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## Glocal Language Policy: An Approximation to Deconstruct Internationalization in A Colombian University

Cubides-Torres<sup>1</sup>, Toledo-Sarracino<sup>2</sup>, Montaña-Rodriguez<sup>3</sup>

### Abstract

*The objective of this article is to analyze how teaching practices informed by a glocalised approach and an internationalization framework can support the design of a glocalised language policy in a public university located in the central region of Colombia. This qualitative case study was conducted under an interpretative paradigm using thematic analysis of in-depth interviews with foreign language teachers. The analysis was conducted through the theoretical perspectives of Chen's (2023) Globalization–Localization Interaction Dynamics Model (GLIDM) and Patel's (2017) Glocal Engagement Framework (GEF). Findings reveal that teaching practices are articulated through global, glocal, and local dimensions, which not only reproduce global hegemonies of English teaching, but also create spaces of intercultural engagement. Thus, teaching practices provide tangible evidence for designing a glocalised language policy in Colombian context, which implies safeguarding cultural and language diversity while engaging in global dialogues, with initial implications for curriculum, community, and materials policies.*

**Keywords:** language policy and planning; glocalization; internationalization of higher education; Globalization–Localization Interaction Dynamics Model (GLIDM); Glocal Engagement Framework (GEF).

### Introduction

The present study is based on the analysis of glocal teaching practices and the process of deconstructing internationalization in higher education context. The objective examines how teaching practices informed by Globalization–Localization Interaction Dynamics Model (GLIDM) (Chen, 2023) and Glocal Engagement Framework (GEF) (Patel, 2017) support the design of a glocalised language policy in a Colombian University. According to Patel (2017), the concept regarding glocalization has been embraced by various business disciplines and global economic trends; and it has experienced multiple adaptations that respond to cultural approaches with social and academic commitment. François (2015) states that in the context of higher education, glocalization is an evolution of globalization that integrates multiple facets of globality: “the local character, multi-stakeholder perspectives, and inclusion” (2015: 64). In other words, glocalization is a hybrid process, which seeks a balance between the global and the local without being exclusionary.

Glocalization also represents a deconstruction of traditional paradigms of internationalization in higher education (Patel, 2017). According to Dafouz and Smit (2020) internationalization and glocalization reflect both tensions and synergies within higher education institutions as transnational spaces composed of different social, linguistic, and cultural contexts. However, the

<sup>1</sup> Universidad Autónoma de Baja California, Mexico [nidia.cubides@uabc.edu.mx](mailto:nidia.cubides@uabc.edu.mx)

<sup>2</sup> Universidad Autónoma de Baja California, Mexico [dtoledo@uabc.edu.mx](mailto:dtoledo@uabc.edu.mx)

<sup>3</sup> Universidad Autónoma de Baja California, Mexico [smontano@uabc.edu.mx](mailto:smontano@uabc.edu.mx)



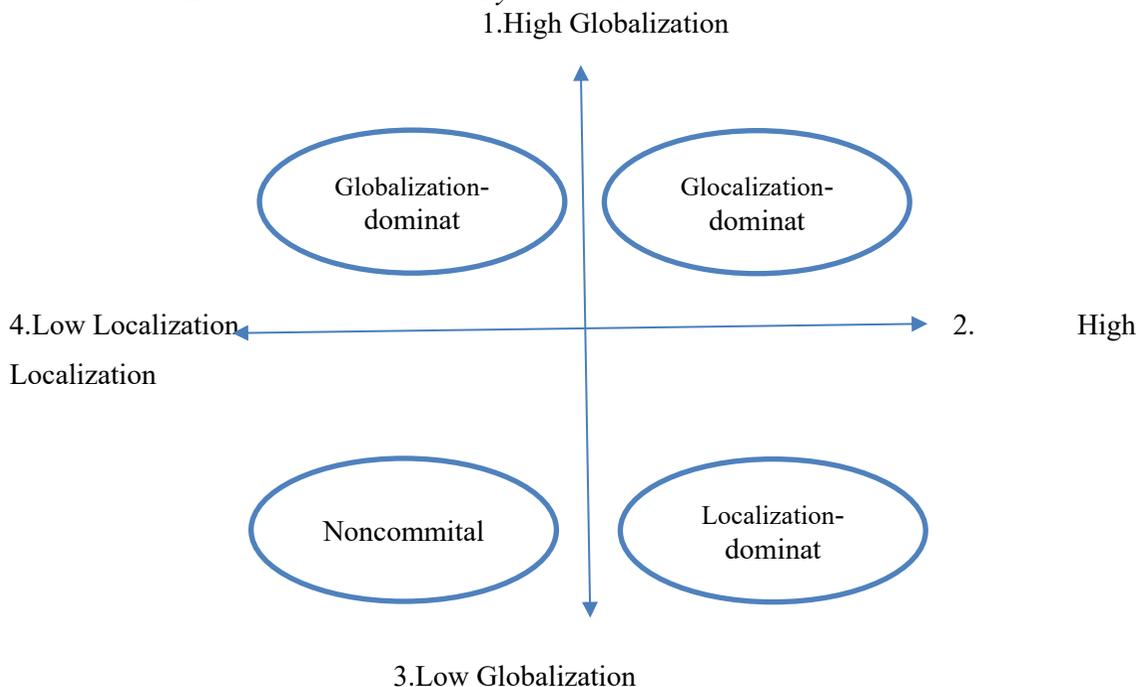
focus of higher education institutions has relied on global demands, setting aside localized perspectives, perpetuating eurocentrism, modernity and mercantilism (Patel,2017).

The previous issue has also affected how language policies are designed and implemented in universities. Most of the time, such policies are created from a top-down approach (Lasagabaster, 2015) often sustaining “systems of inequality” (Tollefson & Pérez-Millans, 2018: 8) by assigning higher status to a language of power, namely English as Lingua Franca (Lasagabaster, 2015, Miranda et al.,2016), while overlooking the existence of local contexts permeated by local cultures and language varieties. Colotta (2019) points out that some factors such as "the rise of the neoliberal state, a knowledge-based economy, the growth of transnational capitalism, the use of English as a lingua franca, and the emergence of new information and communication technologies" (2019:78), reinforce internationalization as a globalizing and unequal phenomenon with particular impact on the linguistic sphere.

The Globalization-Localization Interaction Dynamics Model (GLIDM), suggested by Chen (2023) offers a theoretical perspective where glocalization and localization interact simultaneously, as shown in figure 1.

Figure 1.

*Globalization–Localization Interaction Dynamics Model*



Note: Adapted from Chen (2023).

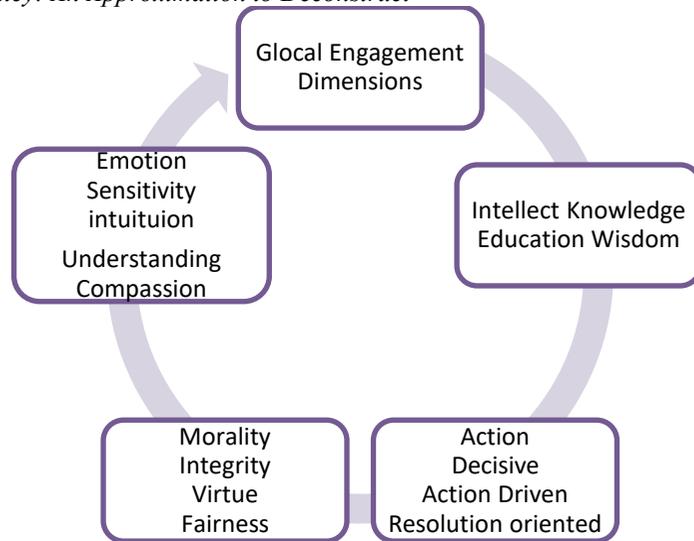
Chen’s (2023) model evidence in the first quadrant *Grobalization-dominant* (High Globalization, Low Localization) that global practices and ideologies are prioritized, ignoring the existence of local cultural and linguistic realities. This situation perpetuates the proliferation of hegemony and neoliberalism, promoting a form of *globalized nothingness or lack of substance* by

oversimplifying complex social and cultural realities into a superficial and artificial imitation. In the second quadrant *Glocalization-dominant* (High Globalization, High Localization), a hybrid approach equilibrates both global and local influences which foster student engagement and learning outcomes. It aligns with Chen's (2022) description of the *middle ground*, where global knowledge is contextualized within local realities, fostering deeper learning experiences and creating something rich in content. In the third quadrant, *non-committal quadrant* (Low Globalization, Low Localization), Chen (2023) emphasizes that it is a rare approach that may occur when teaching is separated from both global and local influences, resulting in a fragmented learning experience. In the fourth quadrant, *Localization-dominant* (Low Globalization, High Localization), the idea of giving more privilege to local traditions and knowledge often limits the exposure to global influences in teaching processes. While this ensures strong cultural preservation and promotes indigenous practices, it also constrains students' ability to connect their learning to global perspectives.

In a similar vein, Patel (2017) suggests that traditional internationalization has given more emphasis on promoting international mobility and positioning higher education as a marketable product per se, rather than on addressing the complexity of multiple social processes or advancing a human-oriented education agenda. To address this deficiency, Patel declares the Glocalization Engagement Framework (GEF) as an equitable, inclusive, and diversity-focused model for international higher education. This scheme fosters a glocalised learning space conducted by reflection and application of local and global case studies. Thus, the GEF framework is particularly relevant because it introduces specific dimensions and principles (see Figures 2 and Table 1) that not only facilitate the deconstruction of internationalization but also guide the development of a glocal language policy from a bottom-up approach.

According to Patel (2017), Glocal Engagement Dimensions (GED) consist of four interconnected dimensions that guide how individuals and higher education institutions navigate global-local challenges inclusively, effectively, and ethically. The first dimension, *Intellect*, declares general knowledge alone is insufficient; education and wisdom are needed for citizens to comprehend the glocal issues. The second dimension, *Emotion*, reaffirms the importance of empathy and human connection, emphasizing compassion, intercultural sensitivity, and intuition. The third dimension, *Action*, demands the need for decisiveness, initiative, and a resolution-oriented attitude, enabling individuals to negotiate glocal events with stakeholders, fostering positive changes. Finally, the dimension of *Morality* ensures ethical engagement by higher education institutions and stakeholders to cultivate virtue, integrity, and fairness as well as respect for cultural and linguistic diversity.

Figure 2. Glocal Engagement Dimensions (GED)



Note. Adapted from Patel (2017).

The Principles of Glocal Engagement (PGE) move away from the Western notion of higher education as a commercial enterprise, instead supporting an inclusive and ethical perspective for deconstructing internationalization. As shown in Table 1, Patel (2017) adapted Klyukanov’s (2005) intercultural communication principles to emphasize the importance of creating shared meaning through respectful and negotiated exchanges of cultural knowledge.

Table 1.

Principles of Glocal Engagement (PGE) by Patel (2017)

Number	Principles of Glocal Engagement Based on Intercultural Communication
1	Draw mutually acceptable boundary lines.
2	Reduce uncertainty through negotiation and sharing relevant information.
3	Cultivate new shared meaning.
4	Position or ground oneself in a context.
5	Find common ground among stakeholders.
6	Consider multiple glocal perspectives.
7	Consider ongoing interaction in negotiating shared meaning.
8	Transaction component of global community building related to exchange of cultural wealth and Indigenous knowledge.
9	Cooperative nature and integration of global community building.
10	Long-term mutually respectful relationship.

Note: Adapted from Patel (2017)

Patel's (2017) GEF framework implies open and respectful dialogue among stakeholders, integrating the four dimensions of glocal engagement and the principles of intercultural communication. A central point of this framework is the need to deconstruct outdated paradigms of internationalization principles and practices to stamp out elements that perpetuate modernization ideals, such as hegemony of English in higher education institutions. This author underscores that local stakeholders hold the power to negotiate and act within their local contexts: "they know best what works in the region and can infuse it with indigenous knowledge, language, history, and culture, thereby creating a harmonious balance of glocal community partnerships" (2017:78). In this regard, providing students with the needed skills for both local and global communicative contexts turn English educators into key actors responsible of material adaptation based on local and global needs.

In Latin America, research on glocalization in English Language teaching (ELT) remains scarce, especially regarding how teachers negotiate their teaching practices in higher education contexts. Internationally, nonetheless, several studies highlight how glocalization reshapes ELT by emphasizing the dynamic interaction between global and local notions. In EFL contexts, the idea of researching glocalization entails a deconstruction of the functional and hegemonic notions.

Empirical work has evidenced how teachers operationalize glocalization. Pawan y Pu (2019) explored how Chinese English Language Teachers (ELTs), who were trained in Western countries, applied newly acquired methods from teacher training programs. The inquiry of their research was to support the integration of new methodologies with local teaching practices, evidencing the challenges and opportunities that arise the glocalization of English teaching practices. The data gathered in this study reveal that teachers' interpretations and glocal decision-making are based on a "Critical Glocalization Teaching Framework," empowering English teachers to incorporate local practices in their classrooms.

Üzüm and Petrón (2018) found that preservice teachers in Texas, USA, enhanced intercultural competence by linking local and global dimensions. These authors examined the development of intercultural competence among 48 pre-service teachers at middle school, who participated in glocal environments with English Language Learners (ELLs). Results confirm that intercultural competence may be fostered when students reflect critically about the impact of global topics, such as injustices and inequalities, within local contexts.

Tsou (2015) explored glocalization through pre-service teachers' practices, emphasizing the integration and reconceptualization of English as Lingua Franca (ELF) during students' practicum at a Turkish state university. Findings highlight aspects related to nativeness/non-nativeness, standard varieties of English, intelligibility, and ownership of English. This author confirm that pre-service teachers constructed their professional identities by integrating global norms into local realities and by identifying themselves as non-native English-speaking teachers. In this way, as Selvi and Rudolph (2018) have informed, ELF might be considered as a glocal approach in ELT contexts, enabling both pre-service and in-service teachers to challenge native-speakerism constructions of language and to confront constructions of "self" and "other." Yazan (2018) adds that those constructions and glocal practices may draw on pedagogical approaches

that raise awareness of the diverse varieties of English and incorporate intercultural communication activities, such as debates on globalization, discussions of local cultural aspects, and comparisons between local and foreign cultures.

In terms of empirical studies about glocalization and teaching practices. Bin-Hady et al. (2024) explored teacher attitudes toward glocalization approach based on GLIDM approach (Chen, 2023) in three different culturally countries: Algeria, France, and Yemen. The purpose of this study was to describe language teaching practices on those countries, focusing on materials selection and the role of English in EFL classrooms. Participants were able to balance local cultural identities while incorporating foreign cultural elements, demonstrating the operationalization of a glocal approach. By using the GLIDM approach, patterns related to teacher agency were identified, showing how instructors actively re-interpret global ELT methodologies to align with students' cultural and linguistic realities.

In Colombia, a lack of empirical studies in charge of illustrating the exchange between global and local forces in higher education contexts is evident. However, some researchers root their global perspective of ELT in the framework of language policies, questioning the design and implementation of language policies and its initiatives. The National Bilingualism Plan (PNB) has been critically examined by Guerrero (2008), who discusses how the national government gave English precedence over other majority and minority languages. While Correa and Usma (2013) argue that Colombian language policies promote a bureaucratic, traditional, and hegemonic model. Similarly, Miranda et al. (2016) add that linguistic diversity has become a problematic issue of such homogeneous and prescriptive language policies.

In higher education, language policies have also been framed from a global language teaching perspective. According to the National Ministry of Education (MEN, 2015), the last initiative known as Colombia Bilingue (CB) (2015-2025) indicates that universities must comply with global language teaching standards rather than offering a higher status to other majority and minority languages in the country. In this manner, English becomes useful for graduates seeking access to global opportunities mediated by hegemonic and neoliberal discourses.

According to Guerrero-Nieto and Quintero-Polo (2023), neoliberalism has influenced Colombian higher education in two main areas. First, it has imposed corporate discourses over pedagogical and curriculum areas; education and higher institutions are conditioned to achieve both international and national indicators and to demonstrate efficiency and efficacy in their academic processes. Second, it has undermined teachers' working conditions, which have been affected by lack of benefits and hiring possibilities under decent contracting conditions. Thus, language educators are reduced to "deliverer of content" (2023:200). Language institutes embedded within universities are also regulated by neoliberal frameworks, "regulated by the laws of supply and demand of an intangible but still salable product such as foreign language proficiency" (Torres-Martínez, 2009:14). In that sense, English functions as a neoliberal indicator to incorporate universities in global marketing, hiding efforts to localized ELT.

Furthermore, it is significant to highlight that the Colombian Constitution from 1991 acknowledges the country as a multicultural and multilingual nation, so localize English language teaching and recognize the existence of 65 indigenous languages become in a great opportunity

for closing the gaps of language policy and planning (Torres-Martínez, 2009). Colombian scholars recognize the active role of English teachers as stakeholders of language policies in the country, understanding the existence of other varieties of English and decolonizing English language teaching. For instance, Losada-Rivas (2023), drawing on Kachru's (1985) notion of the Expanding Circle, denotes the need to move beyond the influence of the inner circle varieties (American and British English) and to integrate information and cultural aspects that reinforce Colombian culture and identity.

Decolonial perspectives appeared as a response to localize ELT in Colombia. Many scholars have unveiled and refuted mercantilist and neoliberal approaches to rethink and remodel educational practices to move teacher training away from top-down educational policies (Fandiño, 2021). Granados (2018), and Nuñez-Pardo (2021) advocate for including material development, recovering local pedagogies, and promoting sociocultural diversity through critical pedagogy. Quintero and Olarte (2023) set up that decolonization relates to the process of localization through community-based pedagogies which allow pre-service and in-service teachers generate local knowledge through the design and selection of learning materials in both English and Spanish, incorporating marginalized voices and promoting ecological perspectives on identity. Miranda et al. (2024) highlights the insufficiency on the efforts to implement multilingual and plurilingual policies. Remaining on approaches that reproduce dominant ideologies rooted in Eurocentric perspectives, leaving no space for local knowledge, silencing the real needs of diverse communities.

Nonetheless, by addressing the following research questions through the lens of glocalization, Chen's (2023) GLIDM approach and Patel's (2019) GEF framework, it is possible to strengthen the understanding of English teaching from a glocal perspective as well as generate contextualized recommendations for more inclusive language policies in Colombian higher education:

- How do English teachers at a Colombian university negotiate teaching practices in their classrooms based on GLIDM approach?

- How can insights from glocal teaching practices contribute to deconstruct internationalization and support language policy design in higher education in Colombia?

## **Methods**

A qualitative case study design, framed within an interpretative paradigm, was selected to investigate a complex social phenomenon in a real-life context (Yin, 2018), specifically, a language institute of a Colombian university. The case study approach made it possible to analyze multiple data sources and perspectives in a specific context (Yin, 2028; Merriam & Tisdell, 2016).

## **Instruments**

### *Depth Interviews*

The interview instrument was designed following a theoretical analysis of glocalization and language practices discussed in various academic texts. The script was done in Spanish and organized in 18 questions divided into six dimensions of language practices suggested by Fierro et al. (1999): *personal, institutional, interpersonal, social, didactic, and value-based*. Prior to implementation, the instrument was validated by three experts in language policy and language teaching. Revisions were based on their feedback, and the instrument was subsequently piloted to enhance its validity. Informed consent was then obtained from all participants, and the interviews were video recorded via Google Meet. The uploaded recordings were lastly organized on an ATLAS.ti project for their analysis.

## **Data Analysis**

Once data was collected, it was examined using the thematic analysis method proposed by Braun and Clarke (2012) and some techniques advised by Díaz (2018). The analysis proceeded through the following phases: (1) data familiarization; (2) initial coding; (3) construction of preliminary themes; (4) verification of the preliminary themes, thematic categorization and recategorization, and (5) preparation of the final report. During the fourth phase, final themes were defined and named by identifying the most frequent patterns through code-document tables and co-occurrences analysis in ATLAS.ti. The Thematic categorization was also carried out in relation to Chen's (2023) GLIDM approach, while the recategorization was guided by Patel's (2017) GEF Framework. For the final report, the extracts identified along the analysis were translated into English.

## **Participants and context**

Data was gathered from 37 English teachers at the language institute of a public Colombian university located in the central region of the country. All participants signed a consent form authorizing the use of their data. Most teachers were between 31 and 40 years old and came primarily from the department of Boyacá, and some other departments such as Cundinamarca, Huila, Santander, and Caquetá. The majority held postgraduate degrees (master's and/or doctoral degrees) in education or language teaching-related fields. Regarding work experience, most teachers had more than seven years of experience working at that language institute, followed by those with four to six years of experience, and those with one to three years.

## **Results**

Table 1 indicates how English teachers at the language Institute of a Colombian University negotiated teaching practices in their classrooms, organized into two thematic categories: Global Dimension Practices and Glocal Dimension Practices. These categories were organized following the quadrants presented in the Chen's (2023) GLIDM approach, demonstrating that globalization and localization are interacting simultaneously at different levels.

Table 3

*Thematic categories of Teaching Practices Based on GLIDM*

GLIDM quadrants	Codes	Frequencies	Thematic Category
Q1: Grobalization - dominant	Globalization	90	Q1: Global Dimension Practices
	Native speakers	80	
	Textbooks/ Publishing houses	70	
	Global ideologies	5	
	Hegemony	5	
	Neoliberal	4	
	<b>Total</b>	<b>254</b>	
Q2: Glocalization- dominant	Global communication	115	Q2: Glocal Dimension Practices
	Intercultural communication	90	
	Global/local cultural references	88	
	Indigenous	84	
	Global/local issues	75	
	Engagement with Language Policies	35	
	Diverse varieties of English	35	
	Non-native English	34	
	Global Englishes	34	
	Identity	30	
	“Self” and “other”	18	
	Local realities	11	
	<b>Total</b>	<b>531</b>	

The first category, *Global Dimension Practices*, located in the “Grobalization-dominant” quadrant (Chen, 2023), evidence negotiation between teaching practices from a global dominant perspective of ELT, prioritizing global language norms over local contextualization. The different codes, on the one hand, indicate a higher relevance of standard varieties of English language permeated by the commercial influence of publishing houses. On the other hand, suggest the existence of hegemonic and neoliberal forces within their teaching practices.

The second category, *Glocal Dimension Practices*, located in the “Glocalization- dominant” quadrant (Chen, 2023), highlights an opportunity to integrate both global and local perspectives in their teaching. The main codes identified in this category demonstrate a strong commitment of English teachers to connect their students to global dialogues while fostering intercultural competence and reinforcing the value of local knowledge in language education, while simultaneously integrating it with global notions of the English language.

These categories illustrate how English teachers in a language institute negotiate their teaching practices through the interaction of global and local perspectives. However, to deconstruct

internationalization and suggest clear actions to support language policy design in Colombian higher education context, it is crucial to analyze the teaching practices through Patel’s (2017) GEF framework.

As shown in Table 2, Q1: Global Dimension Practices mostly reproduce hegemonic and transactional perspectives based on exchanging English language as a neoliberal product. Only Q2: Glocal Dimension Practices are aligned with Patel’s (2017) framework. This dimension demonstrates the potential to reframe internationalization and to advance more context-sensitive approaches to language policy and planning in Colombian higher education.

In table 3, after the recategorization process, a final category was identified as “Glocalized Language Policy: Rethinking internationalization.” This category integrates insights from the preliminary thematic category Q2: Glocal Dimension Practices which reveal how *Intellect, Morality, Emotion, and Action* dimensions of Patel’s Framework interact with Principles of (PEG) to reshape language policy discourse.

Table 3

*Final Categorization of Glocal Teaching Practices Aligned with Patel’s (2017) Framework*

Thematic Categories	Codes	Glocal Engaged Framework to deconstruct internationalization		Themes	Final Category
		GED Dimensions	PGE Principles		
Q2: Glocal Dimension Practices	Global communication, Non-native English, Global Englishes, Diverse varieties of English, Diverse varieties of English	Intellect	Cooperative nature and integration of global community building.	Integration of culture and linguistic diversity in global and local contexts.	Glocalized language policy: Rethinking internationalization
	Global/local cultural references	Morality	Long term mutually respectful relationship		

	“Self” and “other”	Emotion	Long term mutually respectful relationship .		
	Engagem ent with Language Policies	Action	Reduce uncertainty through negotiation and sharing of relevant information .		
	Global/local issues, Local realities	Action	Position or ground oneself in a context		
	Indigenou s, Identity, Local culture	Morality	Transaction component of global community building related to exchange of cultural wealth and indigenous knowledge.	Foundation for decolonial, ethical, and context-policies.	

Q2: Glocal Dimension Practices contained the highest number of codes articulated with the Patel’s (2017) GEF framework, showing how teacher negotiate global and local elements simultaneously. Codes such as *Global communication*, *non-native English*, and *global Englishes* are linked to the *Intellect* dimension and the principle of *cooperative nature and integration of global community building*. Thus, glocal teaching practices demonstrate that teachers’ efforts to legitimize diverse English varieties while ensuring students connection to international discourses.

Other codes, including *global/local cultural* references are articulated with *Morality* dimension and the principle of *long-term mutually respectful relationships*. In this sense, glocal teaching practices are grounded in the integration of cultural content from both Colombian and global contexts, fostering respect among stakeholders. Similarly, the code *self and other* aligns with the *Emotion* dimension and the previous principle, promoting empathy toward others and reinforcing

intercultural sensitivity. Codes such as *global/local issues* and *local realities* relate to *Action dimension* and *the principle of positioning or grounding oneself in a context*.

Finally, *indigenous* and *identity* codes are associated with *Morality* dimension and with the principle of *transaction component of global community building related to exchange of cultural wealth and indigenous knowledge*. These findings indicate that English teachers acknowledge and validate local epistemologies and cultural diversity, positioning them as central resources in language education and policymaking processes..

## **Discussion**

Glocalized Language Policy: Rethinking internationalization, the main category of this study, highlights the idea that through the analysis of teaching practices through the GLIDM approach and the GEF framework, it is possible, on the one hand, to deconstruct internationalization and, on the other hand, to propose a contextualized and more inclusive language policy into a Colombian university. In this context, glocal teaching practices emerge as tangible evidence of English teachers' empowerment and critical awareness in negotiating global and local forces in their classrooms, positioning them as central resources in language education and policymaking.

In the Global Dimension Practices framed into the Globalization- dominant quadrant, English teachers' experiences reveal the strong influence from neoliberal and hegemony forces in internationalization and ELT. Global success is often related to international standards rather than sensitivity to local communicative needs. Thus, participants highlighted that English is a key tool for being part of the globalized world.

At the beginning of my studies, I heard that there are more opportunities to travel abroad if you know English (...) That's why I liked studying languages because it was my chance to learn, do something different related to the English language, and travel to other places and be part of that globalized world. (Participant 10, authors' translation)

While teachers valued English for opening global opportunities, they also recognize that internationalization is an exclusionary process for privileged people who can participate in global mobility.

Today, university internationalization does not support enough which types of students can and cannot travel abroad. This creates an internal conflict, as not all of our students can travel to English-speaking countries, and they lose motivation to learn the target language because they cannot afford it. (Participant 7, authors' translation)

This tension aligns with the studies done by Altbah and Knight, (2007) and Sola (2019) that argue that internationalization is an unequal and exclusionary process within globalization, to which not all actors have access (Altbah and Knight, 2007; Sola, 2019), reproducing inequities in higher education contexts. English has become a language for success in internationalization processes

within higher education institutions. Its connection with research, mobility, and university extension has granted a higher status of English compared to other languages. This privileged position has shaped the way language education programs prepare professionals for academic and institutional demands.

The connection between teacher education and internationalization reveals a dominant orientation towards global competitiveness and economic growth (Mikulec, 2014), which prioritizes central native norms in English teaching (Patel, 2017). In line with this orientation, participants reported that their teaching training gave relevance on standard and hegemonic varieties of English, American and British, over other varieties, reinforcing the unequal hierarchy of English worldwide.

In my undergraduate degree, there was an emphasis on American English and British English. Moreover, as language teachers, we are often required to certify our language level through an international exam. (Participant 3, authors' translation).

When I studied didactics and English teaching, we focused primarily on what is understood as Standard English, American English, and British English. Although we talked about these two variants, we didn't go into much depth about local variations, accents, vocabulary, or semantic groups (Participant 6, authors' translation).

This emphasis on American and British varieties reflects what Kachru (1985) conceptualized as the Inner Circle, which privileges the center and the speakers born in English-speaking countries. The implications of the inner Circle in Colombian teacher education programs are controversial. On the one hand, it requires that students and future language professional demonstrate a strong command of standardized English, often through participation in international mobility programs to acquire "correct" intonation that could open the access to actual communication in English (Roach, 2009), thereby promoting native-speakerism. On the other hand, this emphasis risks reinforcing the idea that only certain accents or varieties are legitimate in professional settings.

Nonetheless, it is important to note that in educational contexts, teaching the standard variety of English may be acceptable. McKay (2016) suggests that individuals who achieve a high level of proficiency, such as professionals in English teaching, must be familiar with several varieties of World Englishes. This implies understanding how standard variety, as well as other varieties from the Outer and Expanded circle function. In other words, language professionals should be able to shift among English varieties depending on the context and communicative situation. Moreover, they should glocalize their teaching practices to integrate both global and local forces.

In this sense, universities should implement a sociolinguistic survey that systematically captures language use, distribution, and attitudes among teachers, students, and administrators (Kaplan & Baldauf, 1997). Such surveys become an action step that shapes global and local dimension practices, transforming what teachers do through different political spaces of participation. This survey should include questions on which English varieties could be promoted in academic contexts. If a local English variety were to receive greater acceptance, the recommendations of

the survey should encourage the research community to undertake projects aimed at determining a local variety based on the linguistic communities within Colombian context.

It is impossible to deny the existence of neoliberal and hegemonic approaches that shape teaching practices in higher education context; however, the integration of those global practices with local ones is noticeable. In the Glocal Dimension Practices, located in the Glocalization-dominant quadrant, teaching practices evidence English teaching agency by integrating local realities into global discourse and engaging in institutional language policymaking. One participant described their involvement in an academic reform committee:

We're on the University's Academic Reform and Foreign Language Policy Committee. I think that it helps a lot because the reform seeks to ensure that students will be respectful, attentive, and decent professionals. In a few years, the professionals will respect other points of view. So, in the long term, the policy will have more significant consequences for the global and local context. (Participant 2, authors' translation,)

Participants emphasized that language policies could strengthen the deconstruction of internationalization in the university. To achieve this, they highlight that policymakers and stakeholders must engage in collaborative negotiation to ensure languages taught at the university reflect the realities and needs of the diverse communities at the institution.

We know that we must support the internationalization of the university and that English is a strong strategy for achieving it. Although we've tried to offer other languages at the institute, such as French, German, and an indigenous language, (...) the national exams only assess English. Therefore, it's very important to review which languages have to be included or not in the policy. (Participant 15, authors' translation,)

In this regard, Patel's (2017) GEF framework enables us to move beyond transactional or hegemonic views of internationalization and ELT. This framework encourages critical inquiry into the dominance of English as a language of power and demystifies the ideal native speaker construct. It positions internationalization as an opportunity to cultivate intercultural competence, perspective consciousness, and inclusive pedagogies reflecting on global and local needs

In the following extracts, participants suggest the contextualization of English teaching, without rejecting global and local perspectives, and raising the possibility of recognizing a local variety of English.

It's not the fact that you teach English, but rather the way you teach it in a way that's balanced with your own language and your own context. It's not simply saying that if you teach English, it's because you discredit Spanish, or that if you teach English, it's because you consider other languages inferior. It's simply a way of globalizing communication based on universal principles, based on practical

needs, but always being very constant in reiterating that there are other languages culturally intertwined. (Participant 25, authors' translation)

In this sense, the glocal teaching practices identified in this study are articulated in such way that English teachers acknowledge the cooperative nature and integration of global community building through Intellect and Actions dimensions suggested by Patel (2017). This indicates that teachers possess the knowledge to respond to glocal events, adapting local realities and avoiding replicating global hegemonies in their English classrooms.

The promotion of global and local cultural references, as well as the inclusion of local realities, demonstrates that glocal teaching practices are articulated with the Morality and Action dimensions (Patel, 2017). These practices highlight teachers' respect for cultural and linguistic diversity from a collaborative approach. In line with this orientation, participants reported the need to enhance local relevance while maintaining a balance between global and local content.

The university is doing a curricular restructuring (...) we thought it was pertinent to add the critical thinking component and adapt the material. We have established the need to work on topics related to human rights, social issues, and topics such as femininity and education. The idea is for students to learn about global issues, but also topics that are relevant in our country, and thus generate solutions, contribute to our society, and truly be agents of change, allowing for a society that is obviously a little more tolerant, supportive, and empathetic. (Participant 4, authors' translation)

These findings demonstrate that glocal teaching practices constitute tangible evidence of teacher empowerment and agency by using English not merely as a global language of communication, but also as a tool for fostering students' identities and cultural awareness. These practices encourage a rethinking of internationalization that resists hegemonic discourses and approaches. As Patel (2017) affirms, "thinking and acting glocally will inspire us to distance ourselves from the politics of division and the discourse of difference" (2017: 79), positioning teachers and students as participants in processes that emphasize shared humanity and interconnectedness.

A closer analysis of the extracts suggest that English teachers have already initiated what Kaplan and Baldauf (1997) term a "Community Policy". They reconceptualize English as a bridge between "self" and "other, and their glocal practices are inseparable from a process of empathy, compassion, and intercultural sensitivity.

Augé (1998), in *A Sense for the Other*, reminds us that otherness is multiple. It involves the "absolute otherness" of foreigner, imagined as external and threatening, as well as internal forms of social otherness, embedded in gender, class and other social distinctions. The "other" is in fact an indirect way of conceiving the "same," since identities are mediated by different levels of solidarity or opposition. Integrating both external and internal forms of otherness ensures that local and global competencies can coexist, which is crucial in a multilingual country such as Colombia.

Colombia's multilingual sociolinguistic landscape composed of Spanish as the official language, coexisting with more than 60 indigenous languages, Creole, and Room Varieties (Trillos, 2020), underscores the need to view English not as an imposed, hegemonic language but rather as a means of integrating both local and global dimensions.

This perspective highlights the relevance of incorporating indigenous communities in the deconstruction of internationalization in a Colombian university. As Patel (2017) explains in the GEF framework to deconstruct internationalization requires the respectful exchange of indigenous knowledge, histories, cultures, and perspectives among global and local communities. Indeed, the following extract illustrates how English teachers' practices embody this principle:

In my classes, students complete intercultural projects. They research which indigenous languages are spoken in the region and prepare presentations about their culture, identity, customs, and beliefs, giving examples of words or phrases that represent that community. They use English to share new knowledge, but at the same time, they recognize the existence of others. (Participant 29, Own translation)

This reflection upon intercultural projects evidences how glocal practices align, specifically, with Patel's (2017) Morality dimension and the Transaction Component of Global Community Building related to the Exchange of Cultural Wealth and Indigenous Knowledge Principle. By using English to showcase indigenous cultures, teachers position linguistic diversity not as a problem but as a resource for intercultural learning (Ruiz, 1985). In this way, students use English as a mean to recognize local heritage and to affirm multiple identities in Colombian society.

Designing a glocalized language policy therefore requires university stakeholders such as English teachers to prioritize curriculum and material policy by integrating different varieties of English and indigenous content into official curricula, fostering the creation of intercultural projects or materials. As Kaplan and Baldauf (1997) explain, stakeholders select the languages incorporated into curricula. From this perspective, a glocalized language policy must integrate teachers' voices and teaching practices to support a more ethical, inclusive, and context-sensitive vision of English Teaching in Colombia.

## **Conclusions**

As a reflection of this study, it becomes evident that language policy design in Colombian higher education can benefit from a glocalized perspective and an internationalization framework. Such an approach requires the systematic integration of teachers' voices and teaching practices in order to support a more ethical, inclusive, and context-sensitive vision of English teaching in Colombia.

The use of Chen's (2023) Globalization–Localization Interaction Dynamics Model (GLIDM) and Patel's (2017) Glocal Engagement Framework (GEF) made it possible to examine how global and local dimensions interact within English teaching practices. Rather than rejecting global influences, these frameworks allow English to be reconceptualized as a tool for intercultural engagement, empathy, and community building.

Finally, the findings highlight that everyday teaching practices provide concrete evidence for the design of glocalized language policies that integrate curriculum development, materials adaptation, and community engagement. In this sense, this study offers a valuable point of reference for Latin American contexts, particularly in Colombia, where research of this nature remains limited.

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