *English, Please!*:

Module	Intro	• Exploration of topics, language skills and project
	Unit 1	• Lesson 1 to 3
	Unit 2	• Lesson 4-6
	Unit 3	• Lesson 7 and 8 • Let's work together • Self-assessment (<i>English language skills, English study skills and Let's work together</i>)

All in all, this study recognizes the importance of textbook and textbook evaluation in English learning and teaching as they are valuable sources of information that support and benefit both teachers' practice and students' learning. Therefore, teachers need to be involved on evaluating the materials they use, more exactly the textbooks which in most cases are the prime material they use in classrooms. Moreover, the new status of English as an International Language demands teachers to be aware of what it implies for teaching English and material development and therefore validate if the materials teachers currently used fit or need to be adjusted to this new perspective of English.

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Literature Review

As I stated before, this study examined the contents of the coursebook series *English, please!* from the perspective of English as an International Language (EIL). Thus, a review of the literature in the context of materials evaluation from the perspective of EIL, ELF or World Englishes, confirmed not only the paramount role of textbook evaluation, but also the growing interest in examining materials from such perspectives.

To begin with, many scholars concurred on the importance of textbooks in language teaching. Cunningsworth (1995) claims that textbooks are an effective resource for self-directed learning and self-study, a valuable resource for presentation material (written and spoken), a source of ideas and activities for learner practice and communicative interaction, a reference source for students, a syllabus, a support for less experienced teachers to gain confidence and demonstrate new methodologies (as cited in Radić-Bojanić¹ & Topalov, 2016). Similarly, Byrd (2001) claims that most teachers depend on textbooks because they provide content and activities that shape what happens in the classroom. In other words, both students and teachers benefit from textbook as they make use of them to support the learning teaching process. In this way, textbooks offer the linguistic and cultural input to help teachers build students' language skills such as speaking, listening, reading and writing in the target language and to shape students' cultural views.

In relation to cultural aspects in textbooks, Bonilla (2008) developed a qualitative research study to examine the cultural representations displayed in one of the most used English textbooks in several language institutions in Bogotá. Bonilla (2008) included the participation of some teachers who completed a survey to know their perspectives about the approaches they

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consider important when teaching culture and how they perceived cultural aspects in the selected textbook. By following a descriptive methodology, the researcher established a set of six criteria which guided the organization of the information. The criteria to evaluate the textbook were the following: 1. Semantic fields, 2. References to the multicultural world, 3. References to the social world, 4. Characters and characterization, 5. Icons presented in the book and 6. Lexical choice and expression. After the analysis of the information, Bonilla (2008) found that there was a prevalent tendency to show American culture as a “needless” world where people are leaders, successful and can overcome any kind of difficulty (Bonilla, 2008). She emphasized that those ideas and assumptions involve lifestyles that are still tied to make people think that there is a need to admire an elite group.

In this case, although students are not forced to memorize the topics of culture, they are seduced by them and without conscious realization. The findings revealed that in the category of *references to the multicultural world*, Latin American countries had very little representation in the textbook and that Colombia was never mentioned. Instead, most of the information in the textbook was addressed to the “American” culture, and sometimes countries like Great Britain, Germany, France or Spain were included. In other words, this study showed how Colombian language institutions continue perpetuating the idealism of the American status and how its culture is one of the key elements in language teaching through which students build their perceptions about English-speaking countries. Even more, it seems that the evaluated textbook is therefore decontextualized for Colombian students as it did not include any aspect of Colombian settings and culture.

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Similarly, Henao (2017) carried out a mixed methods research study in which he analyzed the series *English, Please* from the perspective of Intercultural Awareness (IA). Following a content analysis method, Henao classified, analyzed and categorized the activities from the teacher's guide, based on Byram's (1991) Intercultural Communicative Competence (ICC) model. As shown in the next paragraph, the main finding evidenced that the activities from the selected textbooks were not designed for developing intercultural awareness:

From the 1405 activities found in English, Please! Series, 1136 activities were found as non-intercultural activities, these activities ...do not contribute to the production of Intercultural awareness nor planned to enhance any cultural knowledge; however, these activities were found to be helpful in vocabulary building, improving language skills, among the others activities cited in pages II and III of the series (Henao, 2017, p.179).

As can be observed, Bonilla (2008) and Henao (2017) converge on the limited opportunities students have to be exposed to other cultures different from the traditional American culture. In light of this, Rico (as cited in Patarroyo, 2016) states that "as mediators, materials should bridge the gap between communities and make possible the intercultural encounters" (p.12). Nevertheless, in both studies, these cultural encounters are not possible due to the lack of cultural representation activities to foster intercultural development. As a result of that, the cultural gap between traditional English speaking and non-English speaking countries remains.

Following the focus of the current study, in terms of English as an International language (EIL), Garcia (2013) presents an interesting review of the literature in this field. The author

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claims that EIL is worth discussing in the Colombian context and points out that by doing so English teachers are called to acknowledge the fact that traditional models must be reconstructed given the sociocultural realities of the use of English at a global level.

In the study, Garcia relies on Matsuda and Friedrich's perspective regarding the importance of EIL in the area of teaching materials. These authors coincide that there are some key elements that should be taken into account when designing curricula and textbooks for EIL courses. These elements are: choosing an instructional model, making sure students are exposed to different varieties of Englishes and their users, giving strategic competence a central role in the teaching of English, using instructional materials that display these variations and increasing awareness of World Englishes.

Considering this, it is possible to claim that nowadays textbooks and EIL should be connected in order to give Colombian teachers and students the opportunity to have a broad view of the many English varieties that coexist nowadays and at the same time to challenge the dominant view of Standard American or British English in Colombia. To complement this view, Mackey (2002) points out that teachers need to be aware of the different English varieties and the functions they serve in the local community. In some cases, teachers should be able to add to the students' English repertoire other varieties of English, ones that often have a greater range of acceptability.

In terms of connecting English language textbooks and the perspective of EIL, the literature is not extensive. Basabe (2006) carried out a mixed methods study in which he selected and analyzed four series of textbooks in use at the third level of general basic education in private institutes in Argentina. The study suggests that the "representations of the Anglo-

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American culture are still favored in ELT textbooks but that, in most cases, they have been transformed into ‘international’ attitudes” (p. 69). To develop the study, the author randomly selected 400 reading passages approximately among the four textbooks. Then, he applied two different methodological tools, one to gather quantitative data (lists of cultural references for each book) and the other one to qualitatively validate the findings of the former (Critical Discourse Analysis - CDA).

The main findings of this study showed that the cultures of the UK and the USA have prevailed as the ones chosen to be represented in the textbooks under analysis. To further illustrate, he found that of the 30 texts included in the list of cultural references for New Headway Intermediate and New Headway Pre-Intermediate, 18 contained cultural references pointing at the target culture, which accounts for 60 % of the total of the passages destined for reading comprehension (p.63). This evidenced that references to the target culture are more frequent than those to the source or the international cultures. He also found that the commonest topics dealt with by these texts are the lives and lifestyles of rich and famous people (29.5 %) and unusual jobs (23.6 %).

He also found that 30% of all the texts destined to be used for reading comprehension in one of the series comprises instances of the target and the international cultures in contact. Most of them were about the lives and habits of people from international cultures. Thus, the study provided an answer to what representations of English-speaking cultures are in current textbooks and opened to debate the apparent fairness of English as an International Language (Basabe, 2016).

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In the same line of thought, Meidani & Pishghadam (2012) developed a quantitative study aimed to find out the extent to which English language textbooks demonstrate the international status of the language. The authors selected and compared four different textbooks published in different years. Those textbooks were among the most used textbooks in English language institutes in Iran. To conduct the study, they took into account the following criteria: references to Inner Circle countries, references to Outer and Expanding Circle countries, non-native accents, dialogues in non-English speaking countries, place of home culture and famous people. For calculating the references to Inner, Outer and Expanding Circle countries, five general cultural themes as put forward by Pfister and Borzelli (1977) were taken into account. The five categories include: social, personal, religion/arts/humanities, political systems and institutions, and environmental concerns. After the comparison and analysis of the data, the authors found some differences among the selected books with a gradual tendency towards more recognition of the international status of English. According to Meidani & Pishghadam (2012):

The textbook analysis revealed a tendency towards multiculturalism throughout the selected period. The presentation of cultural themes of Outer and Expanding Circle countries has become more numerous and more diverse; while that of Inner Circle countries has decreased and become less highlighted. Acknowledgement of other cultures demonstrates that overall textbooks are moving more towards the principles of EIL.

However, there is still room for inclusion of marginalized cultures. (p. 92)

For instance, the authors found that frequency of reference to Outer and Expanding Circle countries has increased over the years. Among the countries presented, Japan has the highest number of references in two of the selected textbooks. While in a third one, only Latin American

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countries are presented. Moreover, the cultural themes taken into account also become more diverse as they include social, political, and environmental matters. In addition to this, in two of the textbooks analyzed, almost in every lesson students were asked about their own country or place of living, without any reference to Inner Circle countries, what shows some increment in highlighting students' own countries and cultures.

However, Meidani & Pishghadam (2012) assert that while one of the main principles of EIL is that English is used in Non-English speaking settings and between non-native speakers, they did not see much of that in the selected textbooks. Among the four books, only one featured dialogues in non-English speaking countries. It contains 5 dialogues among non-native English speakers, making up 25% of all the dialogues. In light of this, the recognition of non-native accents and dialogues in non-English speaking countries is still very limited in textbooks. In sum, this study seemingly reveals that although there is little progress in the inclusion of EIL principles in textbooks, it is necessary to aim for full recognition and critical evaluation of them in the materials English language teachers use.

In essence, the review of the literature in the field of textbook evaluation and in the context of EIL, shows a growing interest in developing studies that allow teachers and learners to consider many other elements that influence English learning and teaching rather than those from the traditional view of English as a foreign language. Among those, it is possible to find elements such as development of communicative competence, cultural aspects, and intercultural awareness, EIL, among others which definitely change and foster a new vision of what and how English should be taught.

Chapter III

Methodological Design

In this chapter, I provide details on the research design, the type of study that I followed, and the method and document of analysis. Additionally, I present the participants of the study, the instruments and data collection procedures.

Research design

This research study followed a qualitative research methodology. This methodology highlights the views that people have towards a social or educational phenomenon. As Creswell (2009) states, a qualitative research process involves emerging questions and procedures, data typically collected in participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

Type of study

As this study focused on evaluating a coursebook, the type of study that guided the research was *qualitative content analysis*. Krippendorff (as cited in Merriam & Tisdell, 2016) defines content analysis as “an unobtrusive technique that allows researchers to analyze relatively unstructured data in view of the meanings, symbolic qualities, and expressive contents they have and of the communicative roles they play in the lives of the data” (p. 179).

As stated by Cohen, Manion & Morrison (2018), content analysis takes texts and analyzes, reduces and interrogates them into summary form through the use of both pre-existing categories and emergent themes in order to generate or test a theory. From Bryman's (2012) perspective, content analysis is an approach to the analysis of documents and texts that seeks to

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quantify content in terms of predetermined categories and in a systematic and replicable manner. Although, it seems that content analysis follows mainly a quantitative approach due to the fact that it involves counting concepts, words or occurrences in documents and reporting them in tabular form (Anderson and Arsenault, as cited in Cohen, Manion & Morrison, 2018), quantification needs not be a component of content analysis (Merriam & Tisdell, 2016).

In other words, in qualitative content analysis rather than counting, it is the evidence provided in context, the words, examples and pictures from the text which constitute the major analysis of the information. According to Glaser and Laudel (as cited in Cohen et al, 2018) “the intention of qualitative content analysis, is to deliberately move from the original text to analysis of the information extracted from it, focusing on the meanings of texts and their constituent parts” (p.674).

Method of analysis

Upon reviewing the methodology of qualitative content analysis and considering the contributions of various sources (Duffy, 2005; Bryman, 2012; Merriam & Tisdell, 2016; Cohen, Manion, & Morrison, 2018), I established the following model to carry out the content analysis in this study:

1. Generate the research questions
2. Become familiar with the context within which the documents were/are generated
3. Generate some categories that will guide the collection of data. These categories can be further refined and new categories can also emerge
4. Choose an appropriate sample of data

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5. Define the unit of analysis (Significant actors, words or subjects and themes, or dispositions)
6. Collect the data in terms of the generated categories
7. Conduct the data analysis
8. Report the results and findings

Document of analysis: The coursebook series *English, Please!*

The coursebook series English Please (Fast Track Edition) is an English coursebook designed and aligned with the Guía 22: “Basic Standards of Foreign Language Proficiency: English”. The coursebook series EP also takes as a reference the pedagogical and methodological principles of “Suggested English Curriculum Proposal”, developed in 2015.

The series *English, Please!* comprises three sets: EP1, EP2 and EP3 for three levels 9°, 10° and 11 respectively. Each set contains a student’s textbook, a teacher’s guide and an audio file. In the next paragraphs I offer a detailed description of each one of these materials:

Student’s book

The student’s book is a textbook of 160 pages which contains four modules that include projects and activities related to specific themes as presented in the following chart:

Set/Grade	Modules and themes
English please 1 (9°)	Module 1: Teenagers’ lives, family, friends and school. Module 2: Life’ aspects of Colombia and around the world. Module 3: How we live: what we eat, taking good care and time for fun. Module 4: Protecting the earth: the world we live in, problems, solutions and changes
English please 2 (10°)	Module 1: Teen culture Module 2: Money and consumerism Module 3: Lifestyles, traditions and attitudes around the world Module 4: Eco-tourism

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English please 3 (11°)	Module 1: Students' future and goals. Module 2: The role of global citizens Module 3: Love, relationships and responsibility Module 4: Environmental problems and solutions
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Each module has three units and eight lessons in total. Each unit has three lessons except for unit number three that has two lessons and two final sections called *Let's work together* and *self-assessment*, which close the unit. In *Let's work together*, students can find the instructions to do a group project that is aimed to develop students' teamwork and other transferable skills such as collaboration, negotiation, creativity, social competence, citizenship, autonomy and personal initiative, among others. Finally, in the *self-assessment* section, students should complete three forms related to their progress in *English language skills*, *English study skills* and their development in the section called *Let's work together*.

At the beginning of each unit, there is an introductory section where students explore the topics, language skills and an overview of the project they are to develop at the end of the unit. Across each lesson the information and activities are grouped in different short sections which have specific purposes, as follows:

Read, listen, speak, and write section: these sections contain activities focused on helping students develop and practice each one of the language skills (reading, listening, speaking and writing) in isolation, or in combination with another skill. The activities include, for example, filling in the gaps, reading comprehension, multiple choice questions, matching, true and false, crosswords, and writing activities, among others, which are supported by texts, images, diagrams, pictures and short dialogues. Most of the activities are designed for individual

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work, just those related to the speaking and the project section are proposed to work in pairs or groups.

Focus on vocabulary: This section offers students key vocabulary to help them understand better the texts presented.

Focus on language: In this section students will find the main language forms and grammar rules to help them understand how the language works. The activities in this section are mainly related to grammatical rules of the language and it includes activities such as matching, fill in the blanks, choose the correct word, complete the rules, write the correct form of verbs and some listening and speaking activities related to pronunciation and intonation. This section also includes small boxes called *useful language* and *say it* which contain specific information about grammar and speaking rules of English respectively.

In addition, in the student's book, students and teachers can also find information boxes intended to help them understand and practice different aspects of the language. Those information boxes are:

Useful expressions: this boxes includes information related to common expressions used in English such as phrasal verbs and collocations.

Useful language: these are small boxes that help students understand the specific function of some words (adjectives, modals, nouns, etc.).

Glossary: This box offers students a short list of words used in the lesson with their translation in Spanish.

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Say it: these are short audio sections related mainly to pronunciation. They invite learners to develop their receptive awareness of different features of pronunciation such as intonation, or to have controlled practice of their spoken production.

Listening, reading, writing, speaking Tips: these boxes give students between two and four pieces of advice (learning strategies) to help them develop the different activities proposed for each language skill (Listening, reading, writing, speaking). The tips included in the lessons provide students with opportunities to improve their awareness of how they learn best. Teachers should explain why these tips are important and useful and refer to them throughout the course.

Teacher's guide

The teacher's guide as its name suggests is the book where the teacher can find all the information related to its content and organization. It starts by explaining the teacher some general considerations about the objectives and main characteristics of the coursebook series. It also offers teachers a description of the approach and teaching methodology of the coursebook. According to the MEN, the key principles that underlie the approach and methodology of the modules, units, lessons and activities are:

- A topic-based approach to the language syllabus
- Learning outcomes based on language use and project work
- Learner autonomy through self-assessment and reflection
- Integration of transferable skills
- A noticing approach to language development
- Integration of the four language skills

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- Development of learning strategies
- Alignment to national and international standards (MEN, 2016, teachers' guide, preface)

The teacher's guide also presents and describes the sections that teachers find throughout each unit. After that, it presents the scope of sequence of the textbook where the teacher finds the distribution and explanation of the contents classified by modules, units, lessons, and grammar, vocabulary, listening, reading, speaking, and writing aims.

Through the teacher's guide, it is possible to find the description of each activity presented in the student's book, as well as the instructions that the teacher should give students to accomplish each activity. Moreover, the teacher's guide includes extra activities they can propose to students which are not included in the student's book. Furthermore, the teacher's guide contains all the answers and audio transcripts of the exercises included in the student's book. It is important to mention that the teacher's guide is organized exactly in the same way as the student's book, even those small boxes with specific information such as tips, glossary and useful expressions are included.

Audio file

The additional material that complements the coursebook series *English, please!* is a compilation of audio files. Each level EP1, EP2 and EP3 has its own audio file compilation which can be downloaded from

<http://aprende.colombiaaprende.edu.co/colombiabilingue/123812>.

Although the three student books have the same number of pages, the number of audio files differs. Thus, EP1 includes 105 tracks, EP2 has 46, and EP3 contains 71 tracks. In these

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audio files students and teachers can find all the audio tapes required to develop each listening activity and exercise included in the coursebook series, as well as the information related to the section *say it*.

Delimiting the sample

To conduct the content analysis for the present study, I decided to select the coursebook EP3, particularly the student's book as the main document. I opted for it as a sample mainly because the student's book is the material teachers and students have had closer contact with, and seemingly constituted the main source students have to learn English at school. The EP3 level also addresses the topic of students' role as global citizens and I consider that it lent itself to raise students' awareness of the status of English as an International Language and the emergent influence of English in the world today.

Unit of analysis

The unit of analysis for this study was each single activity from two sections of the coursebook EP3: *language skills* and *focus on language* section. I chose those sections since they represent the largest number of activities found in the selected coursebook. Moreover, *language skills section* contains activities focused on developing the four main language skills essential for communication whereas *focus on language section* contains specific activities related to language forms and grammar rules of English language.

Participants

As this study also involved examining English teachers' views in terms of the inclusion of EIL principles and features in the coursebook series EP, I invited eight English teachers from

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public schools to participate in the study. Two male and six female whose ages ranged from 26 to 37 years. At the time of the study, six of them were English teachers in five public schools from different towns in Huila (Garzón, Gigante, Tarquí, Guadalupe and Santa Maria) while the other two were English teachers in a public school in Florencia, Caquetá.

Four participants held a bachelor's degree in English language teaching, two of them held a master's degree and the other two were pursuing a master's degree in English didactics. In regards to years of experience as English teachers, they ranged from 4 to 10 years. Additionally, four of them had worked with the coursebook series *English, Please* for two years, three had used the series during three years, and one for about 4 years. It is important to mention that for the purpose of this study and in agreement with participants, I used codes (P1 through P8) to identify each participant.

The total of participants initially completed a checklist (Appendix H) delivered via e-mail. This checklist helped me to obtain an initial response from them in terms of whether or not specific items related to the principles and features of EIL were addressed in the coursebook series EP. Then, I invited four participants (P1, P4, P5 & P6) for a semi-structured interview (Appendix J) in order to get a more in-depth understanding of their perceptions. The selection of the participants for the interview was made based on their responses, their interest and availability as well. As the participants were located in different cities, the interviews were conducted via mobile phone or a video call via Whatsapp.

Instruments and Data Collection Procedures

As the central purpose of this study was to examine the coursebook series *English, Please!* in order to determine the incorporation of EIL principles and features and to gather

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English teachers' perceptions on the inclusion of EIL principles and features in this coursebook, the first source of data was a checklist. I designed this checklist based on the EIL principles and features addressed in the literature, and administered it to the eight participants. The second data source was a semi-structured interview conducted with four of the participants as mentioned earlier. By the end of the interviews and having selected the sample from the coursebook series EP, I designed the third source of data which consisted of a data collection grid in which I organized the information found in the EP3 set which included the student's book, the teacher's guide and the audio files. Finally, both, participants' and my own interpretation about the contents of the EP3 set, were contrasted and analyzed.

Instrument 1: Teachers' Checklist (Appendix H)

The aim of this instrument was to identify potential EIL principles or features based on participants' overall experiences with the coursebook. Checklists constitute an appropriate tool "to perform in-depth evaluation on a textbook, to enable examination of the appropriateness of the textbook in serving demands of the syllabus and educational needs of the students" (Cunningsworth, as cited in Wong, 2011, p. 22).

Considering the flexibility that checklists have, I decided to adapt a checklist proposed by Wong (2011). This checklist was modified by dropping some items which were not relevant for this study, and adding a few other items in response to the objectives of the study. Before administering the final version of the checklist, I piloted it with three of the eight participants. During this piloting stage, I learned that some words or items (e.g. intercultural competence, English varieties) were not clear enough for participants. I realized that this lack of clarity with some items could lead to potential misunderstandings as some of the participants would not

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know how to answer them. Therefore, the checklist was revised and refined before delivering it to all participants.

I also sent the checklist to a colleague to confirm if the items conveyed clear meaning. The final version of the checklist included 30 items which were divided into 5 categories: (1) Content, (2) Exercises and activities, (3) Vocabulary, Grammar and pronunciation, (4) Culture, and (5) English varieties (see Appendix G). At the end of the adaptation and refinement of the checklist, participants were asked to respond while encouraged to share any questions or difficulties they had. I was also emphatic with participants about providing their responses based only on their knowledge about the coursebook series EP and *not* based on the characteristics of their own teaching approach.

Instrument 2: Teachers' semi-structured interview

To complement the data gathered through the checklist I invited four participants (P1, P4, P5, & P6) to take part in an individual semi-structured interview (Appendix J) according to Merriam (2009),

A semi structured interview ...is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time. This format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic (p.108).

The same author also points out that one of the advantages of this type of interview is that the researcher can ask follow-up or probing questions that allow him or her to request more detailed information or clarity about participants' responses.

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The similarities and differences found through participants' responses in the checklist led me to look for more clarification about what they thought in relation to each category. Due to the nature of this type of interview, I relied on an interview guide previously designed for this purpose (see Appendix J) and complemented by additional questions that arose based on the preliminary results obtained from the checklist.

The four interviews were conducted via Whatsapp as participants resided in different regions or towns. In this regard, Merriam & Tisdell (2016) assert that one of the obvious strengths of a semi-structured interview is that the researcher is no longer constrained by geography in considering participants. With the authorization of the four participants, the interviews were audio recorded to have the opportunity to check and revise their responses whenever required.

Instrument 3: Data collection grid

A large number of sources that addressed EIL principles and features (Jenkins, 2000; McKay, 2002, 2012, 2018; Sharifian, 2009; Mete 2011; Nunn & Sivasubramaniam, 2011; Meidani & Pishghadam, 2013) provided me with useful criteria to conduct the content analysis in the current study. Considering this, and after identifying common characteristics across various sources, I condensed the most relevant information in the following chart (Table 1). In the chart, each principle constitutes a category, and each feature represents a subcategory. These subcategories were coded using a number and a subsequent letter (e.g. 1a). The chart served as a guide to classify the activities from the selected coursebook.

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Table 1. Summary of EIL Principles and Features.

Category	Subcategories	General Description
1. Representation of English linguistic diversity.	1a. Decentering the role of the native speaker and exposing learners to different English varieties.	American and British English are no longer the predominant variety taught. English is seen as an international language that does not belong to native speakers only and therefore the role of native speakers is decentered. In addition, EIL allows students to know that English linguistic and pragmatic norms can differ cross-culturally. Includes examples of the diversity of English varieties used today, foster awareness, and provide a realistic representation of the pluralities of English today both in terms of varieties (WE) and of ELF users (L2-L2 interactions). Thus, EIL considers all English varieties as equally important. Finally, interactions among non-native users of English, are presented and shown as valuable ones providing attainable and realistic language models for learners as L2 users.
2. Connection with learners' context.	2a. English is presented through contextualized and authentic content, considering learners' context.	The content is relevant to the domains in which English is used in the particular learning contexts: Encourage language use in authentic contexts, similar to the ones learners are already engaged in as L2 users, whether face-to-face, or digitally-mediated.
3. Development of communicative strategies.	3a. Introduce and practice “language negotiation”.	EIL involves communicative strategies such as agreement and disagreement, managing turn-taking, and leave taking position. Also, it allows users to apply repair strategies like clarification, repetition, rephrasing, and wait time to make English users be understood. These type of communication strategies reflect a “language negotiation” among users.
4. Development of Intercultural competence.	4a. Develop international understanding through reflection and critical awareness of global issues.	EIL helps users of English become culturally stronger by fostering critical reading. It contributes to the development of international understanding through reflection and critical awareness of global issues.
	4b. Inclusion, value and respect for both local and foreign culture.	EIL fosters active promotion of inclusion, equal value and respect of both learners' own culture and foreign cultures.

After creating the summary of EIL principles and features, I adapted a data collection grid (Table 2), for classifying and filtering the activities from the student's book EP3. This

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instrument facilitated a careful selection and comprehension of the activities related to the different categories (principles) and subcategories (features) included in table 1.

Table 2. Data collection grid (with an example).

Module	Unit	Lesson	Page	Activity (Number/ Letter/box)	Principle or Feature evidenced	Aim of the Activity
1	2	5	26	1, 2	4b	To show students how to say “hello” in different languages around the world. Also, to inquire learners about their knowledge about the origin of those greetings.

Adapted from: Henao (2017). Intercultural Awareness Activities in the Colombian Language Policy: English, Please! Series. Universidad Pontificia Bolivariana, Sede Central Medellín.

Five grids in total were completed (see Appendices C through G) which correspond to the components of the sample selected for this study (*language skills* (4): speaking, writing, reading and listening, and *focus on language* sections (1). The examination and classification of the activities from the student’s book EP3 followed an iterative process since it required me to go back and forth through both the student’s book and teacher’s guide to get a better understanding and classification of the activities. In this sense, all activities found in the selected sections were read, analyzed and filtered about four times until getting the final classification. In addition, in an attempt to bring more validity to the examination of the activities, I requested my thesis advisor’s assistance to help me examine some listening activities given his international experience and contact with other English varieties.

Chapter IV

Data analysis, findings and discussion

As mentioned previously, this study followed a content analysis orientation. With this in mind, I now present the data analysis procedure, results, main findings and subsequent discussion in view of the two questions that guided this study.

Data Analysis Procedure

In this section, I present the data analysis procedure and the categories that sustain the overall findings as derived from the teachers' checklists, semi-structured interviews, and the data collection grid. The data analysis procedure was divided into two stages:

The first stage of the data analysis procedure focused on the first research question aimed to examine the coursebook series EP from the perspective of the incorporation of EIL principles and features. To this end, I first selected the coursebook EP3 as the sample to be examined, more precisely I selected *language skills* and *focus on language* sections as the units of analysis. Once the codes and categories of analysis were defined through the summary of EIL principles and features (Table 1), the activities that represented the selected units of analysis were collected and classified in the data collection grid designed for this purpose (Table 2). Thus, I found a total of 377 activities in the selected units of analysis of the coursebook EP3. To analyze the data, I read and examined each activity in light of each pre-established category and subcategory (Table 1) with the purpose of finding some elements that evidenced an EIL principle or feature. As soon as a principle or feature was evidenced in an activity, I assigned one or more code(s) in relation to the categories and subcategories (see Table 2). In this process, activities from *language skills*

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section were grouped according to the specific language skill they belong to, based on the following order: speaking, writing, reading and listening (Appendices C through F). The activities that represent the *focus on language* section were classified in Appendix G.

It is relevant to mention that it was often necessary to rely on the Teacher's guide to confirm both the aim of the activity and to validate the presence of a specific EIL principle and feature since this supplementary material contained the full description or procedure for the development of each activity.

Table 3 reports the information found through the selected units of analysis (*language skills* and *focus on language*). This information revealed that 59 out of 377 activities, showed at least one EIL principle or feature. Specifically, 15 out of 69 speaking activities, 11 out of 46 writing activities, 18 out of 83 reading activities, 15 out of 79 listening activities, and 1 out of 100 focus on language activities, present at least one EIL principle and feature.

Table 3. Number of activities analyzed. EP3 Student's Book.

Section	Number of Activities per Module				Total of activities per section	Number of activities that reflect one or more EIL principles and features.
	1	2	3	4		
Speaking	15	28	10	16	69	15
Writing	10	14	9	13	46	11
Reading	21	21	22	19	83	18
Listening	27	16	17	19	79	15
Focus on language	32	36	13	19	100	1
Total	105	115	71	86	377	59

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Table 4 below shows a more detailed summary of the data found in student's book EP3. It presents the four pre-established categories, subcategories and their frequency of occurrence in the selected units of analysis. To organize and classify this data, I used the filter tool from Microsoft Excel as it allows users to search for a data set that meets specific criteria. In this case, I filtered each one of the five grids (Appendices C through G) using as specified criteria the codes assigned to each subcategory (1a, 2a, 3a, 4a, 4b).

Category	Subcategory	Speaking Activities	Writing Activities	Reading Activities	Listening Activities	Focus on language	Total
1. Representation of English linguistic diversity.	1a. Decenter the role of the native speaker and expose learners to different English varieties.	-	-	-	3	-	3
2. Connection with learners' context.	2a. English is presented through contextualized and authentic content, considering learners' context.	4	8	3	1	1	17
3. Development of Communicative competence.	3a. Introduce and practice "language negotiation" (use repair strategies: clarification, repetition, rephrasing, and allowing wait time).	-	-	-	-	-	-
4. Development of	4a. Develop international understanding through	6	4	7	1	-	18

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Intercultural competence.	reflection and critical awareness of global issues.						
	4b. Inclusion of both local and foreign culture.	5	2	4	3	-	14
Total		15	14	14	8	1	52

Table 4. Evidence of EIL principles or features.

Table 4 similarly reveals the number of times the codes assigned to each EIL feature were found. In this sense, the frequency of the codes 1a, 2a, 3a, 4a and 4b, meant to identify EIL features in each activity, appeared 53 times across the 60 activities. The first category (*Representation of English linguistic diversity*), which includes the subcategory of (*1a*) *Decenter the role of the native speaker and exposing learners to different English varieties*, contains only 3 activities that match the description of this category and subcategory.

In the second category (*Connection with learners' context*), I found that the codes appeared 17 times in total. Most of the codes were found in the subcategory of (*2a*) *English is presented through contextualized and authentic content, considering learners' context*, which were distributed as follows: speaking (4), writing (8), reading (3), listening (1) and focus on language (1).

In regards to the third category (*Development of communicative competence*), the subcategory of (*3a*) *Introducing and practicing "language negotiation" (use repair strategies: clarification, repetition, rephrasing, and allowing wait time)* no one activity was found in this

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regard which suggests a very low presence of the kind of communicative strategies that EIL promotes.

In the final category (*Development of Intercultural competence*), different codes were identified across the four language skill sections, in contrast to the rest of the categories and subcategories in which the codes were found mostly in just one skill section. Thus, the subcategory of (4a) *Developing international understanding through reflection and critical awareness of global issues*, was found 18 times as follows: speaking (6), writing (4), reading (7) and listening (1). Additionally, the subcategory of (4b) *Inclusion, value and respect for both local and foreign culture* was identified 14 times across the four skills sections: speaking (5), writing (2), reading (4), and listening (3).

The second stage of the data analysis procedure focused primarily on the second research question that is, examining English teachers' perceptions on the inclusion of EIL principles and features in the coursebook series EP. Thus, I started processing the information collected from the checklist and the semi structured interviews. Bell (2005) suggests that "when a researcher needs to interpret the evidence on a checklist, it is useful to look for similarities, groupings, clusters, categories and items of particular significance" (p. 227). In this sense, I first compiled teachers' responses based on the checklist format (see Appendix H) which allowed me to obtain an initial view of their perceptions about the coursebook series EP. I found that most teachers showed agreement in regards to:

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Content	Exercises and Activities	Vocabulary, Grammar and Pronunciation	Culture	English varieties
<ul style="list-style-type: none"> • Reading contents are familiar to both students and teachers. • Contents are presented in different types of texts (descriptive, argumentative, analytic) • The contents address real-life issues that challenge the reader to think critically about his/her world. • The content is contextualized to national more than foreign settings. • The content of the coursebook series includes familiar situations to the particular context in which students live. 	<ul style="list-style-type: none"> • The activities promote the use of English in students' real contexts. • Activities and exercises let students expressing agreement and disagreement, managing turn-taking, and taking leave. • Activities and exercises allow students rely on L1 to facilitate English language learning. 	<ul style="list-style-type: none"> • Vocabulary is introduced in real and familiar contexts. • Grammar is limited to American and British Standard English. • Pronunciation tips are limited to American or British English. 	<ul style="list-style-type: none"> • The cultural content serves as a window into learning about different cultures around the world. • The coursebook series includes local cultural content. • The coursebook series promotes students' value and respect their own culture. • The content contributes to preserve and promote students' national identity. • The coursebook series aims to empower speakers to share the ideas and cultural views while fostering respect and acceptance of cultural diversity. • The coursebook series is culturally neutral. • The coursebook series is not culturally biased and they do not portray any negative stereotypes. 	<ul style="list-style-type: none"> • The coursebook series includes examples of interactions among English users whose first language is not English.

In contrast, most of them expressed disagreement in regards to:

Content	Exercises and Activities	Vocabulary, Grammar and Pronunciation	Culture	English varieties
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The coursebook series lets students to know that language grammatical and lexical norms can differ cross-culturally.	American and British cultural content is predominant in texts, dialogues and exercises.	Examples of English varieties are evidenced in grammatical sections.
Audio files includes a diverse range of registers and accents.	The content promotes economic, political and/or religious ideologies.	
Audio files include just native speakers' voices.	The content contributes to preserve and promote a foreign identity.	

Finally, some teachers' responses were divided in an equal proportion:

Content	Exercises and Activities	Vocabulary, Grammar and Pronunciation	Culture	English varieties
				Examples of English varieties are evidenced in readings sections.
				Examples of English varieties are included in listening sections. The coursebook series presents the use of English to communicate with speakers of different languages and cultures.

With the previous findings in mind and with the goal of gaining deeper insights about teachers' perceptions of the coursebook series EP, the next step was to conduct individual semi-structured interviews with the four selected participants. Once the four interviews were conducted and audio recorded, they were transcribed and analyzed. All the transcriptions were read, revised and commented on the margins in an attempt to identify salient and common elements which were then condensed into the following categories:

- 1. Contextualized English content.** This category makes reference to teachers' perception about the level of contextualization of the coursebook series EP.

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2. **Representations of cultural diversity.** This category relates to teacher’s views about how both national and foreign cultural representations are included in the coursebook series EP.
3. **Developing student’s reflection and critical thinking.** This category was based on teachers’ views about how the content and activities of the coursebook series EP help students develop a critical perspective of the world.
4. **Exposure to English linguistic diversity.** This category makes reference to teachers’ perspective about the type of English used throughout the coursebook.

Findings and Discussion

As the data analysis procedure took place, both the pre-established and emerging categories and subcategories, presented in the two previous stages, were progressively refined and combined. Table 5 below summarizes the final categories of the study.

Table 5. Final categories.

Research questions	Pre-established categories	Subcategories	Final Categories
1. What does an in-depth examination of the coursebook series <i>English, Please!</i> reveal about the incorporation of EIL principles and features? 2. What are English teachers’	Representations of English linguistic diversity	<ul style="list-style-type: none"> • Learners’ exposure to different English varieties. • Inclusion of L2-L2 interactions 	Awareness of English linguistic diversity.
	Development of Communicative competence	<ul style="list-style-type: none"> • Introduce and practice “language negotiation” • Use repair strategies: clarification, repetition, rephrasing, and allowing wait time. • Recognize that grammar and pragmatic norms differ cross-culturally. 	

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perceptions on the inclusion of EIL principles and features in the coursebook series <i>English, Please!?</i>	Connection with learners' context	<ul style="list-style-type: none"> • English is presented through contextualized and authentic content, considering learners' context. 	Contextualizing English use and developing intercultural competence.
	Development of Intercultural competence	<ul style="list-style-type: none"> • Representation of cultural diversity • Developing student's reflection and critical thinking. • Developing intercultural competence. 	

Based on this chart, in the following pages I present the main findings of this research study:

Category 1. Awareness of English linguistic diversity.

This category makes reference to the level of exposure and awareness of English linguistic diversity across the coursebook EP3. To do so, I rely on three main aspects: learners' exposure to different English varieties, inclusion of L2-L2 interactions, and recognition of diverse grammatical and pragmatic norms.

Learners' exposure to different English varieties. One of the main findings of this study revealed a persistent dependence on American and British models in the coursebook EP3. This was observed mainly through the permanent participation of native English speakers often considered as the "perfect model to follow" in terms of language use. Traditional representations of English (American and British) in the coursebook EP3 can be evidenced mostly across the audio material. The analysis of the textbook EP3 showed that from the audio material examined, 96,2% appeared to have been recorded by American and British (predominantly) native English

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speakers while just 3,8% were found to include non-native English speakers of a different variety of English. Put differently, just 3 out of 79 listening activities involved non-native speakers of English or speakers of other varieties of English (Table 3 and 4).

As may be inferred, the activities in the student's book EP3 did not explicitly state the inclusion of different English varieties, but it was through the audio files and in collaboration with my thesis advisor that I was able to recognize patterns related to accent, intonation and pronunciation different from the two dominant varieties of American and British English. I now present and describe those three activities that evidence the limited exposure to other varieties of English different from inner circle ones.

The first activity (Figure 1) involves the participation of six teenagers from different countries (India, Mexico, Nigeria, China, Burma and Iraq) giving opinions about how to be a good citizen. The audio and the information provided (e.g. pictures, description) helped me to infer the inclusion of different varieties of English spoken by each participant. However, after reviewing the audio a number of times, I found that some of the speakers' voices did not seem to match the type of English accent expected. Although the activity pretends to show six English speakers from different nationalities and therefore traces of different English varieties, it was possible to realize that the accent and oral production of two of these speakers did not correspond to such other varieties. In other words, those speakers did not appear to belong to the current country as stated underneath each photo.


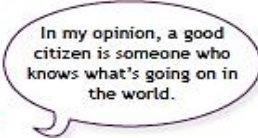



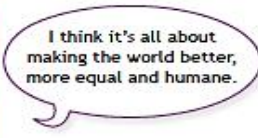





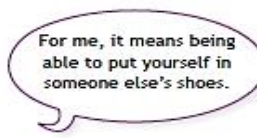
Figure 1. Listening activity: who is a good citizen?. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.51, Track 24)

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Listen

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12. Read the views of these teenagers. Do you agree with them?

 <p>Prakash from India</p>	 <p>In my opinion, a good citizen is someone who knows what's going on in the world.</p>	 <p>Caro from Mexico</p>	 <p>From my experience, being a good citizen is about getting involved.</p>
 <p>Abeke from Nigeria</p>	 <p>I think it's all about making the world better, more equal and humane.</p>	 <p>Lan from China</p>	 <p>Personally, I think it starts with your local community, even your home.</p>
 <p>Nakaji from Burma</p>	 <p>I think it's about accepting people as equals.</p>	 <p>Amira from Iraq</p>	 <p>For me, it means being able to put yourself in someone else's shoes.</p>

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13. Listen to the teenagers. Who is speaking in each case? Write the names.

Speakers 3 and 4 simulate to be from Burma and India respectively, but their voices reveal a native English accent, apparently British. Thus, the coursebook EP3 appears to present them as non-native English speakers while leading students to believe that in those countries English sounds the same as Standard English from inner circle countries. Instead, four of the six speakers in this activity seem to represent other English varieties as they differ in aspects such as accent, pronunciation and intonation. It must be noted that this activity is the only one that provides significant representations of non-native English speakers. Through this activity, learners can see and contrast examples of the English language diversity that exists in the world today, and understand that there is no a unique way of speaking English as they have traditionally been made to believe.

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The second activity (Ministerio de Educación Nacional; 2016, Student's book EP3, p.130, Track 61) includes three speakers from three different cities: New York, Seoul and London who talk about some environmental problems and possible solutions in their countries. This activity led me to realize that American and British English continue to have prevalence over other varieties of English. Of the three speakers, two use American and British English and just one seemingly illustrates a different English variety (South Korean).

The third activity (Ministerio de Educación Nacional; 2016, Student's book EP3, p.26, Track 12) involves four people from different nationalities (English, Italian, Colombian, and American). After listening to the audio several times, I noticed that the speakers present different patterns in terms of intonation, pronunciation and accent which suggest the inclusion of various native (British and American) and non-native (Italian, Colombian) English speakers. It is relevant to mention that of the 3 activities above that seemingly illustrate exposure to other English varieties, only the third activity involved the participation of a Colombian user of English.

These examples demonstrate that the level of inclusion of other English varieties in the coursebook EP3 is very low compared to the dominant presence of Standard English varieties (namely British and American). Thus, one of the main features of materials development from an EIL perspective, which claims that EIL materials should include examples of diverse English varieties as used in the world today (McKay, 2012), is not sufficiently addressed across the coursebook EP3.

This finding was contrasted with the results of the teachers' checklist and semi-structured interviews. Results from the checklist showed that most of the participants (6 out of 8)

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recognized British English as the predominant variety through the coursebook series EP.

Teachers' perspectives about grammar and pronunciation, evidenced that 6 out of 8 participants perceived that those aspects of the language are mainly limited to British Standard English (Appendix J). The following comments show teachers' perceptions about this issue: "*the textbook EP comes with American and British English in its audios and grammar. In the audios I have listened to, British English is the most present. Although I have listened to audios with Colombian people too*" (Trans. P4, semi-structured interview).

Participant 6 similarly stated that "*I have been working with these textbooks for almost 3 years and I always have listened to British English, for me all the audios are British and American [English]*" (Trans. P6, semi-structured interview) whereas participant 7 expressed:

"I think, that most of the audios in EP are American and British. I would say that most of them are British. I also think that because in the textbooks they say that the British Council helped to create them" (Trans. P7, semi-structured interview).

Furthermore, although there were many listening activities that seemed to include non-native English speakers, a more in-depth examination and analysis of those activities showed that in many cases the voices and accents of common Spanish names such as Linda Rodriguez, Luisa, Oscar, Catalina, Jorge, Juan, Jessica and Patricia, among others, were more likely to correspond to native English speakers of an inner circle variety. It was as if certain names had been incorporated to mislead teachers and students to see an apparent inclusion of particular non-native English-speaking accents different from the two dominant varieties of British and American English. One example of this type of audios is presented in the listening activity on page 17 (Ministerio de Educación Nacional; 2016, Student's book EP3, Track 6). In this activity, learners are asked to listen to an audio where an expert talks about how to set goals. Although

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the expert is presented with a Spanish name, what probably make students think she is a non-native English speaker, the features of her voice (accent and pronunciation) demonstrate that it is just another native speaker of British English.

A similar example is including in the listening activity on page 133 (Ministerio de Educación Nacional; 2016, Student's book EP3, Track 64) in which three typical Spanish names are included (Luisa, Oscar and Catalina). The activity centers on listening to a discussion between the three participants who give their opinions about nature. In this case, what should be an example of non-native English speakers' interaction (L2-L2), ends up reinforcing the continuous use of the British English model.

In addition, the listening activity on page 147 (Ministerio de Educación Nacional; 2016, Student's book EP3, Track 67) presents a high school student giving an oral presentation in her English class. In this example, the first aspect inferred from the talk is that the speaker is someone who is learning English. Therefore, students are likely to anticipate that the audio they are going to hear is perhaps different in accent and pronunciation from those they had found in most other coursebooks (and possibly feel identified with the speaker as language learners). However, the speaker's voice and fluency seemingly reveal that she is indeed another native English speaker.

After analyzing the previous activities, I concluded that they do not seem to involve L2 English speakers. They often used some typical Spanish names, but they sound like native English speakers of inner circle countries. Thus, there does not appear to be evidence of the inclusion of other varieties of English in the coursebook EP3. As a result, this study found that English, as used by a wide variety of speakers from various L1 backgrounds, is clearly missing

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from most of the listening exercises in the coursebook EP3 while most of the audio material involves predominantly British English. This finding does not support an EIL perspective, in the sense that English in the world today is no longer exclusively connected to inner circle countries (McKay, 2018).

Absence of inclusion of L2-L2 interactions. Bearing in mind that EIL is guided by the recognition and inclusion of English varieties, a representation of L2-L2 English interactions in textbooks is equally essential, in order to illustrate and share these new varieties of English. L2-L2 interactions are those in which non-native speakers interact using their own English. Sharifian (2009) points out that EIL contexts are those in which English is used between speakers coming from different lingua cultural backgrounds. If learners had the possibility to be familiar with this kind of interaction, they would be able to recognize more English varieties and dialects and be prepared to understand speakers from around the world, not only from the US or the UK.

Nevertheless, this study found that the selected coursebook EP3 does not appear to include this type of interaction. Thus, it is possible to claim that this feature of EIL is not addressed in EP3. As mentioned previously, EP3 includes voices pretending to introduce different (non-native) English users, but these do not actually represent L2-L2 interactions. Although the three listening activities described above seem to include non-native English speakers, their speech is presented in an isolated form while there is no dialogue or interaction among them. For this reason, the type of interaction that EIL advocates is not evidenced. EIL considers that interactions among users of English whose native language is different from English, should be presented and shown as attainable and realistic language models for learners as L2 users (McKay, 2012). Instead, the coursebook EP3 presents dialogues that involve

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primarily native English speakers. In short, the possibilities that students have to be aware of the existence of other varieties appear to be limited in the context of the selected coursebook. To illustrate this, I present the following two examples where an in-depth examination of the audios confirmed that the speakers' voices clearly emphasize British English.

The first one, involves a dialogue between two people: Jessica and her boyfriend Andrés (Ministerio de Educación Nacional; 2016, Student's book EP3, p.104, Track 51). The second, includes five short conversations among teenagers talking about their attitudes towards different situations (Ministerio de Educación Nacional; 2016, Student's book EP3, p. 95, Track 46). In both activities, the inclusion of L2-L2 interactions is missed. It is possible to initially predict that the activities show L2-L2 interactions because some of the speakers are presented as Latin American people (Colombian), but when I listened to the audios several times, the pronunciation and accent correspond to native speakers of British English. Alternatively, EIL promotes the use of materials that represent both native and non-native speakers, especially L2 since they represent the profile of current English users more accurately and helps learners develop a more realistic expectation about their future interlocutors (Matsuda, 2012).

In addition to fostering realistic representations of current English users, the inclusion of L2-L2 interactions also allow learners the possibility to recognize illustrations of "language negotiation", an inherent feature in social interactions among speakers from different L1 backgrounds. According to Leung & Street (2012), the intersection and interaction between speakers is shaped by their diverse language and cultural practices. Thus, the success of this interaction will depend on speakers' ability to negotiate meanings. To do so, negotiation strategies such as clarification, repetition, rephrasing, and allowing wait time (McKay, 2018)

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play a fundamental role not only to be understood and but to understand the other interlocutor. In this sense, Nunn & Sivasubramaniam (2011) point out that learners need to raise awareness of the potential for pragmatic misunderstanding in intercultural communication and then, they need a negotiation in terms of pragmatic norms with interlocutors. Nevertheless, no written or audio representation in the coursebook EP3 reflects an example of language negotiation. All the material analyzed, especially conversations and interactions of English users in the audio material, is presented as if the interlocutors perfectly understood one another. Those characters who appear to be non-native English speakers have no problem to understand or to be understood by their interlocutors.

Albeit, data collected through the checklist showed a difference among teachers' perceptions regarding the inclusion and representations of L2-L2 interactions. When they were asked about the inclusion and representations of different varieties of English through the checklist (items 13, 27 & 29), their responses were divided. Four participants stated that examples of English varieties were included in reading and listening sections, while the other four were in disagreement with this claim. This contradiction among teachers in reference to the inclusion of L2-L2 interactions, led me to infer that such different responses may be determined by the fact that some teachers perceive those activities that include characters with popular Spanish names, to embody non-native English representations in the coursebook series EP. However, as I argued before, the inclusion of this type of names seems to merely disguise the prevailing presence of inner circle varieties of English.

Interestingly, P1 asserted:

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“I have not seen in the books some expressions that show the different varieties of English. In the audios, I can perceive that although they mention and include people from other countries, these people do not really seem to be the proper speakers of these places” (trans. P1 voice, semi-structured interview).

It follows that users of the coursebook series EP, have very limited possibilities to know and be exposed to varieties of English different from American and British English. On the contrary, the absence of other English varieties facilitate the continuity of American and British English models and the perpetuation of native English speakers as guardians of the language and these two dominant varieties as the ideal English to learn. As a result, the recurrent phonological and lexical presentation of English through the coursebook EP3 serve to strengthen their perception of the “correct” English. Matsuda (2012) claims that if teaching materials continue to portray only Inner-Circle users of English, they will continue to send a message that the language belongs to the Inner Circle, and that students are learning the language only to interact with those people.

Recognition of diverse grammatical and pragmatic norms. Taking into account the importance of presenting English varieties in textbooks, an EIL perspective also recognizes that English grammatical and pragmatic norms can differ cross-culturally. The findings of this study suggest that this feature is totally absent in the coursebook EP3. After examining 377 activities, I did not find any element, word or pattern that helped students to be aware of the linguistic diversity of English around the world.

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On the contrary, I found activities that reinforce Standard American and British English models. For example, after examining the section *focus on language* I found that the activities contained in this section emphasized a Standard English model. Through this section, the coursebook EP3 frequently presents rules of Standard English that are expected to be followed by learners. Figures 2 through 4 evidence the previous claim:

10. Choose the correct words to complete the rules.

We use *need to* to express *possibility / necessity*.
We use the *-ing form / infinitive* after *need to*.

Figure 2. Focus on language activity: choose the correct words. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.49)

Figure 3. Focus on language activity: language use of passive voice. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.53)

We use the passive

- when we *know / don't know*, or it's not important who does an action
- when we *want / don't want* to say who does an action
- when we are *interested / not interested* in the action and not who did the action
- more often in *written / spoken* English

18. Complete the rules.

We form the past simple passive with the past simple of the verb _____ + past participle.
We use the past simple passive when we are more interested in the _____ than the person or thing that caused the action.

Figure 4. Focus on language activity: complete grammar rules language. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.63)

In these examples, both students and teachers are expected to follow certain Standard English rules that should be learnt and used correctly. It follows that any form different from these rules is perceived as wrong because it does not fit the Standard English norms.

As stated by Schneider (2007),

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In many statements of global coursebooks there is an inherent hidden tendency to regard and portray Britain and other inner circle countries as the “centers” which establish the norms of “correctness”. As a result, deviating from these norms, is consequently, evaluated negatively (p.19).

Likewise, this study found that the coursebook EP3 set also includes some rules related to pronunciation such as vowel sounds, linking and intonation which are likely to be perceived by students as universal norms of English (Figure 5, 6 & 7). It is important to mention that the development of these activities is supported by the teacher’s guide (Appendix K) where there is explicit information about how the teacher should approach the teaching of those pronunciation rules. For instance, Figure 5 shows students specific information about English speaking rules. The information presents the pronunciation of a word when it contains the vowel sound *eə*.

Say it!

5. a. Read the rule then complete the table with the words below.

The letters *ea* are usually pronounced /i:/ (peas). There are some exceptions: *ea+r* = /iə/ (fear), /ɜ:/ (early), or /eə/ (bear).

- reason ▪ pear ▪ increased ▪ near
- year ▪ search ▪ earth ▪ wear

/i:/	/iə/	/ɜ:/	/eə/

b. Listen and check your answers.


Figure 5. Say it activity: ea pronunciation. (Ministerio de Educación Nacional; 2016, Student’s book EP3, p.129)

Figure 6 presents the English rule about linking sounds. The coursebook presents three activities students have to complete about linking a final consonant sound with the vowel sound of the following word in a speech act.

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Figure 6. Focus on language activity: linking sounds. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.15)

4


 **6. Listen and repeat.**

a. I'm in eleventh grade.

b. I know it's hard work.

c. My dream is to help people have a healthy life.

5

 **7. Listen. Mark the links between consonant sounds at the end of words and vowel sounds at the beginning of words.**

I'm keen to travel around the world before I get married and have a family. My ambition is to become a really good football player. I hope to play until I'm forty.


8. Practise saying the sentences in exercise 6.

Figure 7 below shows an activity related to intonation in which students are taught about the type of intonation that they should use when asking and answering a question.

Figure 7. Say it activity: intonation (Ministerio de Educación Nacional; 2016, Student's book EP3, p.39)

Say it!

22

 **9. Listen to these questions? Does the intonation go up or down at the end of the question? Listen again and repeat.**

a. What clubs are you in at school?

b. What sports are you good at?

c. Where do you see yourself in four years' time?

d. What do you do in your free time?

Although, it is clear that the information provided in the three previous figures is not wrong, the point is that there does not seem to be awareness raising on the fact that English

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pronunciation rules may vary across different countries and regions. In these examples, it is evident that both activities and instructions focused on students listening, repeating and learning Standard English rules of pronunciation. It appears that as pronunciation centers on native English rules, it disowns other forms of English.

In this sense, I consider that the previous examples (Figures 5, 6 & 7) from EP3 could have been turned into opportunities to inform students about the diverse pronunciation features of English varieties around the world. Here, I am not suggesting that the coursebook EP3 should include representations of all English varieties around the world, but in response to one of the goals of this coursebook series - *“promote spaces and experiences of use and exposure to English and other foreign languages to ensure that these are vehicles for communication and development of skills for global citizenship”* (Trans. website Colombia Aprende, 2020) -, this coursebook should include activities that raise and foster students’ consciousness about the English diversity they may face as global citizens. To validate this previous analysis, the audio files for the coursebook EP3 included as evidence can be found in <http://aprende.colombiaaprende.edu.co/colombiabilingue/123812>.

Category 2. Contextualizing English use and developing intercultural competence.

This category involves the findings and discussion in connection to three relevant features of EIL: the use of English through contextualized content, the inclusion of cultural diversity, the promotion of reflection and critical thinking, and the development of intercultural competence.

Use of English through contextualized content. EIL requires materials development to focus on individual learners’ specific uses of the language within the particular context in which

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they live. As stated by Bao (2016), EIL embraces that there should be flexibility for connecting with local learners' needs, wants, personalities, and learning styles. In view of that, this connection can only be reached if students find a relation between what is being taught and their own life's experiences. Thus, the context where learners live and therefore learn English is essential because it is the closest scenario they have to explore, practice and experience the use of English.

Considering the aforementioned, the activities from the coursebook EP3 were examined in light of the inclusion of social, economic, and cultural aspects of Colombia as it is the general context for Colombian students. Moreover, in order to have a broad picture of students' context, the activities were also analyzed in view of common situations adolescents may experience in their daily life such as teen pregnancy, personal relationships, birth control, and environmental care, among others.

Based on this, this study found that of the 377 activities analyzed in the coursebook EP3, just 17 of them introduce English learning through contextualized content which is a small number considering the total number of activities that were analyzed. Under such conditions, I found only 6 activities containing explicit reference to Colombia across the coursebook EP3. This few number of references to Colombia demonstrates the scarce opportunities learners have to connect their English learning experiences with their surrounding context and reality.

The findings showed that out of the 16 activities classified as contextualized, 4 activities were in the speaking section, 8 activities in the writing section, 3 activities in the reading section, and only 1 activity in the listening section. In the following figures, it is possible to observe an example taken from each of these sections.


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Figure 8 below presents an activity where students should work in pairs to discuss the most popular places to go on holiday in Colombia. Although the images included are not labeled as Colombian places, students have the opportunity to express their knowledge about touristic places from their own region or from other states they know as well (literal b).

Figure 8. Speaking activity: popular places to go on holyday. (Ministerio de Educación Nacional, 2016; Student's book EP3, p.136)

Get Ready!

1. a. Look at the pictures. Would you like to go here on holiday? Why? / Why not?
b. What are the most popular places to go on holiday in your country? Have you been to any of those places?



The image contains two photographs. The top photograph shows a tropical beach with golden sand, blue waves, and palm trees under a clear sky. The bottom photograph shows a range of rugged, snow-capped mountains under a blue sky.

The activity in Figure 9 was also classified as contextualized since students have the opportunity to think about their own life and the different roles they play every day. Moreover, they should write about the ways they show respect to others, something that involves the inclusion of people from their immediate context.

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Figure 9. Writing activity: different roles in your life. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.97).

Write 


15. List some of the different roles you play in your life. List the way you can show respect for others while you are in those roles.


Roles	Ways I can show respect for others
student	I have to listen to my classmates when they are talking.
brother / sister	I mustn't take their things without asking.




Figure 10 addresses a similar issue. It introduces students to two crucial themes for adolescents - sexual relations and birth control. First, students should listen to a conversation about two girls talking about the decision of having sexual relationships. Then, students listen to a different audio in which one of the girls is talking to her boyfriend about birth control precautions they should take if they decide to have sex. Thus, this activity contextualized students in a common situation that many adolescents find themselves in.

5 Lesson 5

Listen 

50  6. Listen to Jessica talking to her friend Patricia.

- What are they talking about?
- Is Jessica ready to have sexual relations?
- Has Jessica spoken to Andrés about having sex?
- What is Jessica concerned about?
- What is a 'family planning clinic'? Who goes there?

51  7. Jessica and her boyfriend Andrés have a leaflet about birth control. Listen. Are the sentences T (true) or F (false)?

- Jessica feels scared about pregnancy.
- Jessica knows everything about birth control.
- Birth control and safe sex are the same thing.
- A condom helps prevent HIV.
- Andrés is sure about how to use a condom.
- It's important to think about birth control before people sleep together for the first time.




Figure 10. Listening activity: dialogue about sexual relations. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.104).

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Figure 11 refers to an activity in which students observe the pictures, read a short story about adolescent pregnancy and answer some questions. This activity definitely captures students' attention since this seems to be an issue likely to be experienced by adolescents. This fact makes this activity easier to understand and at the same time shows a topic that provokes students to express their thoughts and feelings about this situation since many students know cases of teen pregnancy in their school or neighborhood context.



Figure 11. Reading activity: adolescent pregnancy. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.108).

6

Lesson 6

Read

7. Look at the pictures. What do you think the text is going to be about?


Reading Tip

- ✓ Read the whole text to get the general meaning.
- ✓ Read the words before and after each gap and try to predict the missing information.
- ✓ Read the sentences that have been removed and check their meaning.
- ✓ Fill in the gaps and read the whole text.
- ✓ Check to see that the final text makes sense.

8. Read the story about Vicky and Dan. Complete the story with sentences a-g. There is one extra sentence.

- a. I cried when it was positive.
- b. We didn't want to put her up for adoption.
- c. We never used any form of birth control.
- d. I sometimes had late ones in the past, like every girl.
- e. I met him at a drama club after school.
- f. Dad left the living room.
- g. I just didn't always take it regularly, like you should do.

Vicky and Dan's story: parents at 16!



Dan was my first boyfriend. (1) _____. I thought he was really funny and so when he asked me out, I said yes. I was so happy. After six months, we slept together for the first time. What can I say? I fell in love.

The thing is that we did use contraception. I was taking the pill. (2) _____ I forgot and that's how I got pregnant at 16.

In the beginning I wasn't very worried when I missed my period. (3) _____ This one was very late.

Finally, Dan bought a pregnancy test. We waited for the result of the test together. (4) _____

When I told my parents, they were very disappointed. (5) _____. He couldn't speak for half an hour. But since then, they've been very supportive.

We all talked about it with a counsellor. The counsellor gave us very good advice. In the end, we agreed to get married and to keep the baby. (6) _____

Now, we are living in my parents' flat and we're looking after our lovely daughter, Hope. Dan is a good dad, but we're tired all the time. Thankfully, my brother is pleased to be an uncle and he helps us a lot too. It was a mistake, but now I'm a mum, I know what real love is.

9. Work in pairs. Read the story again and answer the questions.

- a. Why did Vicky get pregnant?
- b. How did Vicky know she was pregnant?
- c. How did her family react?
- d. What are she and Dan doing now?
- e. What good decisions did Vicky and Dan make?

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The examples provided (Figures 8, 9, 10 & 11) appear to represent opportunities for students to contextualize English learning into their current lives and surroundings. As stated by Bourke (as cited in Korkmaz & Çelik Korkmaz, 2013):

When the learner finds in a language material content, information or situations, which is familiar to him or her, that means it is related to the place where they live, it not only take learners' attention but also it influences their understanding about the topic and allow them to have long term learning (p.899).

However, the rest of the activities found in the coursebook EP3, did not clearly present English through contextualized and authentic content. After contrasting the results of the data collection grid with those gained from the checklist and the semi-structured interview, the findings showed a significant difference regarding the contextualization of language learning in the coursebook EP3. For instance, participants agreed that the coursebook series EP is very contextualized. To illustrate this the checklist showed that all participants agreed or strongly agreed with the items (1, 3, 4, 5, 6 & 9) related to content contextualization.

In addition, the semi-structured interview confirms teachers' perceptions in this regard. The excerpts below provide an account of teachers' views about the content and the activities of the coursebook series EP:

“Readings are very contextualized, we (students and participant) were talking about the indigenous people, celebrations in Colombia, everything that has to do with the ecological area, the environment [pause] I think the textbooks are very current, I really liked that part because, for example, we were talking about places, for example San Gil, Tunja. They talk about cities they know or they like and that is something that helps them

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a lot because it is something that is from here in the country, obviously there are things also from other countries but the textbook makes a lot of emphasis on what is here, those traditions or vocabulary related to customs, clothing, objects of our country” (trans. P5 voice, semi-structured interview).

Another participant stated: *“The textbooks (English Please) are more related to the Colombian context, to what is eaten here, to what is seen here, to the different landscapes, or tourist parks that we have in Colombia” (trans. P4 voice, semi-structured interview).*

However, later on, this same P4 highlighted that:

“Well, there are several issues that actually affect us but I think it is designed for a Colombian context but in a very general way. That is, it is not possible to take into account the particular differences among contexts since students are adolescents with different needs, with different social and economic conditions, and different level of English. Then the textbook EP although has a Colombian context, it also lacks a lot of inclusion of particular needs in certain contexts, it is not that it adapts to all contexts itself, but it does have much content of which we as Colombians can identify, for example, the environmental problem, or the foods that we generally have, festivals, tourist parks; the coursebook is very down to earth on that, however, as needs as such, particularly in contexts, are not enough to take them into account” (trans. P4 voice, semi-structured interview).

In short, teachers affirmed that the coursebook series EP is mostly contextualized to national rather than foreign contexts. Conversely, this study found that teachers' views regarding the level of contextualization of the coursebook series EP, do not correspond to the actual

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content analysis I conducted in the coursebook EP3. The examination and analysis of 377 activities demonstrated that although the coursebook EP3 includes some topics related to what students may face in their real context, the inclusion of Colombian places, traditions, and beliefs is minor. In fact, as mentioned previously, this study found only 6 references to Colombia (EP3, p. 71, 141, 142 & 155). This finding suggests that the coursebook EP3 does not address enough contextualized content. As a result, the opportunities learners have to approximate the use of English to familiar settings and situations is very limited considering that EIL requires materials to focus on individual learners' specific uses of the language within the particular context in which they live (McKay, 2018).

To complement the previous finding, about the use of English through contextualized content, it is essential to refer to the inclusion of Colombia's cultural representations in the coursebook EP3. To do so, in the following section I provide the main findings in relation to the inclusion of cultural content.

Inclusion of cultural diversity. This study found that although there are 32 activities related to culture, which is a low number considering the total number of activities presented in the coursebook EP3. To better explain this position, I present the perspective of some authors in this regard.

According to Nunn & Sivasubramaniam (2011), Matsuda (2012) and McKay (2018), EIL materials advocate the presentation of cultural diversity across the world. For them, this cultural diversity is understood not only as a mere presentation of cultural aspects, but as a way to promote learners' critical reflection upon their own cultural assumptions. In this sense, EIL

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materials should include cultural content in three lines: as *global culture*, which includes topics that cut across national boundaries and are relevant to the global society as a whole, developing students' international understanding; as *cultural(s) content of future interlocutors (foreign culture)*, that means cultural representations from different countries where learners may use English, and as cultural content from the *learner's own culture* also named *local culture* (Matsuda, 2012). As a result of combining these three lines, it is possible to raise English learners' awareness of cultural diversity while showing respect and value for both local and foreign cultures, and developing in this way an intercultural competence. Here, intercultural competence is recognized as understanding and valuing other cultures, without neglecting their own (Walsh, as cited in Rojas-Barreto, 2019). In other words, it is not simply about recognizing, discovering or tolerating cultural diversity; but it is a space for exchange, where encounters between individuals allow them to construct knowledge and meanings together.

Based on this cultural categorization, this study found that of the 32 activities involving cultural content, 18 activities are related to global culture and 8 activities have to do with foreign culture and in contrast, 6 activities make reference to Colombia. A deeper examination of the activities helped me realize, for example, that in the 18 activities related to global culture, the coursebook EP3 includes relevant global issues such as global health crisis, conflict in Lybia, gender equality, environmental issues, learning and technology, human rights, poverty and children work. It suggests that the coursebook EP3 seemingly meets the EIL feature regarding the incorporation of global culture. The next two figures (Figure 12 &13) illustrate this claim. Figure 12 presents a reading activity about a global environmental issue as it is dangers of plastic

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bags, and Figure 13 contains the audio transcript of a listening activity referring to experiences of the war in Libya.

Figure 12. Reading activity: dangers of plastic bags. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.145).

Read 

5. Read the text about the dangers of plastic bags. Think about the answer to the question in the last paragraph.





Dangers of plastic bags

Plastic bags represent an enormous threat to the environment. They interfere with eco-systems and they are also the source of disasters for animals and people. Read the following fast facts.

Reading Tip

Guessing meaning from context

✓ You can deduce the meaning of new words by looking at the context where the word is presented.

Plastic bags fast facts:

- Between 500 billion and 1 trillion plastic bags are used in the world every year.
- It is more expensive to recycle a plastic bag than to create a new one. As a result, only 1% of plastic bags are recycled.
- If they are not being recycled, plastic bags should go to landfill. However, many plastic bags end up in the ocean. Sea animals eat them or can become trapped in them. For this reason, plastic bags can be dangerous to marine life. They kill around one million sea creatures every year, such as whales, seals and turtles.
- Plastic bags are dropped, blown and carried by the sea to all kinds of places around the planet. As time passes by, these bags decompose into smaller, more toxic particles that can contaminate land and rivers. Furthermore, these microscopic particles can become part of the food chain which means that people end up consuming them too.

Many organisations around the world are deeply concerned about the use of plastic bags. However, only a few countries have taken action to address the problems that plastic bags are creating. What can you do to help?

Figure 13. Audio transcript, listening activity: war in Libya. (Ministerio de Educación Nacional; 2016, Teacher's guide EP3, p.122).

Audio script

Speaker 1: I was frightened. We could hear the planes getting closer. We hid under the stairs. We could feel the house shaking. We hugged each other and didn't move for hours until there was silence again. When the bombing stopped we looked out into the street. The houses on the other side of the road were destroyed.

Speaker 2: In 2011, my family and I went to stay with my grandparents in Libya. One day we were having lunch when we heard the loudest sound we had ever heard. Planes were bombing the city. We were scared to death. We had to stay in Libya until the bombing stopped. We couldn't fly home. But we were lucky. Nothing happened to us. We were very relieved to get back to the United States.

Speaker 3: I was fighting in Syria in 2015. It was really tough. But we helped each other. We tried to tell jokes and make each other laugh. There was an incredible camaraderie. Some of the soldiers I fought with will be my friends for life.

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In relation to the inclusion of *foreign cultures*, this study found 8 activities referencing cultural content from foreign countries, such as Canada, Costa Rica, Iceland and Pakistan and some cities like New York, Dubai, and Shanghai. Figure 14 illustrate one of these activities.

Figure 14. Reading activity: in the palm of Dubai. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.138).

 **Read**

9. Look at the pictures. Do you know what they show? Where is this place? Why is this place important? Read the text quickly to check your answers.

In the Palm of Dubai

(1) _____ It's incredible, burning, often over 40 degrees Celsius in the summer months. Part of the United Arab Emirates (UAE), Dubai is a city in the middle of the desert. Where the pavement ends, sand begins and it stretches for kilometres and kilometres into the distance. Despite this harsh climate, the people of Dubai have turned their city into one of the world's most popular tourist resorts.


(2) _____ There are five star hotels that you need special permission to visit. If you want to buy souvenirs, you can buy gold jewellery from a vending machine. The shopping malls are enormous palaces with every luxury product you could think of.

(3) _____ One of the most famous is the Palm Island. This is an artificial island built in the sea right next to the city. It is the site of luxury homes and hotels, although it's not actually the best place to go sightseeing. It's only possible to see the palm shape from the air.

(4) _____ To build the Palm Island, the developers destroyed both a place where turtles lay their eggs as well as the only coral reef along the coast. The coral was an essential habitat for marine life and although there are plans to replace it with an artificial reef, the damage has already been done.

(5) _____ Large numbers of people are moving to live in Dubai and they all need water, something which is not easily available in the desert. The solution is to use desalination plants, factories which turn sea water into fresh water. These use enormous amounts of electricity and produce large amounts of CO₂.


(6) _____ On the one hand, we want to make pleasant places for people to live and exciting locations for tourists to enjoy. This creates jobs for people where there is no other work. On the other hand, development often equals destruction and the environment suffers as a result.




In regards to the incorporation of *local culture*, I found 6 activities referencing Colombia. It is relevant to highlight that this is a low number of activities and as a result, limited opportunities for students to recognize and value their own culture while learning English. Figure 15 below provides an example of those activities:

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Figure 15. Reading activity: the town that was contaminated by coal. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.142)

 **Read**

6. Read the title of the article. What do you think it will be about? Read the article quickly to check.

The town that was contaminated by coal

Everyone was delighted that day in 1995. To the people in a small town in Colombia, it seemed like they had won the lottery. Why? A major US mining company was going to open a mine right there, near their homes.


At the time, people were optimistic. 'We thought that the mine was going to solve our problems,' one resident remembers. Unemployment had been high in the area for years but now that was going to change. The mining company was going to end poverty in the area.

Unfortunately, it didn't work out quite like that. The mine operation proved to be a major source of contamination. Every ton of coal that was removed from the mine led to ten tons of waste materials.

To the surprise and horror of the residents, people started to suffer from lung diseases and other diseases of the eyes and nose which were caused by the activities at the mine.

Eventually, the situation became so unbearable that people had to be moved from their homes. In 2010, just fifteen years after the announcement of the mining company's arrival, three whole towns were relocated with 2,000 people forced to leave their homes. Many people were in a state of despair at saying goodbye to the places where they had lived their entire lives.

As time goes by, that despair has turned to fury. The local people never dreamt that the mining company was going to cause so much damage and questions have to be asked about how this situation was allowed to occur.



Glossary

- delighted: *encantado/a*
- unbearable: *insoportable*
- forced: *obligado/a*

After contrasting both teachers' perceptions and my own analysis on the inclusion of cultural diversity, I found that when participants were asked about the inclusion of cultural aspects in the coursebook EP through the checklist (items 3, 15, 17, 18, 22, 23, 25 & 30), their responses showed to be in agreement with those items. In contrast, the analysis I conducted, revealed a different trend. For instance, P5 pointed out that *"Most of the content in the book is focused on Colombian culture. Although sometimes it presents things from other countries, but very little"* (trans. P5 voice, semi-structured interview).

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The textbooks include a lot of information about Colombian culture, such as traditions, and touristic places, but they also includes information about other countries such as Mexico, Canada, Brazil” (trans. P6 voice, semi-structured interview).

In sharp contrast, the rest of the participants who took part in the interview have different opinions about the inclusion of culture in the coursebook EP3 as observed in the following comments:

It is also necessary that other cultures be included, not only Colombian. It should include more content from other cultures at an international level as well as ours because it is what gives us our identity” (trans. P1 voice, semi-structured interview).

Other participant also affirmed that:

“Yes, there is more Colombian content, but I believe that it is necessary to include other cultures and I am not talking about American culture, British culture or any of those things that books usually bring, the other books with which I have worked at some point, But if inclusion is necessary, it has a Colombian context and that is very good, but we also need more from other parts, from other places that students do not imagine exist, their dances, their customs, their culture; that would be very important” trans. P4 voice, semi-structured interview).

In this sense, teacher’s perceptions confirmed that the amount of cultural content found in the coursebook EP3 is not enough. Although participants recognized the inclusion of Colombian culture, they were also aware of the importance of including more representations of cultural diversity. In fact, participants 1 and 4, seems to have a broader understanding about the role of



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culture in textbooks and that there should be a balance between local and global cultural representations.

Promotion of reflection and critical thinking. In this study I found that the activities related to *foreign cultures* and *local culture* are mainly focused on superficial tasks where students must complete sentences and answer literal questions instead of promoting analysis, interpretation, and reflection upon them. The following extracts exemplify the activities proposed in the coursebook EP3 in this regard:

Figure 16. Writing activity: Shanghai. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.131).

12. Read the Writing tip. Then divide this text into paragraphs. How many paragraphs do you need? How many key ideas are there in the text?

Shanghai is now the largest city in China. Its population has been growing steadily for half a century. It now stands at around 24 million people. Shanghai is a true megacity. The city was founded around 1500 years ago. It was always in an excellent location where a major river meets the sea. Its name actually means 'upon the sea' and merchants have been going there for years because of its excellent harbour. In recent years a number of problems have been appearing in this urban area. As developers have been building larger and larger buildings, the city has been sinking by about 1½ centimetres a year. This is because it was originally built on a swamp. The only way to prevent this environmental disaster is to stop construction. Fewer and fewer new buildings have been appearing on the city's skyline in the last decade, which is one reason why the world's tallest building is no longer in Shanghai, but in Dubai.

As can be appreciated, this activity presents factual information about Shanghai and students only have to read and identify literal ideas across the text. Even more, the instructions

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for teachers focused on explaining students some writing tips to get a better understanding of the text (Figure 17).

Figure 17. Writing activity: writing tip. (Ministerio de Educación Nacional; 2016, EP3, teacher's guide, p.262)


12. Read the Writing tip. Then divide this text into paragraphs. How many paragraphs do you need? How many key ideas are there in the text?

- Ask students to read the writing tip. The writing tip is particularly useful in formal or academic writing. One idea, one paragraph basically means that each paragraph should contain one main idea with supporting evidence to back it up. Once the students move onto a new idea, they should begin a new paragraph. Use of topic sentences in lesson 4 will provide further help in choosing the content of a paragraph.
- Before reading the text, draw students' attention to the glossary. Note that steadily is translated as incesantemente. The cognate incessantly does exist in English but it is a false friend because it means 'all the time', especially in a negative context.
- Students read the tip and decide how to break up the text into paragraphs. Remind students to work in their notebooks. There are four main ideas in the text so students will need four separate paragraphs.
- The first paragraph introduces the concept of Shanghai as a megacity. The second one introduces general information about the city. In the third paragraph, we learn that there are problems with the megacity. In the fourth paragraph, a solution to these problems is proposed.
- When they finish, ask students whether the text is easier to read now it is in paragraphs.

In the activities related to learner's own culture, I did not find significant activities that promote critical reflection or intercultural competence. The limited number of activities that involve information about Colombia, address aspects such as history, touristic places, and mineral industry, but those activities are mainly oriented for students to answer literal questions, or to complete language forms as can be seen in the following extract:

66  4. Listen again and choose T (true) or F (false) for the following statements. Correct the false statements.

- a. Colombian emeralds are not well-known for their high quality. ____
- b. Colombia is the fourth largest oil producer in South America. ____
- c. The mineral coltan is used in all types of electronic products. ____
- d. Colombia has about 15% of the world's reserves of coltan. ____
- e. Colombia was the world's biggest producer of gold in the 19th century. ____
- f. In the past, gold was mainly extracted in the Arauca region of Colombia. ____
- g. Colombia is the biggest coal producer in the world. ____



5. Work in groups. How many uses can you think of for oil?

Figure 18. Writing activity: Colombian minerals. (Ministerio de Educación Nacional; 2016, Student's book EP3p.141)

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However, only some of those activities allowed students to express their thinking and feelings about those issues. The excerpts below give a detailed account of those activities:

Figure 19. Speaking activity: discuss the questions. (Ministerio de Educación Nacional; 2016, EP3, Teacher's guide EP3, p. 288)

3. Work in pairs. Discuss these questions.

- a. What are the benefits of each of the inventions in the pictures?
- b. Do they cause any problems to society?
- c. What is the impact of these products on the environment?
- d. Which of these products do you think are more dangerous for nature?

4. Discuss these questions.

- a. What do you use plastic bags for?
- b. Where do plastic bags go after you use them?

Figure 20. Speaking activity instructions 1. Ministerio de Educación Nacional; 2016, Student's book EP3, p.144).

3. Work in pairs. Discuss these questions.

- Students use the tables that they completed in exercise 3 to answer the questions. They may not have enough world knowledge to answer these questions in detail but encourage the students to come up with whatever conclusions they can.
- Discuss answers as a class.

Answers
See the table in exercise 2.

4. Discuss these questions.

- Students work in pairs or small groups. They think of uses for plastic bags, both personal and in their home. Many people have alternate uses of plastic bags after they bring them back from the supermarket, for example they may use them in rubbish bins in the home instead of buying particular bags for the purpose.
- This exercise is also designed to get students thinking of how they use plastic bags before they read a text about the problems caused by dumping plastic bags in the environment.
- Discuss answers as a class.

In Figure 19 students should discuss the questions presented, expressing in this way their knowledge and points of view regarding the impact of some products on the environment. This activity is reinforced by the role of the teacher who, according to the teachers' guide (Figure 20), must lead students to think about the problems of using those products.

Another example, is presented in Figure 21, which deals with the global issue of human rights. The activity focuses on giving students the opportunity to express agreement or disagreement in response to some statements and justify their answers.

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Figure 21. Speaking activity: matching and discuss. (Ministerio de Educación Nacional; 2016, Student's book EP3, p.52).

3. Match the two halves of the statements.

1. We all have the right to believe in	a. our own decisions.
2. We have the right to good	b. what we want to believe in.
3. We have the right to vote in	c. healthcare.
4. We have the right to make	d. work and to relax.
5. Nobody has the right to make	e. us a slave.
6. We all have the right to rest from	f. public elections.

4. Discuss in groups. Which of the statements do you agree / disagree with. Why?

Figure 22. Speaking activity instructions 2. (Ministerio de Educación Nacional; 2016, EP3, teacher's guide, p.104).

4. Discuss in groups. Which of the statements do you agree/disagree with? Why?

- Do the first one with the class. Say *I think we all have the right to believe in what we want to believe in. Nobody has the right to tell you how to think and what to feel.* Ask students if they agree or not.
- Ask students to discuss the rest of the statements and give reasons for their thoughts.
- Check answers as a whole class.

Although the figures 19, 20, 21, & 22 appear to raise students' awareness of global issues, they fall short in meaningfulness to really develop and foster students' critical reflection. These activities center on presenting a series of isolated situations that the student have to read, in some cases match, or express agreement or disagreement, however, they do not show any level of reflection and critical thought by students. Then, across the coursebook EP3 there is no evidence of any activity that raises students' critical thinking such as unequal relations of power, economy around the world, cultural diversity and gender equality, among other social situations. As stated by Bryam, Gribkova & Starkey's (2002), the most important aspect is that students should always be critical and teachers should develop activities to challenge the reader to think critically by bringing texts and visual materials that present contrasting views. In other words, students should develop critical and analytical skills rather than merely learning factual information.

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Developing intercultural competence. This competence is defined as “the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality” (Bryam, Gribkova & Starkey, 2002, p.5). In other words, intercultural competence is about establishing social relationships effectively with people who may not share the same experiences, perceptions, values, beliefs, behaviors, notions, traditions, and language than one’s own, based on the principles of recognition of identities, tolerance and respect.

Considering this, and the fact that the coursebook EP3 lacks activities to foster students’ critical cultural awareness, the opportunity to develop intercultural competence as one of the main principles of EIL is also denied. Alonso & Fernandez (2015) affirm that teachers should rely on activities that help students to develop intercultural competence as part of being prepared for encounters with people from different backgrounds. They proposed for example: observation activities intended to make cultural concepts and attitudes explicit; activities meant to help face culture shock; activities related to the analysis of prior cultural knowledge; activities based on getting to know and analyze stereotypes; activities to compare and contrast different cultures, activities on constructive criticism; and tasks carried out in real scenarios outside the class, among others. Considering the examples presented above (Figures 16, 17, 18, 19, 20 & 21) the analysis revealed that those types of activities are not evidenced in the coursebook EP3. Consequently, I found that there is a lack of activities in the coursebook EP3 that foster the development of an intercultural competence.

In addition to this, by comparing this findings with teachers’ perceptions, I found a similar perspective. For example, some participants argue:

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The books include current issues, such as sexuality, environment, everyday issues of real life, but if there is no reflection, very literal and uncritical questions are handled about these important issues. Because one thing is that it includes them and another thing is how it handles it or how it transmits them to the student, or if in the activities there are suddenly activities that suggest the student to think critically. Regarding that, I think that there is no critical intention, it is rather than students know them and that's it. (trans. P6 voice, semi-structured interview).

Many times it is a textual reading and in some cases inferential, but from the same information that is there, they almost do not propose any analysis, the questions are very textual and literal with the answer right there. (trans. P5 voice, semi-structured interview).

In relation to this, Smith (as cited in Mete, 2011) argues that EIL, in a local sense, becomes embedded in the culture of the country in which it is used, and in a global sense, one of its primary functions is to enable speakers to share with others their ideas and culture. Accordingly, the level of inclusion of culture in the coursebook EP3 does not address those principles, due to the absence of more representations of both local and foreign culture, and the lack of significant activities to foster critical cultural awareness.

Chapter V

Conclusions and pedagogical implications

This chapter presents the conclusions and pedagogical implications drawn from this research study in regards to the incorporation of EIL principles and features in the coursebook

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series EP. Furthermore, the chapter also provides pedagogical implications, limitations of this study, and suggestions for further research.

Conclusions

The main conclusion of this research study is that there is a very limited inclusion of EIL principles and features in the coursebook EP3. First, considering that from EIL view, English is no longer connected to inner circle countries, and that the role of native-speakers is decentered, the coursebook EP3 does not appear to meet any of these principles. This research study revealed that the coursebook EP3 continues to portray the traditional American and British English across the 377 analyzed activities. There were very few activities that exemplify English linguistic diversity which means that other varieties of English (equally important and respectful) are not being considered by teachers and students. As a result, the English model presented through the coursebook EP3 makes students believe and accept a native English model as the only correct (Kumaravadivelu, 2012). Conversely, an EIL perspective advocates the representation of multiple models, both native and non-native rather than a narrow focus on a standard British or American one (Pennington, as cited in Jenkins, 1998).

In the same way, the coursebook series EP does not appear to include current representations of L2-L2 interactions. Most of the audio files appeared to have been recorded by native-speakers, even those activities which involve speakers' interactions (conversations), corresponded to native speakers of British English. In some cases, it seems that teachers and students are just being misled by the use of Spanish names, making them believe that those types of interactions represent the correct way of speaking English. This constant exposure to the "perfect English", even among L2 users, may also lead learners and teachers to reinforce the

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widespread assumption that native English speakers provide the best models and to reject other English varieties. As stated by Matsuda (As cited in Macias, 2010),

An incomplete presentation of the English language may also lead to confusion or resistance when students are confronted with different types of English. Students may view them as deficient (rather than different), or grow disrespectful to such varieties and users, which seems counter-productive to facilitating international understanding (Matsuda, as cited in Macias, 2010). Thus, if learners are not provided with real representations of how English is used in the world, they will not be adequately prepared to deal with the wide range of English-language situations that they may find themselves in.

Moreover, considering that EIL fosters the presentation of English through contextualized and authentic content, considering learners' context" and that EIL materials should be relevant to students' proficiency level, learning goals and styles, and the social context in which they live (McKay, 2012), the examination of the coursebook EP3 evidenced some contextualized content, as it includes some activities related to familiar topics about Colombia and current situations for adolescents, however, those activities are insufficient to claim that the selected coursebook actually responds to this feature of EIL. In fact, local culture representations seemed not fully addressed in the coursebook EP3. The limited references to Colombia do not include cultural aspects as many readers or coursebook users would expect, bearing in mind that the coursebook series EP is a Colombian product.

To complement this view, the inclusion of cultural diversity was also evaluated as another key principle of EIL. From an EIL perspective, learners should develop a broad understanding of the multicultural world we live in as a way to understand the actual process of communication

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(Schneider, 2007). Then, it is necessary not just to teach grammar or pronunciation, but to learn how culture shapes people's language and communication across the world. In relation to this principle, the final outcomes of the analysis led me to conclude that the coursebook EP3 does not incorporate significant representations of cultural diversity. In other words, the type of culture mostly evidenced through the activities involves global issues (global culture), but the other two lines of culture (foreign and local culture), have minor presence across the coursebook.

Finally, in relation to the development of intercultural competence, a key principle of EIL, it was found a scarce almost imperceptible inclusion of critical and reflective cultural activities. As pointed out by Gomez (2015), learners usually receive and store cultural information in their minds, but they are neither told about possible deviations from the rules nor asked about their critical opinions regarding the differences by comparing their own and the target cultures. This seems to be the case of the coursebook EP3 where content and activities only present factual information while there is an absence of analytical and reflexive activities that help students develop the intercultural competence advocated by EIL.

Pedagogical implications

First, having examined the coursebook series EP is a valuable step to raise Colombian teachers' interest in examining the materials they currently use. As stated by Lawrence (2011), the results of a textbook evaluation can enhance the effectiveness of the use of textbooks by assisting teachers to understand the aspects that need further modification, or the extent to which adaptation of new teaching materials is necessary. In this way, Colombian teachers may be able to determine what needs to be modified or added to the materials they use, especially in response to the new status of English as an International Language.

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Second, the status of English as an International Language brings important implications for the teaching of English. The native speaker norms and teaching practices based on imported methodologies do not seem to reflect the current status of English in the world today and may not be appropriate for preparing English learners in Colombia for a growing English-speaking world (Metz, 2011). Consequently, it is paramount to recognize the role played by English teacher education programs as they offer prospective teachers the theoretical and practical foundations to face the reality of EIL.

Furthermore, as this research study led me to recognize that representations of the current uses of English around the world may be very limited in coursebooks, I strongly believe that it is essential to develop teaching materials from an EIL perspective that provide teachers and students with a more realistic view of English around the world. It implies teaching materials should involve opportunities for critical engagement with content, while avoiding the primacy of English-speaking countries models (Ware, Liaw & Warschauer, 2012).

Similarly, this study highlights the importance for teachers to be prepared in the field of EIL and English varieties. Language teachers should assume the responsibility to be informed about the principles and features that guide this new perspective of English particularly if one of the objectives of the implementation of the coursebook series EP is that students “become citizens of the world” (Ministerio de Educación Nacional, 2016).

Finally, I strongly believe that English teachers should incorporate an EIL perspective in their pedagogical practices in order to broaden students’ perspectives about the English language as a means of global communication, interaction and cultural understanding. On the contrary, if students do not understand the significance of the uses of English among non-native speakers,

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they may not fully take advantage of the opportunities that accompany the use of EIL (Matsuda, 2002; Mackey, 2018). Besides, it is essential to help students develop a subjective perspective that allows them to build a critical position about what cultural diversity implies and not only to recognize a merely differentiation among countries' language, religion, costume and food.

Limitations

Two main limitations arose in the development of this study. First, it was difficult to find more English teachers to participate in the study as most of those who were invited, responded that they used the coursebook series EP as a complementary material. Particularly, some teachers argued they had not explored enough the audio material provided by the coursebook series EP by the time of this study. Moreover, as teachers were working from home, as a result of the social isolation lived during the pandemic covid-19, most of them were reluctant to participate of this study as their time was significantly constrained.

The second limitation has to do with my still limited knowledge and exposure to other English varieties and cultures. I suppose this is a reality that most English teachers in Colombia currently experience given the dominant presence of British and American English in our language teaching tradition. This reality did not allow me to conduct a more in-depth and better-informed analysis of the linguistic features observed in the coursebook series EP.

Further Research

Considering the relevance of EIL and its pedagogical implications for English learning and teaching, it would be significant to investigate Colombian English teachers' attitudes and knowledge about EIL and whether or not they are willing to incorporate EIL principles and

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features in their pedagogical practice. By doing so, may help teachers to properly acknowledge and address the complexity of EIL in classrooms.

In addition, it might also be helpful to examine the complete coursebook series EP as it may offer more evidence of the inclusion of EIL principles and features. This could be an opportunity to gain a more in-depth understanding of how language teaching materials may be further modified or adapted in view of EIL principles and features.

In sum, this study highlighted the necessity to do more research regarding the inclusion of EIL principles and features in materials and pedagogical practice. Thus, the major challenge teachers have is to educate on EIL and incorporate its principles and features in their practice to make sure students have a different perspective of English. Hence, although most coursebooks, included the coursebook series EP, suggest a series of content and activities, is the teacher who ultimately has the responsibility of making students aware of the different English varieties and raising their critical consciousness in regards to local and global cultural diversity.

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Appendix

Appendix. A. General Presentation of the Student's Book, English, Please! 1, 2 ad 3.

FEATURE	DESCRIPTION
Name of the coursebook	English please, Please! 1, 2, and 3
Year of publication	2010 First edition 2016 Fast track edition
Publisher	Richmond Editorial
Edition form	Printed and digital form
Authors	First Edition English, please! 1, 2, 3: Lizbeth Arévalo, Maya Briggs, Nancy Echeverry, Frank Giraldo, María Isabel Gutiérrez, Oscar Hernán Montoya, Luz Karime Calle, María Eugenia Oviedo Bocanegra, Yuddy Pérez, Nancy Paola Riascos, Larissa Tatiana Rico, María Alejandra Roa, Nathalie Ruge, Helen Speranza, Paola Andrea Urueña Martínez. English, please! 1, 2, 3 Fast Track: Pat Chappell, María Isabel Gutiérrez, Thomas Hadland, Andrea Langton, Alastair Lane, Luz Rincón, Larissa Tatiana Rico y Paola Andrea Urueña Martínez.
Academic consultants	British Council NILE (Norwich Institute for Language Education) Thom Kiddle, Simon Smith, Rod Bolitho.
Target population	9°,10° and 11° from public schools in Colombia
N°. Pages	160
N°. Modules	4
Lesson content	-Reading, speaking, listening and writing sections -Focus on language, focus on vocabulary and glossary. -Tip box: reading tip, speaking tip, listening tip and writing tip
Key themes	Teenagers, Globalization, Lifestyles and Health, and The Environment
Curriculum guidelines	Alignment to national and international standards: Common European Framework of Reference (CEFR) and Pedagogical and Methodological Principles in the English Suggested Curriculum (CSI).
Learning Approach	Topic-based approach, Noticing approach to language development, and Learning outcomes based on language use and project work.
Supplementary materials	Teachers' guide, a compiled audio file for each book.

Adapted from: Sheldon, L. E., (1988). Evaluating ELT textbooks and Materials. ELT Journal Volume 42/4. Oxford University Press.

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Appendix. B. Sample teacher's Guide, Coursebook English, Please! 3.

UNIT 1
Module 1

Lesson 2
2

12. Think about your short-term (ST), medium-term (MT) and long-term (LT) goals. Copy the table in your notebook and put a mark (X) in the columns.

- This is a pre-listening exercise. Encourage students to think about their short-term plans (their immediate plans), their mid-term plans (from a year to five years) and long-term plans (from five years up).
- Ask students to write their own goals at the bottom of the chart if they aren't already included.
- Ask some volunteers to share their plans.

Answers
Students' own answers

Listen

13. Listen. An expert is telling teenagers how to set goals. Put the topics in the order you hear them.

- Ask students to read the topics before they listen. Make sure they understand what each means.
- Ask students to make a note of any words they hear that relate to the topics.
- Play audio track 6.
- Compare answers as a whole class and write the words that relate to the topics on the board.
- Play the audio track and students listen and check.

Answers

1. Set goals
2. Have a positive attitude
3. Don't change your plan
4. Believe in your dreams

Audio script 6

Good afternoon everybody, I'm Linda Rodriguez. I'm really happy to be here at your school today to talk about teen dreams and ambitions. I know you all have a lot of plans and dreams, but you also have a lot of questions about your future. We all have to have dreams and ambitions, set goals and implement plans. If we don't have goals, it's very difficult to achieve our dreams.

Your dream could be to be a movie star or an accountant. That dream doesn't say much, does it? That's the role of setting goals. When do you want to be an accountant? How are you going to achieve that? You need to write a clear plan with specific dates and more details.

Next, turn your dream into a set of smaller goals. Then set specific dates like, what you will have achieved in six months. Let's say you dream of being a musician, then your goals could be training, networking, getting an agent, etc.

Right... Once you have set your goals, attitude is also important. Your talents and skills alone won't take you places, but the right attitude will. Work on your attitude; be nice, pleasant and open to suggestions by others. The 'I CAN' attitude always wins in the end. If you don't believe you can, you really won't reach your goals.

Number three: Don't change your plan. This means continue with your plan even if you face problems on the way. Try to keep to your plan as much as you can. Make your plan better every time you get a piece of advice or a useful tip. Finally, keep believing in your dream. Most teen dreams and ambitions come true when teenagers believe they can succeed. Thank you.

- Ask students to make notes on any extra information they hear.
- Tell students to use this information and the words they noted in exercise 12 to reconstruct the content of the speech. This will help them understand the context of the target sentences and phrases.
- Students discuss and answer in pairs.
- Check answers as a whole class.

Answers
Students' own answers

15. Discuss the listening with a classmate. Use these questions.

- Refer students back to the board where I CAN attitude should be written from the previous two exercises.
- Arrange students in groups to discuss the questions.
- Check answers as a whole class.

Answers

- a. a positive attitude
- b./c. students' own answers

Write

16. Choose one of your goals. Make your plan.

- Focus students' attention on the mind map. Encourage them to use the language they have learned in the lesson to finish the sentences and ask the questions (*I intend, I'm keen, my ambition is, etc.*).
- Monitor their work and offer language and / or content support when needed.

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Module	Unit	Lesson	Page	Activity (Number/ Letter/box)	Principle and/or feature evidenced	Aim of the Activity
1	2	5	26	1,2,3	4b	To show students how to say “hello” in different languages around the world. Also, to inquire learners about their knowledge about the origin of those greetings and ask them why people learn other languages.
2	1	2	52	3, 4	3a, 4a	To discuss in pairs about human rights by expressing agreement and disagreement with some specific statements about this issue.
		4	61	8 (a, b)	4a	To make students think of experiencing a similar war like in Libya and what would be their feelings in that situation.
	2	1	124	1	4b	To compare the old and the new New York based on a short piece of history and some photographs.
4	1	1	127	10	2a	To brainstorm ideas to describe touristic places of students’ own city or town.
		3	132	1	4a	To inquire students about environmental issues, classifying them two categories: natural states or human activity.
		4	136	1 (a, b)	2a, 4b	To talk about the most popular places of students’ own country.
	2	4 6	138	11 (a, b)	4b	To discuss about how the needs of tourists, people, and the development in Dubai affect the environment.

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			144	2, 3, 4	4a	To discuss in pairs about the benefits, problems and impact of some products on the environment (mobile phones, fertilizer, paper, batteries and plastic bags).	
		7	151	11 (a, b, c)	4a, 2a	To discuss in groups about a Canadian project called <i>The One-Tonne Challenge</i> , and how it could work for students' own country and the place they live.	
	3	8	155	10 (a, b)	4a, 2a	To talk in groups about the differences between an eco-friendly and non-ecofriendly country. Then, talk about why Colombia is considered the 9 th most eco-friendly country in the world.	
Total of activities:16					Frequency of codes: 15 times		

Appendix C. Data collection grid. EP3 Student's Book: Speaking Activities

Appendix D. Data collection grid. EP3 Student's Book: Writing Activities.

Module	Unit	Lesson	Page	Activity (Number/ Letter/box)	Principle and/or feature evidenced	Aim of the Activity
2	1	1	49	6	4a	To write a short paragraph about being a good citizen.
	1	2	53	8	2a	To create a bill of rights for teenagers taking into account students' own home, school and neighborhood.
3	1	1	89	12	2a	Students should write five characteristic's that describe them and their skills as human being.

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	1	2	93	11	2a, 4a	To write about a situation in students' own school, which shows gender equality.
	1	3	97	15	2a	Students should list the different roles they play in life and the way they show respect for others in those roles.
	3	7	113	13	2a	In pairs write a short dialogue about unhealthy habits and give some advices.
4.	1	1	127	11	2a	Students should write a guide to show their own home town or a city they know well.
	1	2	131	12	4b	Read a text about Shanghai and write key ideas of the text.
	2	6	147	11 (a, b)	2a, 4a	To write about the types of packing easy to recycle in students' country. Then, make an online post to encourage people to recycle more.
	3	7	151	12	2a	To write a short answer with one way to reduce footprint at school.
	3	8	155	12	4a	Students should write an essay on the topic "is it possible to be a good citizen?"
Total of activities:11					Frequency of codes: 13 times	

Appendix E. Data collection grid. EP3 Student's Book: Reading Activities.

Module	Unit	Lesson	Page	Activity (Number/ Letter/box)	Principle and/or feature evidenced	Aim of the Activity
1	2	4	22-23	3, 5	4a	To read a text about learning and technology, more exactly how to use technology in the classroom. Then, discuss about the advantages and

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						disadvantages of using technology in learning.
3	1	2	91	4 (a, b, d), 5(a, b, c)	4a, 4b	Students have to answer some questions related to jobs and gender. Then, they should read two short stories about two girls from Pakistan and answer some questions related to the girls' life styles.
	2	6	108	8, 9	2a	To read a story about pregnancy in adolescents and answer some questions about the reading.
4	1	1	126	5	4b	To read a guide about New York. Identify some specific places.
	2	2	128, 129	2, 3	4a	To read two texts about megacities around the world. To work in groups and discuss about some problems megacities have and the possible solutions for those.
		3	134, 135	7(b)	4a	To read three different texts about the cause and effects of some environmental problems, discuss and express their opinions about those problems.
4	2	5	142	6, 7, 8	2a, 4b	To read a piece of Colombia history and answer some questions about literal facts and the lesson learnt from it.
		6	145 - 146	5, 6	4a	To read a text about the dangers of plastic bags and answer a question related to problems of plastic bags.

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		7	150	6	4a, 4b	Working in pairs students have to read an article about the Canadian One-Tonne Challenge. Then, discuss about how people can do to reduce their carbon footprint.	
	3	8	152	1, 3 (b, c)	2a, 4a	To talk about how students can be eco-friendly at their own home. Then, read a text and answer three questions about your position for saving water.	
Total of activities: 18					Frequency of codes: 14 times		

Appendix F. Data collection grid. EP3 Student's Book: Listening Activities.

Module	Unit	Lesson	Page	Activity (Number/ Letter/box)	Track	Principle and/or feature evidenced	Aim of the Activity
1	2	5	26	4, 5	12	1a	Listen to four people with different nationalities (English, Italian, Colombian, American) telling why did they learn other language.
2	1	1	51	13, 14	24	1a	Listen to six teenagers from different countries (India, Mexico, Nigeria, China, Burma and Iraq) giving opinions about how to be a good citizen. Students have to write the name of the speaker in each case.

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	2	6	71	15, 16	37	2a, 4b	Listen to two people talking about a Colombian school called “Circo para todos”.
	3	7	73	4, 5	38	4a	Listen to 4 speakers telling different situations about poverty and children work.
		2	130	6, 7	61	1a	Listen to three speakers talking about some environment problems of their cities (New York, Seoul, and London). Then answer some questions about them.
		5	141	3, 4, 5	66	4b	Listen to some information about Colombian minerals. Then, choose true or false for some statements and finally talk about the oil’s uses.
4	3	8	154	7, 8	70	4b	Listen to some information about the eco-friendly status of some countries (Costa Rica and Iceland). Classify some statements according to the country.
Total of activities: 15					Frequency of codes: 8 times		

Appendix G. Data collection grid. EP3 Student’s Book: Focus on language sections

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Module	Unit	Lesson	Page	Activity (Number/ Letter/ box)	Principle and/or feature evidenced	Aim of the Activity
4	2	4	137	8 (a, b)	2a	To work in pairs and talk about a situation that students have experience in their life similar to those in a previous activity.
Total of activities: 1					Total of EIL Principle/feature: 1 time	

Appendix H. Teachers' Checklist

Objective: To know teachers' view about the coursebook series *English Please* regarding EIL principles and features.

Instruction: Please read each item and choose the option you consider is closer to your opinion.

N°	Item	Strongly agree	Agree	Disagree	Strongly disagree
Content					
1.	Reading contents are familiar to both students and teachers.				
2.	Contents are presented in different types of texts (descriptive, argumentative, analytic)				
3.	The contents address real-life issues that challenge the reader to think critically about his/her world.				
4.	The content is contextualized to national more than foreign settings.				
5.	The content of the coursebook series promotes individual learners' specific uses of the language within the particular context in which they live.				
Exercises and Activities					
6.	The activities promote the use of English in students' real contexts.				
7.	Activities and exercises let students expressing agreement and disagreement, managing turn-taking, and taking leave.				
8.	Sometimes activities and exercises allow students rely on L1 to facilitate English language learning.				
Vocabulary, Grammar and Pronunciation					
9.	Vocabulary is introduced in real and familiar contexts.				

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10.	Grammar is limited to American and British standard English.				
11.	Pronunciation tips are limited to American or British English				
12.	The coursebook series lets students to know that language grammatical and lexical norms can differ cross-culturally.				
13.	Audio files includes a diverse range of registers and accents.				
14.	Audio files include just native speakers' voices.				
Culture					
15.	The cultural content serves as a window into learning about different cultures around the world				
16.	American and British cultural content is predominant in texts, dialogues and exercises				
17.	The coursebook series includes local cultural content.				
18.	The coursebook series promotes students' value and respect their own culture.				
19.	The content promotes economic, political and/or religious ideologies.				
20.	The content contributes to preserve and promote students' national identity.				
21.	The content contributes to preserve and promote a foreign identity.				
22.	The coursebook series aims to empower speakers to share their ideas and cultural views while fostering respect and acceptance of cultural diversity.				
23.	The coursebook series is culturally neutral.				
24.	The coursebook series is not culturally biased and they do not portray any negative stereotypes.				
25.	Illustrations allow students knowing different cultures in which English language is used.				
English Varieties (Relates to the different ways English is spoken around the world which includes different accents and lexical forms (British English, American English, Canadian English, Australian English, Indian English, and Philippine English, among others).					
26.	Examples of English varieties are evidenced in readings sections.				
27.	Examples of English varieties are included in listening sections.				
28.	Examples of English varieties are evidenced in grammatical sections.				
29.	The coursebook series includes examples of interactions among English users whose first language is not English.				
30.	The coursebook series presents the use of English to communicate with speakers of different languages and cultures.				

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Adapted from: Wong Pak Wing Lawrence, (2011). Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum. Department of English City University of Hong Kong. Appendix 1.

Appendix I. Checklist compiled answers.

N ^o	Item	Strongly agree	Agree	Disagree	Strongly disagree
Content					
1.	Reading contents are familiar to both students and teachers.	2	6		
2.	Contents are presented in different types of texts (descriptive, argumentative, analytic)	2	4	2	
3.	The contents address real-life issues that challenge the reader to think critically about his/her world.	3	4	1	
4.	The content is contextualized to national more than foreign settings.	2	6		
5.	The content of the coursebook series includes familiar situations to the particular context in which students live.	1	6	1	
Exercises and Activities					
6.	The activities promote the use of English in students' real contexts.	3	3	2	
7.	Activities and exercises let students expressing	1	5	2	

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	agreement and disagreement, managing turn-taking, and taking leave.				
8.	Activities and exercises allow students rely on L1 to facilitate English language learning.	3	5		
Vocabulary, Grammar and Pronunciation					
9.	Vocabulary is introduced in real and familiar contexts.	3	4	1	
10.	Grammar is limited to American and British standard English.	1	7		
11.	Pronunciation tips are limited to American or British English.	1	6	1	
12.	The coursebook series lets students to know that language grammatical and lexical norms can differ cross-culturally.		3	3	2
13.	Audio files includes a diverse range of registers and accents.		3	2	3
14.	Audio files include just native speakers' voices.	1	2	5	
Culture					
15.	The cultural content serves as a window into learning about different cultures around the world.	4	1	3	
16.	American and British cultural content is predominant in texts, dialogues and exercises.		2	6	
17.	The coursebook series includes local cultural content.	2	5	1	
18.	The coursebook series promotes students' value and respect their own culture.	3	5		
19.	The content promotes economic, political	1	2	4	1

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	and/or religious ideologies.				
20.	The content contributes to preserve and promote students' national identity.	2	6		
21.	The content contributes to preserve and promote a foreign identity.		3	5	
22.	The coursebook series aims to empower speakers to share their ideas and cultural views while fostering respect and acceptance of cultural diversity.	3	3	2	
23.	The coursebook series is culturally neutral.		6	2	
24.	The coursebook series is not culturally biased and they do not portray any negative stereotypes.	1	7		
25.	Illustrations allow students knowing different cultures in which English language is used.	3	1	4	
English Varieties					
26.	Examples of English varieties are evidenced in readings sections.	1	3	4	
27.	Examples of English varieties are included in listening sections.	1	3	3	1
28.	Examples of English varieties are evidenced in grammatical sections.	1	1	6	
29.	The coursebook series includes examples of interactions among English users whose first language is not English.		5	3	
30.	The coursebook series presents the use of English to communicate with speakers of		4	4	

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	different languages and cultures.				
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Appendix J. Teachers' semi-structured interview Guide

Objective: To deep on teachers' perspective in relation to the inclusion of EIL principles and features in the series en English, Please!

Preguntas orientadoras:

1. ¿Qué tan contextualizada le parece la serie EP!?
2. ¿En lo que ha trabajado de la serie, ha observado que esta le permita al estudiante usar el español para aprender mejor el inglés?
3. ¿Cree que el contenido del libro, le permite al estudiante desarrollar una actitud crítica frente a algunas situaciones de interés global?
4. ¿Considera que la serie EP tiene un contenido cultural donde predomina lo nacional sobre lo extranjero ó viceversa?
5. ¿Considera que la serie EP promueve la aceptación y el respeto por la diversidad cultural nacional y global?
6. ¿La serie EP incluye contenido relacionado con otras variedades del inglés aparte de los catalogados como inglés estándar (americano o británico)?

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7. ¿Sabe usted si aparte del americano y el británico existen otras variedades del inglés?
¿cuáles?
8. Si la respuesta a la anterior pregunta es afirmativa, ¿dónde o como usted ha conocido la existencia de esos tipos de inglés? ¿Qué tanto sabe de esas otras variedades?
9. ¿Le ha enseñado o al menos dado a conocer a sus estudiantes que existen esas otras variedades del inglés? ¿Cómo?
10. ¿Cree que es importante que los docentes dominen y enseñen otras variedades del inglés aparte del americano o el británico? ¿Por qué?
11. Teniendo en cuenta los audios que ha escuchado de la serie EP, ¿considera que fueron todos grabados por hablantes nativos?
12. ¿Deberían los audios incluir grabaciones de no nativos del inglés? ¿Por qué?
13. ¿Está usted familiarizado con el concepto de English as an International Language (EIL)? Si la respuesta es afirmativa, por favor comente lo que conozca.
14. ¿Cree usted que la serie EP incluye aspectos o características que se supone debería tener un texto que se enfoque en EIL? ¿Por qué? ¿Cómo lo hace?
15. Si la respuesta a la anterior pregunta es negativa, ¿considera necesario que los materiales o textos que se usen para enseñar inglés en Colombia deban ser diseñados desde esta perspectiva? ¿Por qué?

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Appendix K. Teachers' guide instructions. (Ministerio de Educación Nacional; 2016, English Please 3, p. 258, 29 & 78)

5a. Read the rule then complete the table with the words below.

- Students read the pronunciation rule. Explain that English is not a phonetic language so the same spelling can often be used for many different vowel sounds.
- Replicating English vowel sounds is not easy for Spanish speakers because Spanish only has five distinct vowel sounds. English has many more and it can be difficult to replicate these sounds when studying the language. Encourage the students to read these words aloud as they try to complete the table.
- Students copy the table on page 129 in their notebooks. Students then look at the words and try to complete the table based on the pronunciation of the letters 'ea' in each case.

5b. Listen and check your answers.

6. Listen and repeat.

- Play audio track 4. Point out how the words *I'm in* link together. Ask students to listen out for the linking words in b and c.
- Tell students the end of a word links to the next word when the next word starts with a vowel sound.
- Students listen again and read the sentences.

Answers

Students' own answers

7. Listen. Mark the links between consonant sounds at the end of words and vowel sounds at the beginning of words.

- Play audio track 5.
- Students do the activity and then check their answers with a classmate.
- Check answers as a class.

Extra activity

- Ask students to read Carlos's text in exercise 4 and mark the links.

Answers

travel_around
before_I_married_and have_a
ambition_is
become_a
play_until

8. Practise saying the sentences in exercise 6.

- Students do the activity as a class.

9. Listen to these questions. Does the intonation go up or down at the end of the question? Listen again and repeat.

- Ask students read the sentences aloud before they listen to the audio.
- Play audio Track 22.
- Check answers as a whole class.

Extra activity

- Ask students in pairs to read the questions in exercise 8 with the correct intonation.

Answers

Students' own answers

10. Ask and answer the questions in pairs.

- Ask students in pairs to read the sentences using the correct intonation.
- Students take it in turns to answer the questions. They then discuss their answers in pairs.
- Monitor and help with language where necessary.