The Discourse of Standard English: An Exercise of Disciplinary Power in International Scholarships?

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Master's Program in Applied Linguistics to the Teaching of English as a Foreign Language

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Abstract

This study seeks to add understanding on how the discourse of Standard English exercises disciplinary power in international scholarships concessions, particularly those by the alliance AIESEC-ICETEX. This aim arises from problematizing the disciplinary nature of these scholarships; for example, applicants to these scholarships have to hold certified English proficiency through so-called valid tests. My interest in the link between English language-related practices and disciplinary power lead me to consider the requisite of English as the research concern of this study. This is because said requisite seems to be product of a representation of Standard English varieties as functional for hidden agendas; this representation being regarded as the discourse of Standard English. Based on Fairclough's (2001b) CDA model, I describe, interpret, and explain the implications of the interpersonal relations among social actors embedded in five scholarship calls for applicants of the alliance AIESEC-ICETEX between 2011 and 2014. The analysis involves relations with social and critical theory (e.g. Foucault, 1977, 1988a, 1988b, 2002; Bourdieu, 1986, 1995 cited in Rincón-Villamil, 2010; Saldarriaga, 2003; Chartier, 2004; Álvarez-Gallego, 1995; among others). I also establish relations with other texts such as the booklet *Basic Standards of Competence* (Ministry of Education, 2006) and a news article from the newsletter *Altablero* (Ministry of Education, 2005). Findings reveal that the discourse of Standard English entangles with the discourses of globalization, quality in education, and competitiveness and qualifications, to serve the path to the construction of subjects who apply for these scholarship programs. In this sense, school and the English language curriculum are set as a breeding ground whose disciplinary techniques (e.g. test training) objectivize human beings to satisfy multinational corporations hiring processes.

Key words: international scholarships, discourse, power, English language education, school, field, standardized tests.

Table of contents

Acknowledgments....6
Abstract....7
Chapter I....10
Introduction....10
Tracing back my research interest....10
Problem statement....14
Introduction....14
Scholarships at a macro level: Problematizing scholarships in the Colombian school system....15
Scholarships at a mezzo level: Problematizing ICETEX grants....18
Scholarships at a micro level: Problematizing AIESEC-ICETEX grants....22
Research question....27
Research objectives....27
General objective....27
Specific objectives....27
Rationale....27
Chapter II: Theoretical Framework....31
Introduction....31
Ontological and epistemological bases of this study....31
Theoretical discussion....32
School: a disciplinary field....35
English language curriculum: a disciplinary micro-field....46
Conclusions of the chapter....51
Chapter III: Research Design....53
Introduction....53
My positioning as a researcher....53
A critical view on the phenomenon....54
Type of study....56
Data to analyze....58
Unit of analysis....60
Data analysis procedures....60
Ethical issues....62
Chapter IV: Data Analysis....63
Introduction....63
Model of analysis....64
Strategies for ensuring trustworthiness....67

Findings 69
The requisite of certified English: interpersonal relations without persons 70
The entangled discourse of Standard English 83
The discourse of Standard English and disciplinary power in AIESEC-ICETEX scholarships: language does things 94
CHAPTER V: Conclusions, Implications, and Further Research 103
Conclusions 103
Implications 109
Further research 112
References 113
Appendixes 124

Table of tables

Table 1 Relation between models, discipline methods, and mobiles in the Colombian school. 17
Table 2 Comparative chart between a KET reading-writing and 9th and 11th grade Saber English tests. 24
Table 3 Means of correct training at the current school. 41
Table 4 Data analysis procedures. 61
Table 5 Correspondence between years and names of the calls for applicants. 75
Table 6 Themes of the applicant's profile from the call for applications number 1207511 76
Table 7 Clauses that constitute the clause complex of analysis. 80
Table 8 Taxonomy of groups constituting the clause complex under analysis. 80
Table 9 Tenor in the clause complex under analysis. 82
Table 10 Other authors of the discourse of Standard English 96

Table of figures

Figure 1 Relation among discourse, text and clause complex in this study 65
Figure 2 Ends of ICETEX 73
Figure 3 Screenshot of AIESEC Facebook post. 74
Figure 4 Discursive entanglement producing the corpus. 94
Figure 5 AIESEC premium sponsors benefits. 98
Figure 6 Disciplinary discursive entanglement at school. 100

Chapter I

Introduction

This chapter will tackle the introduction, problem statement, research question and objectives, and the justification of this critical discourse study. In the introduction, I will present the emergence of my research interest from three sources: personal, academic, and professional experiences. After that, I will briefly describe the chapters of this thesis. In the problem statement, I will problematize the requisite of certified English in five calls for applicants from scholarship programs offered by the alliance between *Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior* (henceforth ICETEX) and *Association Internationale des Étudiants en Sciences Économiques et Commerciales* (henceforth AIESEC). This task will give rise to the research question and objectives of the study. Finally, in the rationale, I will put forward the reasons that underpin the development of this study along with its impact on English language education.

Tracing back my research interest

This study analyzes how the *discourse of Standard English* exercises *disciplinary power* in five calls for applicants from AIESEC-ICETEX scholarships between 2011 and 2014. As discussed afterward, these scholarships demanded English proficiency demonstrable through so-called valid tests. This requisite will be problematized since it seems to hide social, political, and economic agendas. Nevertheless, prior to addressing the problem of this research and the contents of this document, this section will synthesize my personal, academic, and professional experiences with the social practice under examination here, i.e. scholarships concessions. This experiential component will explain the turn towards analyzing the requisite of certified English in AIESEC-ICETEX scholarships.

My interest in questioning school disciplinary practices dates back to my childhood and adolescence. I went to a public school for studying both my primary and secondary

education. Along my permanence there, this institution used to award me several grants such as honor rolls and *izadas de bandera*[1] due to high academic and behavioral performance. At that time, I could notice how publicly honoring a student was intended to provoke reactions in those who were not in the honorific places: desire of honor (Restrepo-Mejía, n.d. cited in Saldarriaga, 2003). I remember a time when my English teacher openly said that she had exempted me from taking the final exam because I had obtained the best score of the school in *Prueba Saber* for ninth grade. Afterward, she told my classmates to be better students for reaching that privilege.

Apparently, there were many positive things about being disciplined. Indeed, most educational stakeholders and parents used to see me as an ideal student, as a role model. Still, a lot of my classmates did not do so. Cruel detachment was the answer I received from them when I wanted to be part of their groups. I suppose that dealing with social and academic pressure made them try to emulate me. This attitude towards me elicited a change of behavior, I became a hostile adolescent, which brought emotional aftermaths that are not central in this paper.

High school finished and I wanted to study a bachelor in English language teaching. Apart from my family's expectations on me, the main motivation for making this professional choice was to encourage other kids with similar troubles in being resilient. I had weighed the benefits and flaws of being disciplined so I knew that at university I would continue being the *best* student but also that I would inform myself about the functioning of grants. During my undergraduate years, I also experienced *honor-based discipline* (Saldarriaga, 2003). However, there was something different, an added value. I discovered what the term *scholarship* meant when I began to receive financial support called *matrícula de honor*. My

[1] Colombian school awards in which school authorities award students with a small flag or medal as a way to honor academic performance, discipline, and/or some sort of accomplishment.

university used to concede it to me almost every semester insofar as my grade-point average (GPA, henceforth) was one of the highest in my undergraduate. In fact, due to academic performance I was acknowledged as the highest GPA of my major during my graduation ceremony. Therefore, my university granted me a scholarship to do the master's degree where I conducted this critical discourse study.

Throughout my university life, I realized that discipline was not an explicit criterion to fulfill for being awarded grants, which was different from what I had lived in school. Nonetheless, I felt that the financial incentives owned a hidden purpose. Most of my family, friends, and colleagues disagreed with this feeling since they said that I deserved those grants for being an *excellent* student; some of them still say the same. Then how is it that an individual contradicts honor-based discipline despite the fact that he has studied and gone up the social ladder thanks to it? The response to this was found in academia.

Approaching authors like Foucault (1977; 2002), Saldarriaga (2003), van der Horst and Narodowski (1999), Varela and Álvarez-Uría (1991), Díaz (1995), and Álvarez-Gallego (1995), amongst others, led me to infer that academic performance and discipline were two sides of the same coin: expectations of the formal educational system, which I will refer as schooling (process) and school (system, institution, and social space). This is because I understood that schooling goes beyond high school inasmuch as technical, technological, higher and postgraduate education continue keeping groups of people within space and time boundaries; this latter is *par excellence* the reason why school was invented (Varela & Álvarez-Uría, 1991). Additionally, as a result of reading these scholars, two colleagues and I did a small-scale discourse analysis of *matrícula de honor* that resulted in an academic presentation (Serrano, Forero-Mondragón, & Villalba, 2016); it was my first contact with Fairclough's (2001b) model of analysis, the same model I adapted for the research design of this study.

Once I started my graduate studies, the above-mentioned research interest remained, but I desired to link it to the subject matter I teach (i.e. English). This was because I saw value in investigating the role(s) of language in school disciplinary practices, more precisely the ones of English language curriculum[2]. This desire emerged after being immersed in practices like language testing, assessment, learning, and teaching based on preset standards, for example, the anecdote I narrated in regards to the English exam exemption. Likewise, this intention arose from a crucial point of departure: questioning the spread view on language as a code that enables communication. Casting doubt on this perspective opened a new gate that allowed me to deem language as a social practice (i.e. discourse) that sets and is set by other social practices (Fairclough, 2017), for instance, scholarships concessions as discussed in the problem statement.

Aligned with the experiential components depicted before, in this critical discourse study, I will analyze the requisite of certified English in AIESEC-ICETEX scholarships. The reason that drove me to ICETEX was a personal bias in relation to its credits, namely: this state agency embodies the neoliberal practice of transforming public services into private ones (Apple, 2000), dismantling of the right to education. As discussed in the problem statement, examining ICETEX history of scholarships, I noted that certified English proficiency levels were requested by various co-offerors. Yet, a particular offeror called my attention: AIESEC. Two aspects were problematic about the scholarships of this organization. First, they demanded certified English through specific tests. Second, they made this requisite inexorable in the sense that an applicant had to comply with it regardless of the destination country. I deemed these two features as product of a *representation* (Martín-Rojo, 1996) of English language: the discourse of Standard English. In other words,

[2] By curriculum I mean an "amalgam of plans and experiences (unplanned happenings)" (Marsh, 1997, p. 5, original brackets). This idea entails that curriculum is not only a prescriptive set of standards, plans, objectives, methodologies, instructions, and so on, but it is also uncertainty and inside this latter, resistance to objectification processes that will be discussed in the Theoretical framework of this study.

there was a representation of language (i.e. English), users, and events promoted in the requisite of certified English; the discourse of Standard English carries an array of agendas that are not evident in the surface which this study is aimed at shedding light on.

This thesis is divided into five chapters. As stated before, Chapter I is dedicated to the introduction, problem statement, research question, research objectives, and rationale. Chapter II presents the Theoretical framework of this study. In this vein, I will propose a discussion on two theoretical constructs: *School: a disciplinary field* and *English language curriculum: a disciplinary micro-field*. Chapter III addresses the research design of the study. Therefore, aspects such as positioning of the analyst, type of study, units of analysis, analytical procedures, and ethical issues will be tackled. In Chapter IV, I will depict in depth the adaptation of Fairclough's (2001b) model and the strategies for ensuring trustworthiness in this study; I will also describe and illustrate the research findings. In Chapter V, I will present conclusions and implications of the findings as well as three questions for further research.

Problem statement

Introduction

In this section, I will present the problem that gives rise to this critical discourse study. On account of the premise that the concession of AIESEC-ICETEX scholarships is determined by *social orders* (Fairclough, 2001b), i.e. constraints of this social practice, the problematization will be developed in three levels. In the macro level, I will analyze scholarships in the light of disciplinary power of Colombian schooling. In the mezzo level, I will examine traces of discipline in ICETEX-mediated grants. In the micro level, I will question the requisite of certified English in AIESEC-ICETEX scholarships as a disciplinary component. These three levels of problematization will let me state the research concern as follows: the requisite of certified English proficiency demanded in AIESEC-ICETEX

scholarships seems to be the result of profiling candidates by means of school discipline, benefiting hidden social, political, and economic agendas. This statement will be supported by work from scholars such as Varela and Álvarez-Uría (1991), Chartier (2004), Álvarez-Gallego, (1995), Restrepo-Mejia (n.d. cited in Saldarriaga, 2003), Shohamy (2016), Foucault (2002), Saldarriaga (2003), and Giddens (2013). Finally, the conclusions of this section will originate the research question and research objectives of the study.

For the sake of clarity, I will conceptualize three terms that will be used along the problematization. These terms are scholarships, schooling, and disciplinary power. Cambridge Dictionary defines scholarships as "amount[s] of money given to a person by an organization to pay for their education" (Cambridge University Press, 2020, para. 1, my edition). To my mind, state financial support is also a class of scholarship insofar as students are granted depending on academic performance, as discussed below. On the other hand, the term schooling refers to formal education stages that do not limit to preschool, primary and secondary school but it also comprises higher education, as mentioned in the introduction to this study. Lastly, by disciplinary power I refer to leading others' conducts (Foucault, 1986) by controlling the operations of their bodies to construct them as utile and docile subjects (Foucault, 2002).

Scholarships at a macro level: Problematizing scholarships in the Colombian school system

In this subsection, I will problematize scholarships concessions as exercise of disciplinary power in Colombian schooling. This level will begin with a brief contextualization of school emergence and the role disciplinary power plays to reach the social ends attributed to school. After that, I will posit arguments to evidence that scholarships are disciplinary power techniques. For this, examples of scholarships will be brought up. Finally, I will build bridges with the mezzo level of problematization.

School emerged as an *event* (Álvarez-Gallego, 1995), i.e. it was not an invention from a particular social group but a result of power and knowledge practices that involved different social actors. This institution was assigned a panoptical architecture (Foucault, 2002) with desks to distribute bodies within closed spaces, timetables for distributing school activities, syllabi, and a group of specialists doing the school work (e.g. principals, supervisors, teachers) (Varela & Álvarez-Uría, 1991; Álvarez-Gallego, 1995). These features responded to the need to have working class children learn knowledges, virtues, and work habits of the new capitalist society (Saldarriaga, 2003). Other social ends were attributed to it, for instance, educating Christians and civilized subjects; these ends did not overlap with one another but converged (Chartier, 2004) through tensional relations of social actors such as neighbors, the Government, the Catholic Church, political parties, and parents, among others (Álvarez-Gallego, 1995). Yet, it was not possible –not even today- for school to achieve its ends without the exercise of an array of methods to control students' actions: discipline. From punishment to corrective measures and honor-based discipline (Saldarriaga, 2003), normalizing students has allowed school to construct amenable subjects, i.e. malleable to the interests of orthodox social actors, as signaled in the theoretical framework.

Discipline is exercised as a sort of power, a circulating capacity to lead the conducts of people (Foucault, 2002). In Colombia, disciplinary power has been exercised differently in accord with the pedagogical models that have permeated school. Restrepo-Mejía (n.d. cited in Saldarriaga, 2003) pinpoints three models: the Lancasterian, the *Enseñanza simultánea,* and the active school[3]. Each model has adopted a discipline method based on human action mobiles. Table 1 shows the relation between models, discipline methods, and mobiles.

[3] The model of Lancaster or e*nseñanza mutual* consists of teaching children morality, writing, and calculus (Restrepo-Mejía, n.d. cited in Saldarriaga, 2003). In this model, the teacher plays the role of supervisor by selecting some students as *monitors* who will lead the other students through the tasks. The teacher is in charge of punishing undesired behaviors. On the other hand, the model of *Enseñanza simultánea* permits to lead the students to autonomously interiorize their duties, or govern themselves. In this model, the physical punishment is abolished; instead, awarding students becomes the disciplinary method (Saldarriaga, 2003). Finally, the active

Table 1 Relation between models, discipline methods, and mobiles in the Colombian school.

Pedagogical models	**Discipline methods**	**Human action mobiles**
The model of Lancaster	Punishment	Fear
The model of *Enseñanza simultánea*	Award	Emulation
The active school	Natural consequences of acts	Interest to learn

Source: Restrepo-Mejía (n.d., cited in Saldarriaga, 2003).

The existence of these three models does not imply that neither Colombian pedagogy has only had three major historical moments nor the elements of these models do not survive in contemporary school; all in all "school has to respond to new social demands but without letting aside its old missions" (Chartier, 2004, p. 32, my translation). However, to develop my thematic thread, I will center my analysis on the discipline methods and human action mobile of *Enseñanza simultánea.*

Awarding students for their performance became a strategy for school to achieve self-government, i.e. that pupils internalized their duties without being punished (Saldarriaga, 2003). Advocates of this pedagogical model believe that children upgrade their virtues by emulating “heroic examples [that] awake the good” (Restrepo-Mejía, n.d. cited in Saldarriaga, 2003). In this framework, school awards have taken different shapes such as honor rolls, *izadas de bandera*, exams exemptions, and scholarships. Placing scholarships in the spectrum of disciplinary techniques is important in order to make sense of why AIESEC-ICETEX grants will be analyzed in this study. The following are examples of scholarships conceded by official programs and universities.

school model questions the lack of biological and psychological underpinnings of the former models. In this model, disciplining students requires observing the biological and psychological development of children, classifying the normal and the pathological. In doing so, children are trained to freely submit to the law, reasoning, and truth (Ferrière, 1937, cited in Saldarriaga, 2003).

At national level, there exist state-led programs such as *Generación E* (former *Ser pilo paga*) and *Más familias en acción.* The former consists of scholarships that the Colombian State awards to *Prueba Saber 11*[4] best-scored, low class, indigenous, and/or conflict-victim students in order for them to enroll any major in any highly accredited university (Government of Colombia, 2018). The latter is a financial support program for families with under-aged children by means of which the Colombian State helps them in terms of health care and education (Government of Colombia, 2018).

Similarly, public universities such as Universidad Distrital Francisco José de Caldas (UDFJC) and Universidad Industrial de Santander (UIS) award the best grade- point average students with tuition fee payment exemptions (both in UDFJC and UIS) or with a current minimum wage concession (in UDFJC) (Universidad Distrital Francisco José de Caldas, 1993; Universidad Industrial de Santander, 1982). Even though these universities also offer these incentives based on alternative criteria (e.g. participation in sports events on behalf of the institutions), they converge with state-led economic support in the sense that academic performance is their primary criterion.

Academic performance (grades) expressed in scores/grades constitutes a common criterion for conceding scholarships. Therefore, scholarships are used for honoring students who demonstrate meeting the social ends of schooling. An interrogative arises in relation to my research interest: What other disciplinary components determine the concession of scholarships?

Scholarships at a mezzo level: Problematizing ICETEX grants

Problematizing scholarships at a macro level allowed me to understand the disciplinary power they embody. Also, it helped me identify a social order that constraints their concession: students' academic performance. In this subsection, I will trace disciplinary

[4] It is a statewide examination that is applied to eleven graders from both private and public schools.

components in State-mediated international scholarships, specifically, those mediated by ICETEX. This task will be determining for selecting AIESEC-ICETEX scholarships to conduct this critical discourse study.

As part of the Colombian educational system, ICETEX is a state agency whose aim is to promote higher education "prioritizing low-income population and that one with academic merit in all strata through financing mechanisms that enable access and permanence in higher education, channeling and management of resources, scholarships and other national and international supports, with own or third-party resources" (Congress of Colombia, 2005, p. 2, my translation). This mission let us preliminarily perceive discipline in two components of ICETEX. On the one hand, ICETEX provides financial services to low income population for continuing their schooling process; this appreciation derives from the discussion proposed in the macro level. On the other hand, this State agency targets candidates that show academic merit, which means high academic performance (grades) throughout the previous school stages.

Funding higher education with own resources is not the only goal of ICETEX, though. In fact, the function of channeling international grants is central for this study. What sorts of scholarships does ICETEX channel? More importantly, how does English interact with traces of discipline these grants encompass? Searching for answers, I conducted a three-part search regarding the history of international scholarships from November 2018 backwards. In the first part of the tracking, I sought for scholarships offered in November 2018. As discussed below, the repetitive demand of certified English through so-called valid tests determined the second part of the search. In this latter, I looked for scholarship programs taking place in one non-English speaking country that stressed the same selection criterion. Since this requisite was recurrent again, in the third part of the tracking, I searched for

scholarships offered under the label *different countries*. The following are the results of this search.

In the first part of the tracking, I observed that only during that month, ICETEX boosted 21 international scholarships to enroll professional courses and postgraduate programs in areas like engineering, education administration, social studies, public service, medicine, and technical/technological studies, among others (ICETEX, 2018). These scholarship programs would take place in countries such as India, Canada, Singapore, the UK, Japan, Spain and Chile, the government of India being the biggest offeror (11 scholarship programs). Significantly, 16 out of these 21 programs required that applicants demonstrated certain English proficiency in accord with the Common European Framework (CEFR henceforth) levels through so-called valid tests. Applicants could also show they were proficient as a result of sitting “another test by officially endorsed institutions, which percentually or numerically describes speaking, listening comprehension and writing skills” (ICETEX, 2018, para. 20). Among the valid tests to meet the requirement were the International English Language Testing System (IELTS henceforth), the Test of English as a Foreign Language (TOEFL henceforth), and the Michigan English Test (MET henceforth). Why were these tests regarded as valid?

The reason why not all tests were accepted appears to be that so-called valid tests and officially endorsed institutions constitute the access point of the system of English language testing. By access point I refer to “systems of technical accomplishment or professional expertise that organise large areas of the material and social environments in which we live today" (Giddens, 2013, p. 27). In this sense, people establish a relation of trust with the system of English language testing through the access point. Concretely, the access point is made up of a set of organizations promoting Standard English varieties. These latter are language varieties that “differ in terms of their pronunciation, there are few differences in

grammar between them" (Cambridge University Press, para. 1). Standard varieties use is extendedly fostered in social spaces such as the media, government, and education, among others. Therefore, access point organizations (e.g. The British Council, IDP: IELTS Australia, Cambridge Assessment English, Educational Testing Service, University of Michigan) seem to be guarantee for certifying a person can use English in various arenas, i.e. work, study, and social (IELTS, 2018; University of Michigan, n.d.; Educational Testing Service, 2018).

By the same token, valid tests have been synonymous of trust for Latin American institutions/organizations offering scholarships through ICETEX. In the second part of the tracking, I also identified that two institutional alliances generated twelve scholarships programs for Colombians in diverse areas in Peru (see Appendix 1). All these programs asked for the requisite in question. For example, the call for applicants 2239216 stated that "[the candidate] must have good management of English, with written test minimum score TOEFL (IBT): 65 points, (CBT): 183 points, (PBT): 513 points, IELTS: 5.5, English Test (MET): B2 (52 to 63 points)" (ICETEX, 2018, my translation, my edition, para. 20). To my mind, it was paradoxical that despite the fact that Peru is not an English-speaking country, the requisite of certified English proficiency was demanded in the aforementioned scholarship programs. This finding led me to track other programs with similar destination countries (i.e. non-English speaking ones).

In the next search, I looked for scholarship programs under the label *different countries* that required certified English through valid tests as well. In total, 36 scholarships have been offered until the foregoing label[5]; 14 of these demanded proficiency in English. West Indies University offered four grant programs for which it requested certified English

[5] This information can be found in ICETEX webpage: https://portal.icetex.gov.co/Portal/Home/HomeEstudiante/becas/becas-para-estudios-en-el-exterior/historial-de-becas-ofrecidas/

through the same language tests of the access point. *Vela tours* has offered two programs asking for English proficiency but this organization has their own online test. *Colegios del Mundo* has conceded three scholarship programs but they explicitly manifested that no English certifications were necessary to apply. The last offeror of the list did the opposite: AIESEC presented five programs that required certified English by means of valid tests.

As discussed before, the use of Standard English varieties is spread in diverse social arenas of English-speaking countries. For this reason, for me it was not problematic that West Indies University solicited such certifications. On the contrary, the offeror AIESEC is not only present in these countries (AIESEC, 2018). However, the most troublesome aspect of AIESEC scholarship programs was a statement that complemented the requisite of certified English through valid tests: "The requisite of English is necessary even though the practice take place in a Spanish-speaking country or another" (ICETEX & AIESEC, 2011; 2012; 2013a; 2013b; 2014, para. 20). Uncovering what was behind this inexorable requisite constitutes the motive to conduct the micro level in regard to AIESEC-ICETEX scholarships.

Scholarships at a micro level: Problematizing AIESEC-ICETEX grants

This subsection will problematize the requisite of certified English in AIESEC-ICETEX scholarship programs. This problematization, which will be done in the light of the discussion posed in the macro level, will be divided into two parts. First, I will analyze the requisite of English by contextualizing AIESEC's social mission, vision, sponsorship, and destination countries of its practices/internships. Second, I will delve into the economic, social, and political functions of the valid tests required in its scholarships.

AIESEC is a youngsters' non-profit organization led by young people from 126 countries; it is acknowledged by UNESCO and sponsored by multinational corporations worldwide (e.g. Apple, Nike, Electrolux, Accenture, and Nokia, among others) (AIESEC, 2018). Its vision is "peace and human potential development. [It contributes] to the

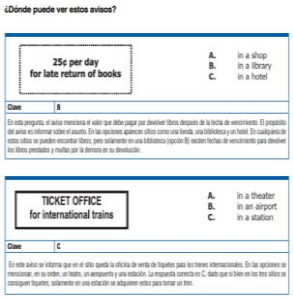
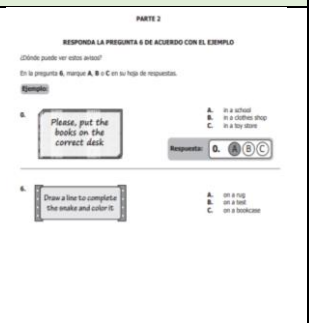
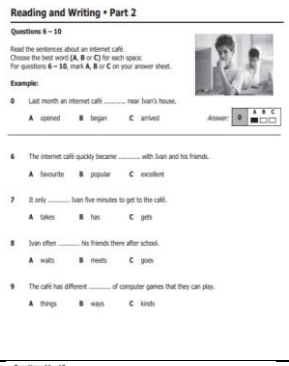
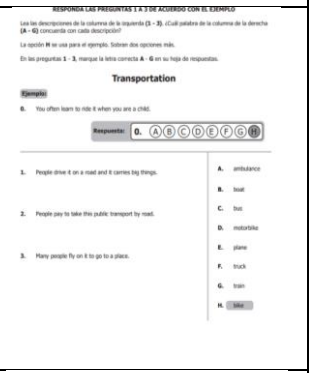
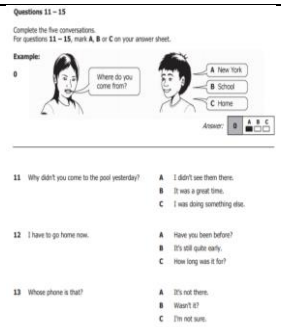
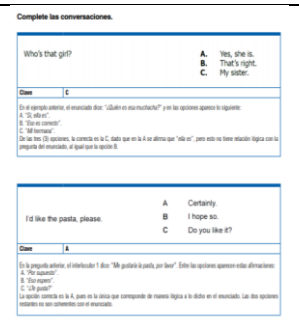
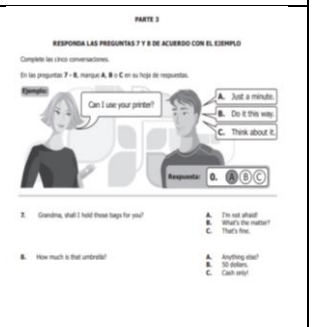
development of associated countries and their people as an unwavering commitment towards understanding and international cooperation" (AIESEC, 2018, para. 3, my translation, my edition). What sort of potential do they refer to? Leadership development is meant (AIESEC, 2018). However, entrepreneurs can make AIESEC a platform for hiring workers. This is evident in its missionary statement "to be the biggest international platform for youngsters to discover and develop their potential generating a positive impact on society, through a global learning environment" (AIESEC, 2018, my translation).

Thus, the social mission of AIESEC and the goal of the access point in question intersect. Both promote economic and social practices such as working, studying, and traveling abroad. In this intersection, the access point certifies a person who is able to use Standard language varieties for being competent in these practices. Yet, how does the access point ensure the construction of candidates to these exams? How does AIESEC do so with applicants to its scholarships? What political, social, and economic ends do these tests and scholarships embody?

In researching official documents about the standards of English language education in Colombia, I found that the British Council (representative of the access point) counseled the Colombian State in the creation of programs such as *Bogotá Bilingüe* and *Cundinamarca Bilingüe* (British Council, 2019), as well as the National Bilingual Program (Ministry of Education, 2006), among others. Also, the British Council has signed contracts with *Instituto Colombiano para el fomento de la educación superior* (ICFES henceforth) for applying the Key English Tests (KET henceforth), for example the contract number 253-2012 (ICFES & British Council, 2012). Interestingly, this exam is supported by Cambridge Assessment English, another organization of the access point. The role of the access point of the English language testing system has been relevant for the Colombian educational system to adapt English language education to the parameters of the CEFR.

In Colombia, instruments to measure the implementation of CEFR in the foreign language education have been the statewide examinations emanated by ICFES. To portray this, I made a comparative chart with screenshots of five of the reading-writing sections of a KET version taken from University of Cambridge Local Examinations Syndicate (2014) and the English component of 9th grade and 11th grade statewide examinations (see Table 2).

Table 2 Comparative chart between a KET reading-writing and 9th and 11th grade Saber English tests.

Sections	KET	9th grade English test	11th grade English test
1			
2			
3			

4			
5			

Source: Own elaboration

Overall, Table 2 let me value that these tests share topics, layout, and type of questions (i.e. multiple choice and cloze procedures). This supposes that the three tests share a framework (CEFR) thanks to the intervention of the access point in the Colombian educational system. This affirmation also lies on my experience as an English learner, teacher, and examiner. I have sat, taught, and applied English tests and mock tests from the access point and noted these similarities with statewide examinations, namely, the *Saber*[6] tests for ninth and eleventh grades, and undergraduate students (*Saber* Pro). In accordance with the presented above, counseling the states and selling proficiency tests appear to be the economic interest hidden in AIESEC-ICETEX scholarships. In the case of AIESEC, it is clear that by recruiting international workers, sponsorships fund this organization. But, are these the only economic interest hidden?

[6] Name chosen by ICFES to refer to statewide examinations in Colombia. These exams, whose name comes from the acronym of *System Approach for Better Education Results*, constitutes a policy of the World Bank for ensuring the quality of education (Quintero-Polo, 2019).

In terms of the social and political agendas fostered in AIESEC-ICETEX grants, critical language testing (CLT) sheds understating. CLT is a discipline that studies the impact of high-stakes tests on society (Shohamy, 2016). According to Shohamy (2016), tests are powerful in the sense that "they can lead to differentiation among people and for judging them" (p. 4). In the case of AIESEC-ICETEX scholarships. Language tests classify people to determine who is proficient in the Standard English varieties under the benchmarks imposed (i.e. CEFR). This functioning of tests already portrays a social interest: foster roles in society (e.g. so-called bilingual workers). How about the political? Classifying people because of their proficiency, language tests from the access point *objectivize* (Gruenfeld, Inesi, Magee, & Galinsky, 2008) test-takers, students beforehand. By objectification I mean "an instrument of subjugation whereby the needs, interests, and experiences of those with less power are subordinated to those of the powerful, and this facilitates using others as means to an end" (Gruenfeld et al., p. 111). However, are the organizations labeled as the access point the only benefitted with it?

As a conclusion, the requisite of certified English in AIESEC-ICETEX scholarships is the result of social, political and economic agendas of the access point of English testing system. Certifying command in Standard English varieties, the access point fosters a *representation* (Martín-Rojo, 1996) of language practices (e.g. English for working and studying), users (ideal speakers), and events (e.g. language testing), which I will regard as the discourse of Standard English. The problematization of the requisite in question let me place it within a tensional social space (school) and its processes (schooling), more explicitly in its disciplinary practices and components. Nonetheless, the inferences posed here are not enough to gain the big picture of the problem. Deep analysis will emerge from the following research question and objectives:

Research question

How does the discourse of Standard English exercise disciplinary power in AIESEC-ICETEX scholarships concessions?

Research objectives

General objective

To shed light on how the discourse of Standard English exercises disciplinary power in AIESEC-ICETEX scholarships concessions.

Specific objectives

To describe the interpersonal relations among the social actors involved in the linguistic constructions of the requisite of certified English in AIESEC-ICETEX calls for applicants.

To interpret these interpersonal relations in the light of their discursive practices of production, distribution, and consumption.

To explain the social implications of the interpersonal relations represented in the discourse of Standard English

Rationale

In this section, I will argue the relevance and impact of this study in relation to educational practices, especially, English language education. In this vein, three contributions are expected from conducting this study. First, it boosts the defense of education as a right. In this sense, this study casts doubt on the role that the Colombian State plays in guaranteeing this right through its agency ICETEX. Second, this research aims to inform English teachers' agency in relation to their position in the Colombian *educational intellectual field* (Díaz, 1995). Finally, it seeks to problematize prescriptive views on language that spread Standard English practices such as standardized testing.

This critical discourse study is intended to contribute to the advocacy of education as a human right. To do so, it questions the Colombian state for dismantling this right by creating state agencies such as ICETEX that promote education as a commodity (Apple, 2000). In this light, the State permits that ICETEX plans and actions are oriented to funding higher education via credits and channeling international technical assistance and scholarships (ICETEX, 2018). Both aspects disregard two indicators for the enjoyment of the *right to education* (Tomasevski, 2004).

Let us examine what these indicators imply in order to argue how ICETEX opposes to them. According to former United Nations Special Rapporteur Tomasevski (2004), four are the indicators to assume education as a right, namely: *affordability*, *accessibility*, *acceptability*, and *adaptability*. Affordability points out three aspects to consider: civic-political (i.e. admittance of institutions that allow freedom in education), socio-economic (i.e. education is funded and made obligatory by the state), and cultural (i.e. there is respect to diversity and the rights of minorities). Accessibility stands for a progressive educational process under axes such as gratuity, compulsion, and inclusion. Acceptability, in turn, means that methods, teacher education and standards converge in favor of quality of education. Finally, adaptability refers to a school that adapts to children, guaranteeing human rights.

Tomasevski's (2004) approach to the complexity of the right to education evidences the Colombian State's shortcomings in this matter. The State assumes education as "a right of the person and a public service that has a social function" (Consejo Superior de la Judicatura, 2010, p. 36) as stated in its Political Constitution (1991). Nonetheless, the practice of credits and scholarships concessions mediated by ICETEX, reveals lack of interest in assuming the principle of affordability in the sense that ICETEX credits go against the State's funding of education. On the other hand, the State jeopardizes the access to the right to education by hanging over the responsibility of deciding who is apt for scholarships to outsiders, for

instance, organizations of the access point of the English testing system (see the Problem statement section). This study deepens in ICETEX-mediated scholarships to shed understanding on disciplinary effects of the Colombian State's negligence regarding the right to education.

The second motive to conduct this research is to foster English teachers' agency. *Agency* is understood here as a feature of subjects[7] who "exist in regimes of power/knowledge [that] do not determine the experiences they can have, the ways they can exercise their reason, the beliefs they can adopt, or the actions they can attempt to perform" (Bevir, 1999, p. 67, my edition). Agency is pertinent for teachers who seek to transcend their role as consumers and replicators of the *intellectual field of education*, i.e. a tensional set of positions, relations, and practices originated by a group of specialized agents (Díaz, 1995). On the contrary, agent teachers, particularly English teachers, are those willing to inform and voice their educational practices and question their (self)-imposed role of developing communicative competence in their students (Forero-Mondragón, 2017). In this vein, from the locus of enunciation of an English teacher, in this study I describe, interpret, and explain how the discourse of Standard English exercises power for the sake of hidden agendas.

My third motive to carry out this research is to question prescriptive views on language. Language prescriptivism entails the formulation of rules in regards to how language should be used (Liddicoat & Curnow, 2004). This formulation leads to *language uniformity* (Guerrero & Quintero, 2009) insomuch as students must learn English in accord to preset standards. In Colombia, these standards became the base for language learning, teaching and assessment as they own a normative body, the booklet *Basic Standards of Competence* (Ministry of Education, 2006). The following is a brief analysis of how language prescriptivism can be the vehicle of disciplinary power exercise, i.e. leading others' conduct

[7] See a discussion on subjectivity in the Theoretical framework chapter.

(Foucault, 2002). For this task, I will mention only three of the 218 standard descriptors of the aforementioned booklet:

"I recognize **the linking elements** of an oral text to identify its sequence" (Ministry of Education, 2006, p. 24, my translation and bold). In this standard, it is possible to grasp that oral texts have specific pre-established linking words.

"I use **intelligible pronunciation** to achieve effective communication" (Ministry of Education, 2006, p. 27, my translation and bold). Here, communication is said to be attained as a result of intelligible pronunciation. Whose pronunciation?

"I structure my texts taking into account **formal elements** of language such as **punctuation, spelling, syntax, consistency and cohesion**" (Ministry of Education, 2006, p. 27, my translation and bold). In this descriptor, language formal items are naturalized as guarantee of proper language structuring.

Apart from the features I pinpointed in each descriptor above, there is an overall implicature in them: the boldfaced elements represent the rules to follow for achieving *universal communication* (Ministry of Education, 2006). Yet, what universal communication implies in terms of social asymmetries is something that these prescriptive forms hide. In this sense, this critical discourse study seeks to expand research work on disciplinary power exercised via linguistic prescriptivism (see for example, Channa, Gilhooly, Channa, & Manan, 2017).

In sum, this study is meaningful for educational practices, particularly English language education, in three lines. First, it contributes to the advocacy of the right to education. Second, it informs teachers' agency towards (self)-imposed expectations on or work. Lastly, it problematizes prescriptive language as it serves the path to disciplining people.

Chapter II: Theoretical Framework

Introduction

This critical discourse study aims to shed light on how the discourse of Standard English exercises disciplinary power in AIESEC-ICETEX scholarships concessions. This chapter will fulfill two purposes. On the one hand, it will present the ontological and epistemological stands underpinning this study. On the other hand, it will propose a discussion based on theory and literature review that will be organized into two sections (constructs): *school as a disciplinary field* and *English language curriculum as a disciplinary micro field*. Accordingly, this chapter represents the input for interpreting and explaining[8] the discursive practices that give rise to the requisite of certified English in the aforementioned scholarships (see the problem statement section of this study).

Ontological and epistemological bases of this study

This critical discourse study is developed from a *social constructivist ontology* (Constantino, 2008; Crocker, 2009) and an *interpretivist epistemology* (Firmin, 2008, Fairclough, 2001b). In adopting social constructivism as the ontological basis of this research, it conceives reality as a result of meaning construction by human beings through interaction with the environment and among one another (Constantino, 2008). This means that there is not a universal and objective reality outside the individual but it is made up of a multiplicity of interpretations (Crocker, 2009). Said ontology is the ground to articulate social constructs such as school, discipline, power, discourse, subjectivation processes, and curriculum, among others, to make sense of disciplinary power execution in AIESEC-ICETEX grants concessions.

[8] Both interpretation and explanation are analytical stages that will be discussed in Chapter III and applied in Chapter IV.

This ontological perspective is complemented by a way to construct knowledge (i.e. epistemology) in this study: interpretation. By interpretation I mean "the process by which a researcher construes meaning from research findings" (Firmin, 2008, p. 458). For interpreting, I draw from what Fairclough (2001b) coined as *member resources.* These are representations stored in the researcher's mind that have both an experiential and a theoretical component. In this study, the former refers to my experiences in relation to honor-based discipline (Saldarriaga, 2003) and examinations (Foucault, 2002; Shohamy, 2016) as a student, test taker, examiner, and teacher. The latter encompasses the theoretical lenses and linguistic background through which I analyze a corpus (i.e. calls for applicants) and their practices of production, distribution, and consumption (Fairclough, 2001b). References to the experiential component can be found in the introduction of this study whereas the theoretical component will be presented below.

Theoretical discussion

In this chapter, I propose a theoretical discussion about the relationship between school and social actors that seek to materialize their interests through disputes and synergies, giving rise to disciplinary practices along schooling. This relation will be argued in the construct s*chool as a disciplinary field.* Likewise, I will posit that inside this *field* (Bourdieu, 1995 cited in Rincón-Villamil, 2010) there is a *micro-field* that I will name *the English language curriculum* with disciplinary nature as well. The discussion proposed here is expected to serve the purpose of shedding understanding on the exercise of disciplinary power in AIESEC-ICETEX scholarship concessions. In this vein, the thesis I will develop in the following lines is that school is a field in which different discourses dispute and/or adhere to one another, forging disciplinary practices

that aim to construct utile and docile subjects[9]. Preceding the above-mentioned discussion, it is worth conceptualizing three terms that will be regarded later. These terms are *subject* (Foucault, 1988), *discourse* (Martín-Rojo, 1996; Fairclough, 2017; Foucault, 1970), and *field* (Bourdieu, 1995 cited in Rincón-Villamil, 2010).

The concept of *subject* I adopt here is Foucault's (1988a) because it allows to understand subjectivation processes of AIESEC-ICETEX scholarships applicants as a construction within a net of power-knowledge relations. In this light, human beings become s*ubjects* as a result of objectification processes. By *objectification* I mean "an instrument of subjugation whereby the needs, interests, and experiences of those with less power are subordinated to those of the powerful, and this facilitates using others as means to an end" (Gruenfeld, et al., 2008, p. 111). In this framework, being a *docile and utile subject* (Foucault, 1977, 2002) entails being target of *dividing practices* (Foucault, 1988a), for example, school examinations that determine who is a good or bad student, or so-called valid language tests that classify ideal and not ideal language speakers. Yet, a subject can be also objectified by means of self-construction (Foucault, 1988a), which is an aftermath of *technologies of the self* (Foucault, 1988b); these technologies "permit individuals to effect by their own means or with the help of others a certain number of operations on their own bodies and souls, thoughts, conduct, and way of being" (p. 1). Regarding this study, I argue that school constructs students as subjects through dividing practices (e.g. honor-based discipline and examinations) and that students self-construct as such.

Discourse is understood here as a representation of social reality (Fairclough, 2001b) in which social practices, social actors, society and their relationships constitute knowledge

[9] Docile and utile subjects are concepts coined by Foucault. In this discussion, these concepts are relevant to understand how disciplinary power, field, and disciplines relate each other to constitute a path for AIESEC-ICETEX scholarships. However, this discussion is not centered on Michel Foucault's work.

(Martín-Rojo, 1996). Discourse is language as a social practice, which means that it is constituted and constitutes other social practices (Fairclough, 2017). This point of view is important to comprehend that school is permeated by discourses which dispute its ends and thus, constitute school practices as a breeding ground for the interests of dominant social actors.

On the other hand, dominant discourses exert a sort of control over other discourses. Foucault (1981) analyzes how discourses are ruled by external and internal systems of exclusion and procedures to control them. The former refers to non- discursive practices to dominate the power in discourse; examples of these are: the *forbidden speech* (taboo topics, for example sexuality and politics), the *division of madness* in relation to its opposite (reasoning), and *the will to truth* (typical of scientific discourses). Internal systems of exclusion and control procedures utilize discourses self-control procedures to *avert the chance* (Foucault, 1981): the *commentary* (i.e. discourse that disappears as soon as pronounced), the *author* (i.e. principle of grouping discourses to ensure veracity), and the *disciplines* (a group of propositions deemed to be true). Finally, Foucault (1981) distinguishes as third group of procedures that control discourses, which are made up of *the ritual* (qualification of those individuals who speak) and *the doctrines* (control of the content of the statements). Foucauldian perspective on discourse is insightful for understanding its effects at a societal level, namely, not everybody has access to making their own statements. This affirmation lets us see that accessing discourse is accessing power.

Finally, by *field* I refer to “a network of objective relations (of domination or subordination, of complementarity or antagonism, etc.,) among positions” (Bourdieu, 1995 as cited in Rincón-Villamil, 2010, p. 37, my translation). A field is a space of social action mediated by *capital* (i.e. available resources in the social action) (Bourdieu, 1995 as cited in Rincón-Villamil, 2010). Social actors own diverse forms of capital, for instance, economic

capital (pecuniary resources), social capital (social resources used for one's welfare), cultural capital (intellectual, academic and scholar resources), and symbolic capital (interaction of the former forms of capital) (Bourdieu, 1986; Rincón-Villamil, 2010). In this light, social actors vested with major capital are dominant and thereby, establish the norms of the field (orthodoxy). In turn, a group of dominated actors use arguments to overthrow the dominants (heterodoxy), and another group will use a popular discourse with no major impact on the field (doxa) (Rincón-Villamil, 2010). The *doxa* is the main target of the orthodoxy because this latter looks for the adhesion of the former. An example of the relation orthodoxy-doxa is when international organizations go to school and try to convince parents to enroll their children in their immersion programs. The concept of field is relevant to make sense of the tensional relationship among social actors that intervene school and their dominant and subordinate positions.

The following is the discussion of the construct *school as a disciplinary field* wherein the above-mentioned concepts interplay.

School: a disciplinary field

"School has to respond to new social demands but without letting aside its old missions" (Chartier, 2004, p. 32).

This epigraph calls us to visualize the complex nature of school: an institution, extended from kindergarten to higher education[10] that is characterized for responding to social, economic, political and cultural demands. In this subsection, I will argue how this social space has been constituted as a field of tensions where objectification processes construct utile and docile human beings by means of disciplinary power. This argumentation is intended to elucidate the role of school in constructing AIESEC-ICETEX scholarships applicants.

[10] See a discussion on this view of school in the problem statement of this study.

School has had different social ends that have not substituted one another, for instance, educating Christians, forging citizens, and training workers (Chartier, 2004). Yet, these ends have not been a product of harmonious agreement amongst social actors. On the contrary, school has been a target of appraisal and claims along its historical path when fulfilling or not meeting the expectations. Students, teachers, principals, secretaries, coordinators, security guards, among others, participate in the power relations of school (van der Horst & Narodowski, 1999). They are responsible for the embodiment of school power dynamics, yet hardly ever they take part in their decisions. On the other hand, other social actors such as politicians, entrepreneurs, technocrats, and religious leaders, etc., influence the delineation of policies and enactment of laws that determine school demands. However, school social ends are not the aftermath of a wide consensus. The concept *field* (Bourdieu, 1995 cited in Rincón-Villamil, 2010) will be used in this discussion in order to illustrate how these social actors relate to one another for constituting school social ends.

School is a field inasmuch as it is a tensional social space in which different social actors articulate their interests. Guerrero and Quintero (2016) also shed light on this tensional relationship among social actors, particularly teachers, students, parents, educational administrators, and technocrats; these latter said to be representatives of hidden social actors, for instance corporative organizations. Teachers being the spot of analysis, the authors' findings reveal that teachers are participants of horizontal and vertical forces. Similarly, other school actors are involved in the ethical ends of education, constituting synergies and conflicts among them, which depends on the ownership of capital.

Framed in the complexity of interactions in the school field, the concession of honor-based awards is a common practice that serves the interest of dominant social actors. Throughout

this practice, dominant positions at school have objectified students, making them elements in order to materialize their political, economic, and social agendas. They have understood that forming utile and docile students will result in productive, law-abiding, virtuous, and obedient citizens (Saldarriaga, 2003). Such a result, however, is attained via subtle techniques; honor rolls, exam exemptions, and scholarships, among others. In doing so, they have determined who is a good or a bad student, providing or depriving them of access to further incentives both in and out of school, which will open or close social mobility gates, for example international professional or technical practices.

School: a project of modernity

Considering that AIESEC-ICETEX scholarships are the object of this study, it is relevant to understand how school honor-based practices pave the path for students to become applicants. A first task to do is tracing back the origins of school as a project of modernity. Modernity is understood here as an age when humanity configures the world as an image. This configuration obeys a reformulation of the question for the subject; thus, subject will not be divine (i.e. God) as in the Middle Age but human (Heidegger, 1977). In this sense, forging knowledge through the scientific method makes it possible to consolidate the world as an image for humanity to manipulate and harness it. As said before, modern school is a tensional field; therefore, it does not merely replicate the scientific discourses. However, scientific discourses spread there, for example, the discourse of *exitismo,* i.e. a representation of success, overcoming one's suffering and exclusion as an aftermath of individual merit (Portocarrero & Komadina, 2001).

The modern age brought changes in the social, political, and economic arenas as well. The overthrow of monarchy in France means the ascent of the bourgeois social class and the establishment of the republic for whose constitution school played a crucial role for the

promotion of social cohesion, patriotism, and virtues (Saldarriaga, 2003). Inspired by the European Enlightenment, the creole aristocracy, militaries, and intellectuals, imported this model to the emerging republics, including the current Colombia for taking part in the historical train of the *European material and democratic progress* (Álvarez-Gallego, 1995).

In the perspective of school as a project of modernity, a fair number of scholars have devoted their work (Foucault, 2002; Saldarriaga, 2003; Álvarez-Gallego, 1995; Varela & Álvarez-Uría, 1991; van der Horst & Narodowski, 1999; Llamas, 2006; Illicachi-Guzñay, 2017; Grant, 1997). Although these authors approach the issue from somewhat different perspectives and interests, they agree on the role school played in the establishment of state-nations and the emerging industrial societies. Unlike the schools of the Middle Age, modern schools are conceived as a strategy to civilize popular social classes. Such a goal is achieved through placing children in a confined space in which their activities are regulated, promoting technical work rather than the intellectual one (Varela & Álvarez-Uría, 1991).

Notwithstanding, the constitution of modern school goes beyond a bourgeois initiative. Regarding the Colombian entrance to modernity, it is worth noting that school does not emerge due to a particular social group. Rather, its rise and subsequent development set up a field of tensions among different groups, for instance, political parties, the neighbors, the Roman-Catholic Church, the Government, and the State (Álvarez-Gallego, 1995). Along the late nineteenth and the twentieth centuries, these groups dispute school social ends and bodies of knowledge but also adhere to one another.

Modern school is a target of power and knowledge (van der Horst & Narodowski, 1999). By *power* I refer to an exercise that leads the conducts of people (Foucault, 1988a), an exercise of forces that is neither static nor possessed by a sovereign (Foucault, 2002). In turn, I regard

knowledge as a fruit of a discipline, "a domain of objects, a corpus of propositions considered to be true, a play of rules or definitions, of techniques and instruments" (Foucault, 1981, p. 59). In this vein, pedagogy becomes the discipline devoted to the educational act and school ethical ends center on constructing subjects. This intentionality requires a *school machinery* (Varela & Álvarez-Uría, 1991), that is to say, a set of practices and conditions that lead up to channeling individuals towards docility and utility. Among them are the definition of the statutes of childhood and adolescence, the adoption of narrower socialization spaces (i.e. conjugal family), the invention of school desks, and the education of a group of professionals such as teachers, hygienists, and physicians (Varela & Álvarez-Uría, 1991).

The interaction of these practices and conditions embodies forms of control and order along schooling processes. In this sense, power takes shape of discipline, that is, "methods, which made possible the meticulous control of the operations of the body, which assured the constant subjection of its forces and imposed upon them a relation of docility-utility" (Foucault, 2002, p. 126, my translation). Nevertheless, disciplinary power is not an unproblematized exercise in modern school. Saldarriaga (2003) analyzes the tensional relationship knowledge-disciplinary technologies present in pedagogical models adopted by the Colombian school from the Nineteenth Century to the middle of the Twentieth Century. Such pedagogical models are the Lancasterian, the *Enseñanza Simultánea*, and the Active School. Saldarriaga (2003) affirms that knowledge and disciplinary technologies come into conflict due to the two-fold intentionality of the modern school: on the one hand, placing working class children in a narrowed space and for certain time, and on the other, providing them with knowledge, habits and virtues necessary to develop civilized capitalist societies. In this vein, students' subjectivities (ethical end) are formed through human-action mobile mechanisms (coined by Restrepo-Mejía, n.d. as cited by

Saldarriaga, 2003): fear of punishment (Lancaster model), desire of honor (*Enseñanza simultánea*), and interest to learn (Active school) (see Table 1, p. 17).

These mechanisms operate by means of disciplinary instruments such as exams, honor rolls, school awards, physical punishment, and normalizing sanctions, among others. Likewise, *technologies of the self*[11] (Foucault, 1988b) make students internalize discipline insofar as they foster self-governed citizens. In this vein, they would prevent being punished for undesired behaviors. Interestingly, the school machinery owns vanishing points, that is to say, undesired resistance practices that led students escape from the ethical ends of each pedagogical model (Saldarriaga, 2003). For instance, in the Lancasterian model, based on student-student surveillance and control, undisciplined students make deals with monitors to meet their academic goals. It is necessary to mention that the pedagogical models discussed above dispute one another in pursuit of discursive authority both within school and out of it. The disciplinary mechanisms employed in each one of these models are points of agreement and confrontation.

On school disciplinary mechanisms

The foregoing exploration of modern school origins lets us set an antecedent of the current school. A cautionary statement is to be made, though. The modern school is not the cause of the current one. Although this latter still adopts certain disciplinary practices, its emphasis is not on adjusting students to normality. Instead, it resorts to their diversity to make them docile and utile subjects (van der Horst & Narodowski, 1999). The main reason behind such a switch is perhaps that the mass-media popular culture has been vested with the role of moralizer, displacing school from this role (van der Horst & Narodowski, 1999). Accordingly, the original idea of school as an institution that allows the state have control over the population has partly

[11] See a conceptualization of this term in the introduction of the Theoretical framework.

vanished because of the insertion of new dynamics. In this sense, globalization has transgressed the boundaries of the nation-state. Put it simple, different social actors holding globalizing discourses appear to have also permeated state institutions, in this case school (Spring, 2008).

School discipline has abandoned the most coercive mechanisms, for instance, physical punishment and adopted subtler techniques to objectivize students, in other words, to make them objects of scientific disciplines and dividing practices (Foucault, 1988a). Objectification is therefore, the strategy by which school disciplines students in order to achieve its social, economic and political ends. In doing so, current school recycles disciplinary mechanisms from the three pedagogical models analyzed by Saldarriaga (2003). In this perspective, Serrano, Forero-Mondragón and Villalba (2016) exemplify these disciplinary mechanisms in the light of *means of correct training* (Foucault, 2002), procedures to guarantee order and control (see Table 3).

Table 3 Means of correct training at the current school.

Means of correct training	Disciplinary mechanism at school
Hierarchical observation is the surveillance made by a superior over small groups who work together as a gear in order to maintain a complete system. This superior has the control over all the disciplinary system (school, hospital, battalion, and asylum, etc.).	Inspection at all levels: teachers' evaluations, progress charts, lesson plans, improvement plans, and students' disciplinary records, among others.
Normalizing punishment is "a technique to coerce the individuals; it implements procedures to submit the body with traces it leaves in shape of habits in the behavior" (Foucault, 2002 p.123, authors' translation).	*Matrícula condicional* (i.e. academic sanction prior to being expelled from school), *prueba académica* (warning after failing a maximum number of credits), students' signatures on their disciplinary records, and alike practices.

Examinations constitute "a normalizing gaze, a surveillance that permits labelling, classification and punishment" (Foucault, 2002, p. 171, our translation)	Standardized tests and summative assessment.

Source: Serrano et al. (2016)

The mechanisms presented in Table 3 serve the purposes of recording students' behaviors and learning (academic performance), and correcting them when they misbehave. This statement is also echoed by other scholars (Llamas, 2006; Illicachi-Guzñay, 2017; Grant, 1997). In the following lines, I will discuss these studies to widen our understanding of whole disciplinary power is exercised by school participants.

An indigenous perspective on the execution of disciplinary power at school is given by Illicachi-Guzñay (2017). He presents his reflections upon Foucault's (1976) disciplinary power to analyze how education in its formal form (school) brings about indoctrination practices that form docile and obedient subjects, indigenous not being an exception. He manifests that indigenous students have been corrected and normalized through different physical punishments. As a response to these social practices, the advent and acknowledgement of Intercultural Bilingual Education (EIB for its initials in Spanish), as an indigenous political project in his country, resistance has taken place in front of the punitive and inhibiting nature of the hegemonic school. Albeit he recognizes that this project can also replicate the vices of the traditional educational system (i.e. controlling human activities), it intends to voice former subaltern forms of knowledge, making a transition from body discipline to soul control, this latter as way to exalt traditionally violated indigenous bodies.

Illicachi-Guzñay's (2017) work is relevant to understand Foucauldian concept of power as a dynamic exercise inasmuch as EIB amplifies indigenous voices in regards to school

practices. Interestingly, this indigenous project is an educational innovation (Barrantes, 2001) owing to its conception of school still as a disciplinary but responsive to the demands, needs and interests of the community. In so doing, "discourse and actions [propose] an array of new and creative forms to conceive [school]" (Barrantes, 2001, p. 2, my translation). Hence, power is exercised as a strategy to sustain autonomy and self-determination as a resistance to dominant groups.

A research on disciplinary power at higher education is done by Llamas (2006). This researcher reports the results of a qualitative study conducted with 50 students (18 men and 32 women), whose goal is to find out how the idea of "good student" is understood in a university context. To do so, he explores the university standardizing tendencies (i.e. adjusting students to normal behaviors) considering students' accounts. Said exploration departs from students' experiences as important elements to comprehend how students position themselves in front of academic work and institutional practices. Relying on Foucault's (1996) concept of technologies (hierarchic surveillance, normalization, control, examinations, classification, and distribution), the author finds practical realizations of them in the accounts. Such findings show that the *good student* is a discourse spread by the university institution that looks for adjusting subjectivities to the normal. By doing so, teachers monitor students' activities but also students monitor themselves as university promotes other discourses such as competitiveness and autonomy. However, these power relationships constitute a system of regulations that from time to time start leaking, giving rise to resistance. For instance, for the participants a good student was someone that not only performs well in the academic (due to academic normalcy) but also in other areas of university life.

In the same course of thoughts, Grant (1997) reports her analysis of how university disciplines students become docile and utile subjects in a New Zealand university. In this light, she draws from Foucault's (1989) concepts of institutional technologies and technologies of the self to analyze six students' stories regarding university practices. Findings reveal that university works as a discipline block, i.e. a system made up of three types of relations: of power, of communication, and of objective capacity. These relations are founded on discipline both as knowledge claims and ways to dominate the body of students before knowledge presentation. Grant (1997) finds that such relations are realized through two technologies. On the one hand, *institutional technologies* (technologies of domination) such as surveillance, regulation of space and time, examinations, and reward and punishment. On the other, through *technologies of the self* which shape appropriate needs and desires, i.e. the desire to know, to be wise, to please, and to be successful due to the creation of the good-student identity. Still, technologies of the self also can constitute spaces for resistance and insubordination.

The ideas of insubordination and resistance discussed by Grant (1997), as part of the exercise of power at school, are important as I mentioned some lines above when analyzing the work of Llamas (2006), Saldarriaga (2003), and Illicachi-Guzñay (2017). They are relevant because they let us see how complex power relationships are, making it quite hard to believe that power is as a mere top-down exercise. In fact, resistance to disciplinary power exists and needs to be documented in order to transform school. However, this research emphasizes on disciplinary power in school, assuming it as an exercise of forces by all school participants, which does not mean all of them have open access to deliberation on the ends of the disciplinary practices.

As a conclusion, there needs to be said that the purpose of disciplinary power in the current school (forging docile and utile individuals) is not a static matter. In other words, synergies resulting from the tensional relationship of orthodox social actors, for instance, politicians, entrepreneurs and religious leaders, determine the functionality of this power. These synergies are materialized in agendas of political, social, and economic nature that are consumed and reproduced by actors of the doxa. These agendas are contested by heterodox groups. This contestation is not powerful enough, though.

Orthodox social actors articulate their interests and promulgate them by means of statements (discourses). Discourses such as *exitismo*[12] (Portocarrero & Komadina, 2001), quality (Collela & Díaz-Salazar, 2014), and of globalization (Spring, 2008), among others, circulate in contemporary school and foster law-abiding, self-regulated, disciplined, productive, and virtuous subjects. As a result, they embed their practices in schooling as a way to make it a breeding ground.

Framed in the foregoing school dynamics, AIESEC-ICETEX scholarships embody the discursive construction of the *good student*, someone who subsequently would become a good applicant and later, a good worker. This assertion is based on the fact that applicants to these scholarships must adjust to selection criteria, for example, grade point average, and academic background (i.e. having a major on offered areas) (ICETEX & AIESEC, 2018). As for the concern of this study, the required so-called valid English language tests (ICETEX & AIESEC, 2018) is *bred* within particular school dynamics that I name here *the disciplinary micro-field of English language curriculum*. In the next section, I will argue that the requirement of certified

[12] The discourse of *exitismo* refers to a representation of success, overcoming one's suffering and exclusion as an aftermath of individual merit (Portocarrero & Komadina, 2001).

English testing is a practical realization of the discourse of Standard English, which by entangling with other discourses at school draws from disciplinary power to seek its own ends.

English language curriculum: a disciplinary micro-field

In this section, I will propose a discussion about the role English language curriculum plays in the disciplinary school practices that forge utile and docile subjects. In this sense, the first task will be to conceptualize the term curriculum. Second, I will characterize the tensional network of relations among social actors constituting this disciplinary micro-field[13]. Next, I will argue the representation of the English language that crosses curriculum, i.e. the discourse of Standard English. Finally, I will draw some conclusions from the discussion.

English language curriculum is an important element of the school machinery seeking to construct amenable subjects. Before arguing the reasons for this statement, I would like to bring up the conceptualization of curriculum adopted here. Understood as "an interrelated set of plans and experiences which a student completes under the guidance of the school" (Marsh, 1997, p. 154), curriculum should be seen as something complex. This entails questioning value-free approaches to curriculum that conceive it as equal to sole plans, documents, content, goals, assessment and methods, typically associated to curricula (Su, 2012). In this light, making room to situational aspects such as extracurricular activities, learning environment, hidden curriculum and cultures is paramount. In the following lines, I will discuss how this alternative view on curriculum is useful to understand how the English curriculum constitutes a disciplinary micro-field that has an impact on the whole school machinery.

[13] In the introduction to the theoretical framework, I conceptualized the terms *field, capital, orthodoxy, heterodoxy,* and *doxa.*

The micro-field of English language curriculum is a net of force relations (Bourdieu, 1995 cited in Rincón-Villamil, 2010) that is set due to domination and subordination practices. In Colombia, orthodoxy in the English language curriculum is represented in social actors such as publishing houses, international governmental organizations, and cultural institutes (e.g. the British Council). This is because these corporations set the *access point*[14] (Giddens, 2013; Rodríguez-Motavita & Osorio-Junca, 2017) of the English language testing system, their tests being the measure of the ideal speaker as discussed in the problem statement of this study. This dominant position in the micro-field allows the orthodoxy to influence the state educational authorities for designing statewide examinations English component alike theirs (see comparative chart in the problem statement). As argued in the problem statement of this study, not only the type of questions but also the design of so-called valid tests is reflected on state highs-takes exams. English language curriculum, particularly its plans are permeated by tests, becoming test-centered (Koláčková & Šikolová, 2017), thus, training students to scoring high.

In turn, alternative but isolated efforts of research groups and teacher-researchers constitute the heterodoxy. They have cast doubt on the discourses the dominant groups have spread in school (see for example, Guerrero & Quintero, 2009, 2016; Guerrero, 2010; Samacá, 2012; Escobar, 2013; Forero-Mondragón, 2017). Even though these scholars address English language education from different angles, they share a problematizing view. They have put emphasis on how language policies, cultures, policy-makers, and practitioners constitute power relations, which leads to resistance, subjugation, privilege, and alienation, in the Colombian educational system both inside and outside classrooms. Yet, their efforts do not echo as hard as

[14] See a conceptualization of this term in the problem statement of this study.

the dominant actors because they are constrained by dominant discourses *exclusion systems*[15] (Foucault, 1981). Resultantly, heterodox discourses do not adhere easily to others in the English language curriculum disciplinary micro-field.

In the third level, the doxa is represented in the opinions of parents/caretakers, teachers, and students, etc., who welcome, apprehend and reproduce the discourses from the orthodoxy. These opinions revolve around opportunities for social mobility and personal and professional growth that are generally associated to English learning (Spring, 2008; Guerrero, 2010). This is because they are constructions of discursive representations that sell the wonders of English to access an imagined community of English speakers (Guerrero, 2010). Although inside the doxa there also exists resistance towards dominant discourses, dominant social actors' agendas are stronger owing to an imposed set of benchmarks and discourses. Yet, what endorses the dominant positions of both international governmental institutions and publishing houses in the English language curriculum disciplinary field? Where do the wonders assigned to English language come from? The next subsection will approach these interrogatives.

The discourse of Standard English

In this subsection, I will characterize the discourse of Standard English. Said characterization will commence with a conceptualization of this discourse based on Milroy (2001), Razfar (2012), and Fairclough (2001b). Then I will present three of its main features considering the work of Guerrero and Quintero (2009), Guerrero (2010), and Milroy, (2001). Finally, I will discuss the framework that validates its representations, that is the *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR hereafter) (Council of Europe, 2001).

[15] See the conceptualization of these systems in the introduction to the Theoretical framework.

The term *Standard English* refers to both an ideology (Milroy, 2001; Razfar, 2012) and a discourse (Fairclough, 2001b). As an ideology, Standard English is a view of language connected with a capitalist beliefs system, for instance, the pursuit for effectiveness. In this vein, Standard English is functional since it fosters effective communication for economic purposes (Milroy, 2001). Similarly, as it unifies the interactions of people, it has been useful for the consolidation of political systems like nation-states at expense of marginalized groups and their so-called dialects (Razfar, 2012). On the other hand, regarding Standard English as a discourse, i.e. language as a social practice (Fairclough, 2001b), implies that dominant groups such as bourgeois classes represent social reality aligning it to their interests by means of language. Both ideology and discourse relate to one another in the sense that the former uses the latter as a mediator in order to restrict access to discursive practices. However, since this study is concerned with discursive practices and not with studying ideologies, Standard English is regarded here as a discourse.

The discourse of Standard English emerges from the assumption that Standard English varieties enjoy more prestige than others for its uniformity (Milroy, 2001) concreted in "few differences in grammar between them" (Cambridge University Press, 2020, para. 1). Likewise, this discourse is sustained by *English neutrality* (Guerrero & Quintero, 2009) in the sense that English is represented as neutral in sociopolitical struggles. Finally, and perhaps its more relevant characteristic is the above-mentioned idea that English as a gatekeeper for people to access the modern wonders (Guerrero, 2010). This characterization is not exhaustive but permits us identify the main social function of the discourse of Standard English: ensuring the quality of English language teaching, learning, and assessment.

Quality in education is also a discursive set of practices. This discourse derives from the articulation of elements and instances that demand states to ensure progress of nations through measurable indicators (Collela & Díaz-Salazar, 2014). These authors affirm that the discourse of quality of education is built as a *lack* that enables states to intervene in school to make education what it should be through reforms; for these reforms states hire specialized agencies/organizations. In the case of English language education, the Colombian State draws from those organizations of the access point of the English language testing system for policy delineation. As an example, the British Council counseling has led to foreign language educational reforms, for instance, the *National Bilingual Program* (2004-2019) (Ministry of Education, 2006), which comprises the previously mentioned *Basic Standards of Competence,* and *Basic Learning Rights: English* (Ministry of Education, 2016a; 2016b). In summation, the discourse of quality in education validates the boosting of Standard English across schooling.

In Colombia, *measurable indicators* (Collela & Díaz-Salazar, 2014) for guaranteeing the quality of English language education are provided by the *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR) (Council of Europe, 2001). As its title suggests, the CEFR unifies the criteria for the European language education. This unification supposes an array of communicative competences (i.e. sociolinguistic, pragmatic, and linguistic), levels of proficiency that labels language users, i.e. A (basic user), B (independent user), and C (proficient user), and language skills both receptive and productive, among other elements that set “a common basis for the explicit description of objectives, content and methods” (Council of Europe, 2001, p. 1). The adoption of the CEFR was concreted by the Colombian State through the creation of the booklet *Guía 22: Basic Standards of Competence* (Ministry of Education, 2006). Accordingly, English language curriculum is primarily based on

this framework and statewide examinations are the instruments that allow the Ministry of Education to monitor the proper language teaching, learning, and assessment along schooling.

English language curriculum constitutes a disciplinary field of tensions between social actors that is not external to the dynamics of the school field. For this reason, the former is regarded here as a micro-field. Within it, the privileged site of orthodox social actors permits them to establish practices in school for materializing their interests through disciplinary practices, for example, language examinations similar to so-called valid tests. In turn, this dominance is endorsed by a discursive representation of English (i.e. the discourse of Standard English) that circulates in school owing to a framework of measurable indicators (i.e. CEFR). This endorsement aligns the interests of the orthodoxy with the logics of the global market (Spring, 2008). Meanwhile, the heterodoxy develops informed practices to contest these agendas. However, their discourses are not as powerful as the dominant ones because of the exclusion systems of these latter; the discourses of the doxa are also powerless and frequently reproduce the dominant discourses.

Conclusions of the chapter

The theoretical discussion proposed in this chapter allowed me to understand the sociohistorical conditions that elicited the emergence of school. Also, it shed light on the tensional relationships among the positions of social actors intervening this educational institution. By the same token, I could appreciate how school disciplinary practices are the result of an intersection among the discourses of dominant positions. School is a breeding ground for their social ends and school disciplinary mechanisms construct utile and docile subjects that fulfill their expectations. In this sense, this discussion was intended to add understanding about

the fact that these mechanisms are part of a power exercise that circulates among the individuals that participate in school daily life: disciplinary power.

Framed in the bigger school machinery, the English language curriculum is also a disciplinary field. Inside it, the synergies and disputes among social actors result in disciplinary practices such as examinations akin to the language tests powered by organization of the access point of the English language testing. In this vein, this micro-field serves as a hotbed for the discourses produced by dominant social actors. The discussion posed around this construct let us comprehend that said dominant actors circulate a representation of language that fulfills their interests, namely, the discourse of Standard English. Similarly, this construct allowed us to note that this discourse is validated by the discourse of quality in education, which takes shape in the CEFR and its adaptation to the Colombian context, e.g. *Basic Standards of Competence* (Ministry of Education, 2006), and *Basic Learning Rights: English* (Ministry of Education, 2016a; 2016b). In sum, the insertion of the discourse of quality of education in this micro-field, dominant actors have had room for assessing the gaps and assist the Colombian state make reforms to achieve the expectations of a globalized world moved by the dynamics of the global market (Spring, 2008). The discourses of the doxa constitute the target of these dominant actors; the former are often convinced to reproduce the dominant discourses. Simultaneously, heterodox social actors contest the agendas of the powerful but their discourses are frequently target of the *exclusion systems* (Foucault, 1981) of the dominant discourses.

Chapter III: Research Design

Introduction

This study is concerned with casting light on how the discourse of Standard English exercises disciplinary power in AIESEC-ICETEX scholarships. In this chapter, I will discuss the research design of this study. In doing so, this chapter will be organized into six sections. First, I will explain *my positioning as a researcher* based on the socio-constructivist ontology and interpretive epistemology adopted here. Then I will address a section titled *a critical view on the phenomenon*. In this section, I will argue that the political nature of both disciplinary power and the discourse of Standard English justifies the choice of Fairclough's (2001b) CDA model as a framework for data analysis; thereby, there I will subsume the section *Type of study*. Later, I will tackle the section *Data to analyze*, describing the corpus of texts that will be analyzed. Next, I will present the section *Unit of analysis* of the study. After that, I will characterize the *data analysis procedures*, accounting for how I will adapt the three analytical stages proposed by Fairclough (2001b), namely, description, interpretation, and explanation. Finally, I will describe the *ethical issue* of this study: confidentiality regarding the names of persons and organizations.

My positioning as a researcher

In this section, I will argue how the ontological and epistemological views underpinning this study influence my role as a researcher, and therefore, the analysis of data. As discussed in Chapter II, in conducting this study I adopt a socio-constructivist ontology and an interpretive epistemology. The former refers to assuming reality as a social construction that results from the interaction among human beings and the environment (Constantino, 2008). In turn, by interpretive epistemology I mean that the creation of knowledge in this study relies on a set of interpretive resources: *members' resources* (Fairclough, 2001b). These resources I draw upon are

of two sorts, namely, experiential and theoretical. While my experiential resources regard my participation in honor-based discipline and examinations, the theoretical resources I rely on are the social theories and linguistic background I use to make sense of the data.

The socio-constructivist ontological perspective influences this research in choosing to analyze a phenomenon that is socially constructed, i.e. discourse. In this sense, I will conduct this study under the premise discourses represent reality, social actors, social events, and their interplay (Martín-Rojo, 1996). In assuming discourses as social constructs, I will examine the processes of production, distribution, and consumption (Fairclough, 2001b) of the discourse of Standard English.

By the same token, the interpretive epistemological stand of this research sets the ground for creating knowledge in this research. In fact, my interpretation will lead me to add understanding about how the exercise of disciplinary power occurs as a result of the discursive practices of Standard English. Such interpretation will occur as a balance between my experiences and social and critical theory. Said balance will be mediated by the intertextual relations I will establish with other texts with the purpose of supporting the inferences reached in the textual analysis.

In accordance with the discussion above, this study requires an approach that permits to transcend textual analysis by adding a critical eye to it. This implies looking at the phenomenon under examination from a critical standpoint.

A critical view on the phenomenon

In this section, I will argue the reasons why it is important to adopt a critical view for studying disciplinary power as exercised by the discourse of Standard English. This critical view departs from considering disciplinary power as a political practice because it configures relations

of objectification that impact in the social establishment. In this framework, two political domains of the discourse of Standard English are analyzed: the ideological and the institutional in accord with van Dijk (1997). The discussed proposed here will be divided into two. First, I will recapitulate the concept *objectification* that was argued in Chapter II. And second, I will substantiate the ideological and the institutional in the exercise of disciplinary power done by the discourse of Standard English.

As posited in Chapter II, the exercise of disciplinary power harnesses *subjectivation processes* (Foucault, 1988a) that benefit the interests of orthodox social groups. Historically, subjectivation has consisted of processes by which human beings become subjects through objectification modes, for instance, sciences, dividing practices, and self-construction (Foucault, 1988a) (for a wider discussion of this see Chapter II). In other words, human beings have constructed and have been constructed as subjects in complex power relations. It is through said power relations that the powerful subjugates the powerless to their interests; therefore, when analyzing the exercise of disciplinary power in AIESEC-ICETEX grants, it is necessary to unveil the agendas that subjugate applicants.

In order to grasp who is subjected, who objectivizes others, and who resists the exercise of disciplinary power in scholarship concessions, it is worth studying the political domains of the discourse of *Standard English*. This will shed understanding on the roles social actors play in the power exercise. By social actors I mean a state agency (i.e. ICETEX), an international non-profit organization (AIESEC), AIESEC sponsors (mentioned in the problem statement), and school stakeholders. In this vein, two political domains are regarded: the ideological and the institutional (van Dijk, 1997). The former implies the belief systems of dominant social actors that set the bases for the promotion of values and representations through the discourse of

Standard English and its materialization (i.e. the corpus analyzed). The latter refers to political institutions that "organize the political field, actors and actions such as […] state agencies" (van Dijk, 1997, p. 17). Analyzing the institutional domain will be relevant for elucidating the power technologies used in schooling as well as the *technologies of the self* (Foucault, 1988b) that lead to interiorize or resist disciplinary practices. (See a discussion on technologies of the self in Chapter II).

Studying both political domains of the discourse of Standard English calls for a critical approach that transcends views on discourse as language in use, which means language at a communicative level solely. In so doing, I conceive discourse as a representation of social reality, social actors, social events, and their interactions (Martín-Rojo, 1996) that constitutes and is constituted by others social practices (Fairclough, 2017). Indeed, this problematizing approach to discourse characterizes the critical stand of this study in the sense that the interpretive procedures to conduct challenge some social asymmetries. Resultantly, it informs the methodological decisions of this study. This approach is Critical Discourse Analysis (CDA) and will be discussed in the next section.

Type of study

This research is concerned with the discursive constitution the social relations as a result of the exercise of disciplinary power done by the discourse of Standard English in the above-mentioned scholarship programs. In this section, I will argue why this goal demands to study said discursive practice from a social and critical perspective, namely, CDA. The argumentation will be organized into three moments. Firstly, I will briefly present some approaches to discourse analysis based on Bhatia, Flowerdew, and Jones (2008) in order to justify the choice of CDA in this study. Secondly, I will discuss why even though there is a variety of approaches to analyzing

discourse, CDA meets the research objectives of this study. Third, I will describe the main feature of the CDA model I adapted for conducting it.

There exist several methods to discourse analysis: from multimodal analysis to conversation analysis, from ethnographic approaches to corpus-based analysis, from mediated discourse analysis to genre analysis and critical discourse analysis (Bhatia, Flowerdew, & Jones, 2008). These manners of doing discourse analysis differ from one another considering the fact that they look at language from different angles. For example, in multimodal analysis, social meanings are unveiled in the light of semiotic modes and landscapes; in other words, language transcends text and talk. In contrast, conversation analysis focuses on understanding human interaction based on what we say; transcriptions are set as data. Ethnographic approaches develop conversation analysis and find its nexus with social identities and practices from an emic perspective, the researcher being an insider in a community. In turn, corpus-based approaches aim to analyze language as used in a variety of contexts by using computerized stored corpora. Language in use also concerns genre analysis, an approach to "the study of situated linguistic behavior in institutionalized academic or professional settings" (Bhatia, Flowerdew, & Jones, 2008, p. 11). Finally, there are two approaches that share the goal of analyzing the social world as constructed by social actions immersed in unfair relations of power, inequity, and ideological imposition, namely: mediated discourse analysis (MDA) and Critical Discourse Analysis (CDA). While CDA tackles social reality as largely constituted in language, for MDA discourse is not the only social practice that does so. As discussed above, discourse analysis can be done in different manners depending on views on language.

CDA informs the methodology of this study because the social practice of providing people with scholarships under the requisite of certified English entails disciplinary power

exercise. In this vein, explaining how the discourse of Standard English exercises disciplinary power meets the purpose of CDA “to make [...] ideological systems and representations transparent and to show how they are related to the broader social order" (Pennycook, 2001, p. 81). The following is a brief description of methodological decisions based on the purpose of CDA (see a wider discussion on this in Chapter IV).

In doing this study, I adapt the CDA model proposed by Fairclough (2001b) that refers to three stages of analysis: description, interpretation, and explanation. Description is the analysis of formal aspects of texts. Here, apart from depicting the formal features of the corpus (i.e. five calls for applicants), I will analyze the interpersonal relations represented in the requisite of certified English as stated in the clause complex “the requisite of English is necessary even if the practice take place in a Spanish-speaking country or another” (ICETEX & AIESEC, 2018, para. 20). The descriptive analysis will be based on contextual parameters such as tenor, theme, rheme, and transitivity from Systemic Functional Linguistics (henceforth SFL). In the second level, the inferences drawn from the previous stage are intertextually related to two other texts that spread the discourse of Standard English in order to analyze the texts’ processes of production, distribution, and consumption. In the explanatory stage, I will explain the social implications of disciplinary power exercise in AIESEC-ICETEX scholarships relying on the theoretical discussion proposed in Chapter III.

In the next section, I will depict the above-mentioned corpus of analysis.

Data to analyze

In this section, I will describe the characteristics of the data to be analyzed in this research. In this sense, what constitutes data in this study are five calls for applicants corresponding to AIESEC-ICETEX scholarship programs, more precisely their component

applicant's profile where the aforementioned clause complex of the requisite of English is stated. These texts are considered to be discursive materializations and thereby, represent reality, people, actions, and social events worth being analyzed here (see the section Unit of analysis of this chapter). The main features of these texts are described as follows.

Perhaps the most important feature of the corpus (i.e. texts to be analyzed) is its open access. As presented in the problem statement, ICETEX co-offers grants through its webpage by means of calls for participants that indicate the requisites that people should fulfill to be selected. Due to the fact that these texts are open access, no elicitation is necessary for conducting the analysis. Yet, as discussed in Chapter IV, the corpus itself is not enough to account for the interpersonal relations among social actors. This is the reason that relations will be established with two other texts, namely: the booklet *Basic standards of competence* (Ministry of Education, 2006) and a news article from the newsletter *Altablero* (Ministry of Education, 2005).

As said before, the corpus is made up of five calls for applicants made by the alliance AIESEC-ICETEX between 2011 and 2014. The labels of such calls is numeric and are listed as follows (see the years in parenthesis): 1207511 (2011), 1200112 (2012), 1200213 and 1200314 (2013), and 1200414 (2014) (ICETEX & AIESEC, 2018). Each of these calls is made of twenty three components: country, program's name, area, offeror, type of course, title to obtain, starting date, termination date, duration, language(s), number of scholarships, deadline for physical documents submission, *Comité Nacional de becas* date, institution, city, applicants' profile, preselection criteria, objectives of the program, content of the program, expenses covered by the program, required documents, and observations.

Since the problem of this study is the veiled interests in the requisite of certified English through tests, the component *applicant's profile*, which states the requisites to apply, is selected

for the descriptive analysis stage. Considering that the calls for applicants share the same structure and content except for the careers targeted, the analysis will focus on the call for applicants 1207511, based on a random decision. Within the component selected, the text to analyze corresponds to a clause complex (i.e. two clauses joined by a contrastive conjunction) posing the requisite of certified English as a sine qua non selection criterion.

Having presented the data for analysis, the next step is to pinpoint the unit of analysis or the *what-to-be-analyzed* in this clause complex. Next subsection will answer to this question.

Unit of analysis

In the corpus mentioned above, the unit of analysis will be the instances of disciplinary power exercise resulting from the discourse of Standard English. In this vein, the analysis will stress how orthodox social groups materialize their interests through disciplinary power exercise; an exercise that utilizes standard varieties of the English language as a benchmark to construct and select applicants in AIESEC-ICETEX scholarships.

Data analysis procedures

In this section, I will present and overview of the data analysis procedures of this research. This is because a more detailed explanation of these procedures will take place in Chapter IV. Although the stages of the framework of analysis adapted in this study seem to be linear (i.e. description, interpretation, and explanation), a caution should be made: cyclical transitions from one stage to another will take place. The reason for this is text, context, and social and discursive practices interact dialectically. Therefore, analyzing the component applicant's profile requires a previous analysis of the context of the scholarships in question and beyond (e.g. the Colombian educational system) as presented in the problem statement. Equally, analyzing texts that foment the requisite of certified English in AIESEC-ICETEX scholarships

implies studying the Standard English discursive practices that reify and are reified by such texts. Similarly, analyzing the social implications of Standard English discursive practices demands returning to the contextual and textual analyses. Table 4 synthesizes the main data analysis procedures.

Table 4 Data analysis procedures.

Analytical stage	Procedures	Aim
Description	Five terms of reference (profile of applicants) of AIESEC-ICETEX scholarships calls for applicants : • 1207511 (2011) • 1200112 (2012) • 1200213 and 1200314 (2013) • 1200414 (2014) **The requisite of certified English through language tests.**	To analyze theme, transitivity, an tenor in the corpus in order to account for the interpersonal relations among social actors embedded in the concession of AIESEC-ICETEX scholarships.
Interpretation	Intertextuality with the following texts: • *Basic standards of competence* (Ministry of Education, 2006) • News article *Bases for a bilingual and competitive nation* from the newsletter *Altablero* (Ministry of Education, 2005).	To interpret the interpersonal relations set in the corpus based on its discursive production, distribution, and consumption.
Explanation	Validation with social theory (Saldarriaga, 2003; Foucault, 1977, 1988a, 1988b, 2002; Álvarez-Gallego, 1995; Bourdieu, 1986; 1995 cited in Rincón-Villamil-2010; Martín-Rojo, 1996; Pennycook, 2001; Marsh, 1997; Guerrero, 2010; Guerrero & Quintero, 2016; Fairclough, 2001b, 2017; Milroy, 2001; and further academic work discussed in the theoretical framework).	To explain the implications of the foregoing interpersonal relations represented in the discourse of Standard English.

Source: Own elaboration.

Ethical issues

This research aims to shed light on how the discourse of Standard English exercises disciplinary power in AIESEC-ICETEX scholarships. In this sense, this study is framed in the non-consequentialist theory of ethics, which means "universal standards exist to guide all behavior, regardless of the consequences in a specific situation" (Rallis & Rossman, 2009, p. 271). Put it simply, disciplining people for achieving certain social purposes is questioned here since this practice only benefits dominant social actors in the short and long run.

The foregoing has implications on traditional yardsticks to ensure the quality of research, for example, triangulation, generalizability, and confidentiality. Triangulation will not be a criterion for trustworthiness in this study since my subjectivity is the most important source for interpreting the phenomenon. Yet, my interpretation will be systematic thanks to peer debriefing (discussed in Chapter IV). On the other hand, since the phenomenon is time and context-bound, which is a feature of qualitative research (Rallis and Rossman, 2009), generalizability will not be a purpose here either. In other words, I do not intend to generalize the findings obtained. Finally, confidentiality will not be completely ensured. Due to my interest to unveil social asymmetries expressed in the interpersonal relations under examination, the name of the institutions implied will not be guaranteed. This will not be the case of other social actors implied (i.e. AIESEC alumni) whose names will not be used but nicknames.

In conclusion, provided that CDA seeks to "understand, **expose** and ultimately resist social inequality" (van Dijk, 1999, p. 352, my bold), I decided not to incorporate triangulation, generalizability, and confidentiality in this study. Looking at these traditional research quality yardsticks from the lenses of non-consequentialist ethics, I conclude that they are not coherent with the view on ethics underpinning the social and critical purpose of this study.

Chapter IV: Data Analysis

Introduction

"The student's freedom of mind is dangerous if what is wanted is a group of technically trained obedient workers to carry out the plans of elites who are aiming at foreign investment and technological development" (Nussbaum, 2010, p. 21).

The foregoing epigraph serves the purpose of inviting the reader to wonder about the reasons why I consider multinational corporations intervene schooling; more importantly, how school practices such as discipline result in the construction of amenable subjects that ultimately meet the needs of a globalized economy (Spring, 2008). As stated in my research question, the present analysis delves into the discourse of *Standard English* as an exercise of *disciplinary power* in school-related scholarships, the ones offered by the alliance AIESEC-ICETEX. My purpose is to approach the phenomenon from a flexible, inductive, interpretive, social and critical perspective that inform English teachers' practices in order to cast doubt on ways to teach, learn and assess that perpetuate such a power exercise.

This chapter will account for the findings of the data analysis in this research. For this reason, in the first place, I will discuss how I adapted an analytical method based upon Fairclough's (2001b) three-tiered model of CDA was adapted; a model that consists of three stages (i.e. description, interpretation, and explanation). This adaptation allowed this study to transcend linguistic analysis by linking it to discursive and social analysis, as discussed later. Then I will present the strategies for ensuring trustworthiness in the development of this research: peer debriefing and analyst's reflexivity; relevant strategies to guarantee trustworthiness and enrich my interpretation of the phenomenon. Next, I will depict the findings of the analysis in three moments which will be labeled as follows: *the requisite of English:*

interpersonal relations without persons (descriptive stage)*; the entangled discourse of Standard English* (interpretive stage)*;* and *disciplinary power in AIESEC-ICETEX scholarships: language does things* (explanatory stage). In the first moment, I will analyze the formal aspects of the corpus, i.e. the five calls for applicants to AIESEC-ICETEX scholarships. Secondly, I will characterize the context of production, distribution and consumption of these texts (Fairclough, 2001b). This characterization aimed at shedding light on the exercise of disciplinary power in the discourse of Standard English within a clause complex taken from the corpus. In doing so, I will draw upon two other texts to find discursive relations with the corpus, i.e. the booklet *Basic Standards of Competence* (Ministry of Education, 2006) and the news article *Bases for a bilingual and competitive nation* from the newsletter *Altablero* Issue 37 (Ministry of Education, 2005). Lastly, I will address the social implications of the discourse of Standard English as it exercises disciplinary power for the sake of a few social actors' interests, as argued afterward. Recapitulations from each analytical stage will guide the reader throughout the chapter.

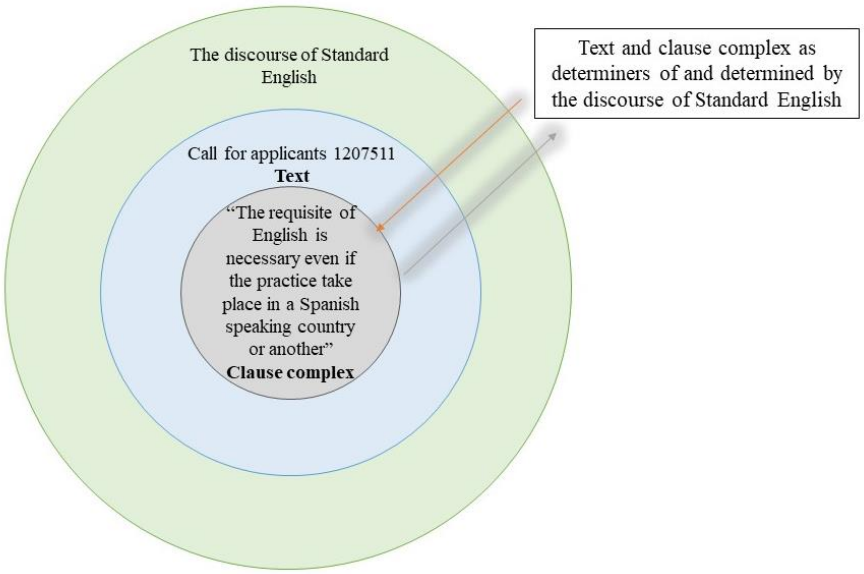
Model of analysis

This research relies on my interpretation of a phenomenon immersed in a socially-constructed world, which frames it in the qualitative paradigm (Croker, 2009). In this light, I adapted the CDA model proposed by Fairclough (2001b) that refers to three stages of analysis: description, interpretation, and explanation. In the next lines, I will briefly explain what they consist of and how they were adapted in this study.

Description deals with the analysis of formal features of the text (Fairclough, 2001b). By text I refer to a product of discourse (Martín-Rojo, 1997; Fairclough, 2001b) that in this study owns a linguistic nature. In this CDA, description entailed two phases. First, I analyzed five texts (calls for applicants) considering aspects such as their authors, target readers, and channel of

distribution. Second, I analyzed a *clause complex* extracted from one of these calls based on prior justification owing to responding my research question. A clause complex is a "grammatical construction consisting of two or more (simplex) clauses" (Andersen & Holsting, 2018, para. 4). Here the clause complex in question was deemed as a fragment of a text i.e. the call for applicants 1207511. Figure 1 presents the relation among discourse, text and clause complex in this study.

Figure 1 Relation among discourse, text and clause complex in this study



Source: Own elaboration.

The aforementioned descriptive analysis was made using a language approach devised by linguist Michael Halliday: Systemic Functional Linguistics (henceforth SFL). The reason behind this choice was SFL assumes that through language humans do more than communicating, i.e. we do things through language (Flowerdew, 2013). Such a view on language permitted this critical discourse study to cast understanding on how language as a social practice (discourse) exercises disciplinary power. In this vein, I identified lexical and grammar (lexicogrammar in

SFL terms) components that led to exercise power: interpersonal relations between writers and readers (e.g. a hidden imperative mood, obligation modality, and impersonal construction); a theme and its rheme (e.g. the requisite of certified English and how this mandate is developed); and the performance of processes among participants under certain circumstances (i.e. *transitivity*), for instance, relational processes of the attributive type (Flowerdew, 2013). As said above, the explanation of this descriptive procedure will take place in the section *the descriptive stage: a textual analysis.*

The analytical stage *interpretation* dealt with the inferences drawn from the first analytical stage as for the relations among social actors in the clause complex. Interpreting these relations required analyzing two features: social orders and interactional history (Fairclough, 2001b). The former implies social networks of practices that are set as conventions to act in the social space. For instance, applying to one of AIESEC-ICETEX scholarships demands constraining oneself to practices like certifying English and majoring in certain careers. The latter is concerned with interaction with other texts prior to the one under interpretation (the clause complex). Both social orders and interactional history constituted my interpretive toolbox.

Equipping myself with this toolbox led me to wonder about what was not in black and white in the clause complex: the impersonal forms employed that hid the actors responsible for uttering the peremptory character of certified English in AIESEC-ICETEX scholarships. This situation called for a tracking of other texts in pursuit of wider understanding in this respect: the booklet *Basic Standards of Competence* (BSC henceforth) (Ministry of Education, 2006) and the news article *Bases for a bilingual and competitive nation* from the newsletter *Altablero* issue 37 (Ministry of Education, 2005). The former was chosen because it enforced so-called valid English certifications as part of the discourse of Standard English across the Colombian

educational system when AIESEC and ICETEX produced the clause complex (2011). The latter was selected as it justified the standardization of English language education in BSC. Making these choices, I sought to characterize the representations of English as a gatekeeper to a globalized economy in which the social actors in the clause complex (i.e. applicants and offerors) participated either in the processes of production, distribution or consumption (Fairclough, 2001b) of the discourse of Standard English.

The *explanatory* stage coped with linking the discursive practices (i.e. production, distribution, and consumption) to their social and historical conditions (Fairclough, 2001b). In linking both Standard English discursive practices and conditions, I resorted to the discussion posed in the Theoretical Framework chapter. Accordingly, this analytical stage aimed to argue the social implications of the findings from the interpretative and descriptive analytical stages. Put it simple, the explanatory stage posited a reflection upon the sociohistorical settings that allowed the discourse of Standard English to exercise disciplinary power in AIESEC-ICETEX scholarships. In such a reflection voices of AIESEC alumni were also considered for illustrating how recruiting processes at AIESEC sponsors were the main target of AIESEC-ICETEX scholarship concessions.

Strategies for ensuring trustworthiness

This study did not fit a traditional qualitative research yardstick such as validity because this latter posits a researcher whose “account accurately represents participants’ realities of the social phenomena and is credible to them” (Schwandt, 1997 cited by Creswell & Miller, 2000, p. 124). To my mind, this viewpoint limits the possibilities of the researcher as a social actor with a repertoire of knowledges and experiences to interpret a given phenomenon. Nonetheless, the interpretation made here needed criteria to make sure systematicity and rigor guided its

development. Therefore, the quality of this study was guaranteed with a different approach: *trustworthiness*.

Trustworthiness is understood here as "as a set of standards that demonstrates that a research study has been conducted competently and ethically" (Rallis & Rossman, 2009, p. 264). With respect to the *competent* in this study, it intended to be useful for informing English teachers' practices; and systematic and rigorous as it entailed clear data analysis procedures and extensive reading to build an epistemological and ontological viewpoint (see the Theoretical Framework chapter). By the same token, this research aimed to be *ethical* insofar as a non-consequentialist lies beneath the analysis, i.e. denouncing the use of Standard English to exercise the disciplinary practice of conceding scholarships with veiled interests, as argued later. In accordance with trustworthiness, below I will discuss the two strategies employed.

Critical discourse analysts intend to engage in the language practices they study, making claims of knowledge (Chouliaraki & Fairclough, 1999). This engagement leads analysts to investigate the semiotic elements (i.e. the signs and their meanings) of social practices through dialoguing with social theories (Fairclough, 2001a). However, this dialog is not possible without a resource: reflexivity, which "arises from a concern about the stabilization of knowledge and the slipperiness of language" (Rogers et al, 2005, p. 382). Reflexivity in this study had to do with Fairclough's (2001b) concept of *members' resources,* i.e. "representations […] stored in [the] long-term memory" (p. 9, my edition). In the sense, apart from the linguistic interpretive procedures adopted (i.e. grammar and lexis), I brought up social orders and interactive history. In other words, I drew upon my repertoire of knowledges and experiences both as a researcher and beneficiary of school scholarships, on the one hand; on the other, as an English learner and teacher who has enforced and has been enforced by the discourse of Standard English via its

manifestations, for instance, materials, tests, courses, and the like, as discussed in the introduction of this study.

Another trustworthiness strategy used in this study was *peer debriefing*. Creswell and Miller (2000) define it as “the review of the data and research process by someone who is familiar with the research or the phenomenon being explored” (p. 129). Such a strategy was relevant for making sense of my bias, i.e. my positioning as a researcher (see the Research design chapter) in order to add more systematicity to the analysis of the clause complex. In this course of thoughts, another master's student, who also was carrying out his research stressing the discursive character of educational practices, read and provided comments on my study. His participation in this debriefing process took shape in research seminars, peer review sessions, and informal talks at the Master’s Program.

Findings

In this section, I will introduce the results of the analysis based on the analytical model and procedures discussed formerly. These results will be presented progressively in the three stages of analysis (i.e. description, interpretation, and explanation); contextualizing and recapitulating sections will guide the transitions of these stages. In this sense, in the first place, I will describe the labels or names assigned to said stages. Simultaneously, I will discuss how the findings in each stage contributed to casting light on the exercise of disciplinary power in AIESEC-ICETEX scholarships done by the discourse of Standard English along the analytical stages.

I labeled the descriptive stage as *the requisite of certified English: interpersonal relations without persons.* The reason behind this name was that *inferences* from the analysis of interpersonal relations, transitivity, and impersonal forms in the clause complex according to SFL led me to trace its conditions of production, consumption, and distribution.

Likewise, I named the second stage as *the entangled discourse of Standard English*. This name emerged as an aftermath of seeking for the conditions of discursive production of the clause complex by means of relating this latter to two texts[16] that enforced the necessity to hold certified English in the Colombian educational system and particularly, in AIESEC-ICETEX scholarships. This intertextual exercise allowed me to characterize Standard English[17] as a representation of social relations that set and was set by other representations (discourses) such as the discourse of Standard English, the discourse of globalization, the discourse of quality in education, and the discourse of qualifications and competitiveness.

In turn, I labeled the explanatory stage as the *disciplinary power in AIESEC-ICETEX scholarships: language does things*. It will be devoted to a reflection upon the social implications of Standard English practices (e.g. standardized English teaching, learning, assessment, and testing). In this light, in *explaining* the discourse of Standard English, I brought up the discussion posed in the Theoretical framework to shed light on how this discourse exercised disciplinary power in AIESEC-ICETEX scholarships for benefiting the recruiting agendas of AIESEC sponsors from 2011 to 2014.

The following is the analysis of the corpus in accord with the stages and procedures mentioned above.

The requisite of certified English: interpersonal relations without persons

In this subsection, I will account for the analysis of the formal properties of the corpus, i.e. the calls for applicants 1207511, 1200112, 1200213, 1200314, and 1200414 belonging to five scholarships programs of the alliance AIESEC-ICETEX. As part of this corpus, I chose a

[16] These texts were the booklet *Basic Standards of Competence* (BSC) (Ministry of Education, 2006) and the news article *Bases for a bilingual and competitive nation* (Ministry of Education, 2005)
[17] See a discussion of this term in the Theoretical framework chapter.

clause complex for depth analysis to understand the power relations established between social actors in AIESEC-ICETEX scholarships. This subsection will be divided into three parts. First, I will briefly contextualize the reader about the research problem underpinning this critical discourse study. In this vein, I will describe the authors, readers and channel of circulation of the calls for applicants. Next, I will address grammar and lexical elements of these texts that established a relation powerful-powerless between the social actors involved. In doing so, I will explain how the applicants were determined as passive readers by the first-hand authors of the texts (AIESEC and ICETEX), considering SFL lexicogrammar elements such as tenor as expressed through mood, modality, and person and transitivity. Finally, the corollary of this subsection will bridge the interpretive analytical stage.

A brief contextualization

Overall, the concern of this study is to shed light on how the discourse[18] of Standard English exercised disciplinary power in five scholarships of the alliance AIESEC-ICETEX. By discourse of Standard English I refer to a *representation* (Martín-Rojo, 1996) of language practices (e.g. English for working and studying), users (ideal speakers), and events (e.g. language testing). Such a representation seems to be interrelated to disciplinary practices that are originated in school, particularly *honor-based discipline* (Saldarriaga, 2003) and *examinations* (Foucault, 2002).

The foregoing conclusion was drawn from analyzing three sources. First, I analyzed the disciplinary character of scholarships in Colombian schooling (macro level), relying on social theory (Restrepo-Mejia n.d., cited in Saldarriaga, 2003; Shohamy, 2016; Foucault 1988a; 2002;

[18] For making sense of the concept *discourse of Standard English,* it is worth reminding my conceptualization of discourse as a representation of social reality (Fairclough, 2001b) including "social practices, social actors and their relations" (Martín-Rojo, 1997, p. 1)

Saldarriaga, 2003; Apple, 2000; Álvarez-Gallego,, 1995; Giddens, 2013). Second, I sought for disciplinary traces in scholarships mediated by ICETEX[19] (mezzo level), grades expressed in GPA being reiterative but not the only one; certified English proficiency in international grants through so-called valid tests appeared to be related to grades derived from schooling. Third, I problematized those scholarships co-offered by AIESEC and ICETEX (micro level) in the sense that despite certifying English was necessary for application, said certification was compulsory regardless of the destination countries. In other words, I noted that AIESEC-ICETEX scholarships were the only ones requesting certified English even if their internships/practices were held in countries where English was not an official language. Then, after inquiring about the sort of certifications demanded, I realized that they needed to evidence proficiency in Standard English varieties. In summation, analyzing the requisite of English certificates in the light of school discipline, I encountered that they appeared to benefit economic, political, and social interests of hidden agendas. Therefore, I conjectured that schooling appears to be the means by which these interests are materialized.

An unanswered question in that moment revolved around how linguistic constructions in the calls for applicants of the scholarships of the micro level set interpersonal relations. Similarly, I wondered about how these relations related to the Standard English discursive practices: production, distribution, and consumption in AIESEC and ICETEX scholarships. Moreover, I concerned about the social implications of these interpersonal relations. Accordingly, the intersection among these inquiries derived into the general research objective "to shed light on how the discourse of Standard English exercises disciplinary power in AIESEC-ICETEX scholarships".

[19] ICETEX mediates the concession of international scholarships as established in Law 1002/2005.

The former contextualization was intended to help the reader make sense of the choice of the corpus. Equally, it presented the main theoretical lenses through which the phenomenon was interpreted, as will be discussed in the three analytical moments.

Authors, target readers, and channel of circulation/distribution

In this subsection, I will describe implied elements of the calls for applicants: authors, target readers, and channel of circulation.

Authorship.

The question about authorship of the corpus is not fully answered in this chapter. The reason behind this is my assumption of texts as cause and effect of other texts, materializations of discursive entanglement. For the sake of practicality, I will reckon AIESEC and ICETEX as the first-hand authors. The following is a short re-contextualization of who they are (see the problem statement section for an ampler description).

Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior (ICETEX) is a state agency dedicated to the promotion of higher education through credits and scholarships based on aspirants' merits. In regards to the latter, ICETEX channels those offered by third parties, including international organizations (ICETEX, 2005). In fact, ICETEX promotes internationalization as can be evidenced in Figure 2.

Figure 2 Ends of ICETEX

Source: Photo I took in an ICETEX office in 2020

This picture, which was taken from one banner in ICETEX office on Calle 57 (Bogotá, Colombia), contains terms such as breaking boundaries, high quality education, internships abroad, administration funds, higher education funding, and growing, etc. As agent of global education, ICETEX aims to spread a view of globalized world where investing in education to develop human capital for economic growth (Spring, 2008) is a way to access better opportunities.

On the other hand, *Association Internationale des Étudiants en Sciences Economiques et Commerciales* (AIESEC) is a youngsters-led non-profit organization that serves as a platform for young people to develop their potential in a global learning environment (AIESEC, 2018). Evidence of this can be traced in AIESEC current calls for applicants. Figure 3 portrays a screenshot taken on October, 2019 from its Facebook account.

Figure 3 Screenshot of AIESEC Facebook post.

Source: AIESEC (2019).

This post shows that AIESEC aims to be a gatekeeper to the global market. Multinational corporations are depicted as organizations that aid senior university students and professionals to develop their potential. Likewise, there is a cultural component that seems to attract applicants: the chance to be immersed in a different culture. This feature corresponds to globalization.

According to Spring (2008), the global market searches for immigrants willing to be part of brain circulation, in other words, go abroad and return their countries to tell about the profits they gained when traveling and working overseas. Consequently, AIESEC promotes a globalized world that allows people to upgrade their professional skills and be immersing other cultures.

ICETEX and AIESEC are entities that nurture the global market by calling people to be students, interns, and workers either within Colombia and overseas. Congruently, when they allied between 2011 and 2014, their goal was a common ground. They offered five scholarship programs through calls for applicants labeled numerically, as mentioned in the problem statement of this study. Table 5 displays the relation year-call for applicants.

Table 5 Correspondence between years and names of the calls for applicants.

Year	Name of the call
2011	1207511
2012	1200112
2013	1200213
2013	1200314
2014	1200414

Source: ICETEX and AIESEC (2018)

These five calls for applicants were made by two institutional authors, i.e. AIESEC and ICETEX. Yet, as discussed in the explanatory analytical stage, the corporative authors of these texts did not appear explicitly there, which led me to uncover them for understanding the main disciplinary power executors in the authorship-readership relation. So far, I have addressed the authorship of these texts, the next subsection will deal with the other side of this relationship (i.e. readership).

Readership

The calls for applicants under examination targeted people of certain profiles. For example, the call 1200112 was directed to recent university alumni and senior students in university programs such as "language teaching or modern languages, administration, business, marketing and sales, industrial engineering and education sciences" (ICETEX & AIESEC, 2012, my translation). People willing to participate in these calls also should have shared some values. The call for applicants 1200213 states that "the program is especially designed for youngsters with a **global vision** and projection that desire to discover and develop their potential to have a **positive impact** on society and besides have aptitudes and experience in the exercise of **leadership**" (ICETEX & AIESEC, 2013, my translation and bold). Accordingly, values like global vision, development of potential to have a positive impact, and leadership had to be met by the applicants.

Likewise, candidates had to fulfill other requirements. Table 6 presents the terms of reference (applicant's profile) of the call 1207511 and its themes (my translation). By theme I refer to "the point of departure of the clause, what the clause is about" (Flowerdew, 2013, p. 20).

Table 6 Themes of the applicant's profile from the call for applications number 1207511.

Applicant's profile in the call for applicants 1207511	**Themes**
(1) The program is directed to senior university students or alumni from careers like engineering, education, humanities (sociology, psychology, social work, social journalism) that graduated maximum a year ago.	The program
(2) The program is especially designed for youngsters with a global vision and projection that desire to discover and develop their potential to have a positive impact on society and besides have aptitudes and experience in the exercise of leadership.	The program

(3) Requisites [of the program are] Being aged 19-30 when taking the trip, having a grade point average 3.8/5.0, having good command of English (MET: C1; TOEFL: paper-based test: score of 550, computer-based test: score of 213 or IELTS: band 6.5) and preferably have command of a third language.	Requisites [of the program are]
(4) The requisite of English is necessary even if the practice take place in a Spanish-speaking country or another.	The requisite of English
(5) The applicants must attach a letter of recommendation of the university where they are studying.	The applicants
(6) The candidates cannot choose the destination country.	The candidates
(7) Only people living in cities where there are AIESEC offices can participate: Bogotá, Bucaramanga, Ibagué, Manizales, Pereira, Armenia, Cali, Valledupar, Montería, Santa Marta, Cartagena y Medellín.	Only people

Source: ICETEX and AIESEC (2018)

Table 6 breaks the component applicant's' profile of the call 1207511 into two simplex clauses (i.e. single clauses) (see 6 and 7) and five complex clauses (i.e. simplex clauses related to others). However, all the clauses shared the same thematic development, i.e. the same patterns of themes in a given text (Flowerdew, 2013). In this sense, all clauses begin with themes deploying elements from noun groups (e.g. the program, the requisite). Subsequently, these themes are followed by elements from verbal groups (e.g. verb to be and modal verbs) except for the last clause where the verb *living* supplies the relative pronoun *that* and the subjunctive verb *live*.

The results of this theme-thematic development analysis in accord with SFL let me identify that the nouns *applicants* and *candidates* are used as themes in the clauses 5 and 6 and implicitly in the noun *people* in clause 7. These lexical elements are tied to prior themes: *the program*, *requisites*, and *the requisite of English*. To my mind, such thematic development depicts the readers of the call for applicants as passive social actors insofar as they did not play

an active role in the decision-making of the ends and requisites of the scholarships. In other words, their possibilities to be awarded with scholarships depended on their compliance of preset profiles. This assertion does not reveal new knowledge yet. It led me to think that such passiveness did not appear in *black and white* wording of the requisites, particularly the one of certified English.

The passive character of readership displayed in Table 2 corresponds to the component *applicant's profile* in the call 1207511, component that was worded in a similar manner in the other four calls for applicants. For this reason, I decided to randomly select the call 1207511 for ulterior analytical steps, more particularly, its clause complex number 4, i.e. *the requisite of English is necessary even if the practice take place in a Spanish-speaking country or another*. The following subsection will tackle how the readers accessed the information analyzed here.

Channel of circulation/distribution

Information about scholarships offered by ICETEX is publicly open, i.e. accessible via its website (https://portal.icetex.gov.co/Portal/). Only by clicking on the tab *scholarships* it is possible to gain access to a variety of scholarships-related links, for instance, *current scholarships, history of scholarships offered, status of the scholarship request, other scholarships, receive information about scholarships via email,* and a list of special programs that are not worth explaining here. In this site, applicants to AIESEC-ICETEX scholarships had to apply by accessing the link *current scholarships.* This link showed them three options to filter the search: all, country, and number of call. Once applicants a call for applicants selected, a new page with data is displayed in 22 components: country, program's name, area, offeror, type of course, title to obtain, starting date, termination date, duration, language(s), number of scholarships, deadline for physical documents submission, *Comité Nacional de becas* date,

institution, city, applicants' profile, preselection criteria, objectives of the program, content of the program, expenses covered by the program, required documents, and observations. Importantly, if the readers want to apply, another link appears there in order to do so; the rest of the process is followed online until getting a decisive notification.

This public access seems to obey to one of the functions of ICETEX: "To promote and manage the international cooperation in order to search greater and better opportunities to train the human resource in the country or abroad in accordance with the policies of the National Government" (ICETEX, 2019, para. 4). Accordingly, the web was the main channel to circulate or distribute the texts under study.

Relation authors-readers

In this subsection, I will substantiate the affirmation that the readers of AIESEC-ICETEX scholarships calls were constructed as passive actors by the authors. Preliminarily, I have described the authors' objects and how these objects intersected in the production of five calls for scholarships. Likewise, I have pinpointed my decision to focus on a clause complex to proceed the textual analysis. In this regard, that selection was made in order to pursue the answer of the research inquiry regarding how the discourse of Standard English exercises disciplinary power in the aforementioned scholarships. In this framework, here I analyzed the clause complex in order to account how readers' passiveness was subtly promoted. This analysis emphasized transitivity and the contextual parameter tenor according to SFL.

Transitivity refers to "the different types of processes involved, their relations to the roles of the participants and how these processes, roles and circumstances relate to one another" (Flowerdew, 2013, p. 17). In SFL, six are the processes types that account for transitivity:

relational, mental, material, existential, behavioral, and verbal[20] (Flowerdew, 2013). In order to account for the kind of process involved in the clause complex (i.e. *the requisite of English is necessary even if the practice take place in a Spanish-speaking country or another*) it was necessary to identify its lexicogrammar elements.

The first element to describe was the number of clauses making up the clause complex. In this vein, this clause complex is originally made up of two clauses that are joined by a conjunction. Table 7 displays this.

Table 7 Clauses that constitute the clause complex of analysis.

The requisite of English is necessary	even if	the practice take place in a Spanish-speaking country or another.
Clause 1	**Conjunction**	**Clause 2**

Source: ICETEX and AIESEC (2018, my translation)

The second feature to identify was the lexical units organized in groups: verbal groups, nominal groups, adjectival groups, conjunction groups, and prepositional groups. Table 8 shows the clause complex split into lexical groups.

Table 8 Taxonomy of groups constituting the clause complex under analysis.

Type of group	Example
Verbal groups	is (clause 1) take place (clause 2)
Nominal groups	the requisite (clause 1) English (clause 1) the practice (clause 2) country (clause 2)
Adjectival groups	necessary (clause 1) Spanish-speaking (clause 2) another (clause 2)

[20] See a complete description of these transitivity processes in Flowerdew (2013).

Conjunction groups	even if (clause 2) or (clause 2)
Prepositional groups	of (clause 1) in (clause 2)

Source: Own elaboration.

From the previous taxonomy, I arrived at two conjectures. First, clause 2 depends on clause 1, which makes the former *dependent* and the latter, *independent*. In SFL terms, clause 1 is superordinate and clause 2, a subordinate one. With regard to semiotic implications, I inferred that the requisite of English (clause 1) is compulsory regardless of the circumstances. Second, both nominal groups *the requisite* and *the practice* are carriers of attributes present in the adjectival groups *necessary*, *Spanish-speaking*, and *another*. For this reason, the transitivity processes carry out in the clause complex are *relational* of the *attributive* type. By relational I refer to processes of existing and being (Flowerdew, 2013). In turn, attributive means the process of relation between carrier and attribute. In a bigger picture, clause 1 attributes a condition of being to clause 2 in the sense that the content of clause 2 does not affect the compulsory nature of clause 1, as suggested before.

As evidenced so far, the analysis on transitivity did not reveal signs of activeness regarding the applicants. In fact, I could affirm that candidates to these scholarships had to certify their English proficiency if they wanted to apply. The preset passiveness of the readers of the clause complex was more explicit when the contextual parameter tenor was examined. Tenor is linked with “the relations of the participants in the text” (Flowerdew, 2013, p. 12). These relations are mediated by lexicogrammar elements such as *mood*, *modality* and *person*. The first of them is related to whether a clause is imperative or indicative; the second one, to modal verbs

or phrases; the third, to first, second, or third person either, singular or plural. Table 9 illustrates tenor as for the clause complex in question.

Table 9 Tenor in the clause complex under analysis.

Lexicogrammar item	Type
Mood	Indicative
Modality	Obligation
Person	Third person singular

Source: Own elaboration.

Let me elaborate on the content of the table. Firstly, the clause complex is a statement, which makes it indicative. However, in semiotic and practical terms the function of this statement transcends indication because it ends up mandating the requisite of English. Second, it does not include any modal verb of obligation. The adjective *necessary* accounts for that, though. Finally, the third person is represented in two nominal groups *the requisite* and *the practice*.

The textual analysis let us understand that the requisite of certified English is completely compulsory, which is an index of hidden intentions in the calls for applicants. Likewise, the impersonal forms employed in the clause complex (e.g. the above-mentioned nominal groups) indicate that the social actors that participate in the social practice of AIESEC-ICETEX scholarship concessions are not relevant for meaning-making and then, are suppressed. What does this discursive strategy aim? Why do not authors and readers, or better, offerors and applicants appear in *black and white?*

Recapitulations of this section

As argued above, the corpus selected for analysis has first-hand authors (i.e. AIESEC and ICETEX), a target readership (i.e. passive social actors) and a channel of circulation/distribution

(i.e. ICETEX web portal). Regarding the interaction of these elements, I desire to pose some inferences here. First, the corpus constructed asymmetries between authors and readers. This was evidenced by identifying the value-laden object of the authors: boosting the global market. Thereby, AIESEC and ICETEX could be regarded as distributors of a discourse that represents English as the key to access such a market. Similarly, the non-existence of decision-making possibilities for the readers made them passive consumers of the texts, and thus, of the foregoing discourse. Both inferences met the preliminary findings of the section problem statement of this study. On the one hand, the requisite of certified English reinforces hierarchies -unequal social relations- through the demand of so-called valid tests. In other words, as instruments of power and control (Shohamy, 2016), tests normalize undesired behavior (Foucault, 1976). On the other hand, the compulsory nature of certified English has to do with a discourse (i.e. representation) spread by means of schooling. As a result, school plays the role of breeding ground for the interests of veiled social actors. Who are these actors that could be regarded as authors of the corpus under scrutiny? Answers to this interrogatives and my inferences surpass the scope of the descriptive level of analysis. Therefore, interpretation and explanation will approach them.

The entangled discourse of Standard English

This analytical stage was devoted to analyzing the clause complex in the light of practices of its production. In so doing, I will arrive at the conclusion that the requisite of certified English is fruit of the discourse of Standard English[21] in entanglement with three additional discourses: the discourse of globalization, the discourse of quality in education, and the discourse of

[21] I conceptualized this discourse as a representation of language as a uniform, prestigious, and value-free communicative code (Milroy, 2001: Fairclough, 2001b) that students develop gradually through English curriculum practices such as teaching, learning, and assessment (see the Theoretical framework chapter).

qualifications and competitiveness. Such a conclusion was reached by means of the analysis of social orders and through interactional history.

As argued in the section Model of analysis, social orders are constraints to practices in the social space (Fairclough, 2001b). In this vein, the social practice of AIESEC-ICETEX scholarships concession was limited by various social orders. The textual analysis let me identify some of them: certifying language proficiency through so-called valid tests (i.e. IELTS, TOELF, and MET), doing a major in specific areas (e.g. systems engineering and social work), and living in certain cities, among others. Yet, others were hidden: having a high GPA as a result of academic performance, working for paying an international language exam, submitting documents, and most importantly, being disciplined along schooling process as discussed in the explanatory stage. Accordingly, applying to scholarships offered by the alliance was determined by social orders that were both explicit and implicit in the corpus.

Likewise, interpreting the process of production of the clause complex in question required tracing other materializations of the discourse of Standard English. In this respect, I had to wonder about texts that helped explain the inexorable requisite of certified English in AIESEC-ICETEX scholarships. Considering that the alliance conceded these scholarships between 2011 and 2014, such materializations had to be written within this period. That is the reason why I selected two texts, i.e. the news article *Bases for a bilingual and competitive nation* from the newsletter *Altablero* (Ministry of Education, 2005) and the booklet *Basic standards of competence* (BSC) (Ministry of Education, 2006). Although both texts were not considered as part of the corpus of analysis, they expanded the textual analysis and thereby, they constituted an intertextual relation with the clause complex scrutinized. Hereunder, I will contextualize their emergence and ends.

A brief contextualization

As part of the first four-year government of former president Álvaro Uribe, the Ministry of Education led an educational policy named *Revolución Educativa*; a policy formulated in order to "widen coverage, improve the quality of education, and improve the efficiency of the sector" (Ministry of Education, 2004, p. 3, my translation). Within it, a program to foster "the improvement of English language teaching, producing better levels of performance in this language" (Ministry of Education, 2006, p. 5, my translation) was created: the *National Bilingual Program (2004-2019)* (NBP henceforth).

NBP aims to "respond to the national necessities in regards to English, it seeks to form teachers and students of *Educación Básica*, [*Educación*] *Media*, and Higher Education capable of responding to a new bilingual environment" (Ministry of Education, 2005, para. 8, my edition, my translation). This program took shape of booklet *(Guía 22: Basic standards of competence)*, which became compulsory in English language teaching, learning, and assessment. Even, it is paramount today since it has been reprinted twice (in 2010 and 2015) and set as a reference point for the current bilingual program *Colombia Very Well* (Ministry of Education, 2014).

The importance of this contextualization is that the BSC and official communications such as *Bases for a bilingual and competitive* (Ministry of Education, 2005) establish the discursive context for the corpus. This statement is based on the premise that albeit both the corpus and the official texts brought up here boost Standard English practices, the latter owns a normative character. In other words, the BSC and the news article were texts that enforced the aforementioned practices due to fact that they justified, enforced and validated the requisite of certified proficiency asked in AIESEC-ICETEX calls for applicants.

In the next subsection, I will present the results of a characterization of discourses present in the BSC and the news article that circulate the discourse of Standard English, and therefore, in the corpus too. This characterization was relevant to pursuing understanding on how the discourse of Standard English exercised disciplinary power in AIESEC-ICETEX scholarships concessions, as stated in my research question. The following subsection will be set into three moments in which I will argue that the discourse of Standard English does not act in a vacuum but belongs to a discourse entanglement.

The discourse of Standard English: a subsidiary and constituent of other discourses

In this subsection, I will argue how the discourse of Standard English entangles with other discourses in order to exercise disciplinary power in the corpus of analysis. Here it is convenient to bring up the conceptualization of discourse that founds this study. Discourses are language-related social practices that "construct representations of society, social practices, social actors and the relations established among them" (Martin-Rojo, 1997, p. 2, my translation); such language-related practices are also constructed by other social practices (Fairclough, 2017). In this sense, I will regard the discourse of Standard English as the cause and consequence of other discourses, i.e., the discourse of globalization, the discourse of competitiveness and qualifications, and the discourse of quality in education.

In accordance with the former considerations, the discourse of Standard English is regarded here as a social practice that uses language in order to construct social realities, these latter based on representations of students (later applicants) as passive actors in the learning process. I will discuss that such a feature is useful for the purpose of fomenting technical knowledges through competences and qualifications that prepare them for global economy practices. Likewise, I will propose that the relation passiveness-competitiveness-qualifications

will be mediated by the discourse of quality in education. Fragments from the BSC and the news article will be used to illustrate my argumentation.

The discourse of globalization

According to the BSC, the Ministry of Education conceived NBP as a measure to "reach citizens capable of communicating in English in order for them to able to insert the country in the processes of **universal communication**, **global economy**, and **cultural opening** with internationally comparable standards" (Ministry of Education, p. 6, my translation and bold). The boldfaced phrases let me gain understanding of the ends of the program and the role English language education should play: developing communicative competences in order to sell the idea of English as the key to access the wonders of the modern world (Guerrero, 2010a). Such an idea also circulates in the news article:

> **Being bilingual is essential in a globalized world**. Handling a second language means being able to communicate better, opening boundaries, understanding other contexts, appropriating knowledges and circulating them, understanding and making ourselves understandable, enriching ourselves and play a decisive role in the development of the country. Being bilingual is having more knowledges and opportunities to be qualified and competitive, and improving the quality of life of all citizens (Ministry of Education, 2005, para. 2, my translation and bold).

In this excerpt, the boldfaced clause widened my understanding of the Ministry's strand regarding being bilingual in a globalized world. Despite the fact the Ministry recognizes that the NBP was also concerned about the preservation of native languages in Colombia (Ministry of Education, 2005), it focused on English language development. In other words, for them, English learning equals to becoming bilingual. The reason behind this strand is being competent English

users allows people to be part of global market practices such as knowledge economy, social mobility and human capital development (Spring, 2008). As a conclusion, the Ministry of Education privileges a view of bilingualism as a synonymous of English learning given that English is the language of global commerce.

Yet, do what varieties of English fit the aforementioned character of English? The answer to this question lies in the problem statement of this study. In that section, I argued that so-called valid language tests (i.e. TOEFL, MET and IELTS) evaluate Standard English varieties, those that permit social mobility. This framework let me infer that the discourse of globalization assigns to the discourse of Standard English a purpose that justify processes such as standardized testing, and other reified forms of Standard English (e.g. textbooks, materials, and standards). In other words, the discourse of globalization answers the *why* to learn these uniform, prestigious, and functional language varieties (Milroy, 2001). A question emerges: how does the discourse of globalization ensure standardized language practices? A second discourse comes into play: the discourse of quality in education.

The discourse of quality in education

Making sure Standard English be learned and used in social spheres including school and industry is the role the discourse of quality in education plays. For achieving this, the NBP, particularly the BSC adopted a set of "internationally comparable standards" (Ministry of Education, 2006, p. 6), the *Common European Framework of Reference for Languages: Learning, Teaching, and Evaluation* (CEFR henceforth) made by the Council of Europe. Overall, the CEFR served the purpose of establishing a standardized conception of language that favor communication based on a set of communicative competences (i.e. linguistic, pragmatic, and sociolinguistic) that are attained through a gradual learning process divided into levels of

proficiency (Ministry of Education, 2006).

In the BSC, these levels of proficiency are distributed in this manner: from 1st to 3rd grades (Beginner- A1); from 4th to 5th grades (Basic 1- A2.1); from 6th to 7th grades (Basic 2- A2.2); from 8th to 9th grades (Pre-intermediate B1.1); and from 10th to 11th grades (Pre-intermediate B1.2) (Ministry of Education, 2006). The foregoing entails that school alumni must account for a level B1, which is not the proficiency level demanded in the requisite of AIESEC-ICETEX scholarships but contributes to the attainment of the required one (B2). Precisely, the B2 level became the expected proficiency university alumni had to demonstrate by the end of the major except if the major is language-related, in this case C1 was established (Ministry of Education, 2005). How is this quality validated?

As proven by the compare-contrast chart in the problem statement of this research, the Ministry of Education adopted CEFR-based testing. In that section, I discussed that not only the type of questions asked was similar in *Pruebas Saber* for 9th and 11th graders in relation to the Key English Test (KET) but also the visual display and the communicative contents. This finding obeys to a gradual implementation of the CEFR in evaluative practices, process that began in 2005 when the Ministry of Education asked university senior students (those with majors not related to languages) to take “an English test, within the framework of *Exámenes de calidad de la educación superior* (ECAES) [which was] aligned with the framework of reference and goal proposed” (Ministry of Education, 2005, para. 20, my edition, my translation). In the case of senior students from language-related majors, they had to take the First Certificate in English (FCE) (Ministry of Education, 2005).

The former arguments constitute the basis for the assertion that school is set as a hotbed for inserting Colombian students in the global market through the platform AIESEC. In this

school machinery (Varela & Álvarez-Uría, 1991) certified Standard English (B2 level) is one of the gatekeepers along with the compliance of other characteristics: having an acceptable GPA, being a senior university student/recent alumni of specific professional areas, living in specific cities, having a global vision and projection, and having a letter of recommendation of the university (see subsection Readership, p. 77). Together, these requisites are manifestations of the discourse of quality in education as they construct type of subjects the global economy expects, competent and qualified individuals. Precisely, this construction is due to the intervention of another discourse, i.e. the one of competitiveness and qualifications that will be tackled as follows.

The discourse of competitiveness and qualifications

Up until this point of the interpretative analysis, I have argued that the discourse of Standard English is a subsidiary of the discourses of globalization and quality in education, which does not mean the former is merely effect of the other two. On the contrary, it is a two-way constitution, i.e. the discourse of Standard English also reinforces the representations of society they circulate. In this light, being part of a set of requisites, certified proficiency in standardized English testing became a qualification that allowed AIESEC-ICETEX applicants to compete with others in order to obtain a scholarship. Such a competition and qualification subscribe to the discourse of competitiveness and qualifications. The following excerpt illustrates how the Ministry of Education (2006) understands the bases for students to become competent and qualified in English:

> [...] The foregoing considerations are related to the report *Learning: the treasure within* presented by the International Commission on Education for the XXI Century of Unesco. That document, in which four pillars of education are proposed, *learning to know*,

> *learning to do, learning to live together, and learning to be*, inspired us to highlight in this document the importance of working from the English class [...] declarative knowledges [...] derived on the one hand from experience and on the other, from formal learning [...] Dexterities and abilities [...] include on the one hand, practical dexterities and abilities and on the other, intercultural ones, such as the capacity to relate to others, sensitivity [...] Personal knowledge [...] encompasses the sum of the individual features, traits and attitudes that make up the personality and that influence on the image we have about ourselves and others [---[ability to learn [...] is conceived as the predisposition or ability to discover what is different [...] it includes as well the consciousness of how language and communication work, study skills and heuristic strategies" (p. 12, my edition, my translation).

Overall, it seems that there exists an ideal way of being, knowing, doing and living with others for the Ministry. These assumptions manifest a view on English learning as a training process by which students progressively become qualified and competent. Therefore, in the BSC, English learning is seen as a result of the banking education model (Guerrero & Quintero, 2016). Students are conceived as containers that are filled with knowledge, which is also portrayed in this fragment:

> The same way it occurs with the mother tongue, **many standards are repeated, strengthened** and **deepened** in different grades and, what denotes their sequential development in the learning spiral, is the gradual complexity of the language required and the challenges made bigger every time by teachers, in accord with the cognitive level of students (Ministry of Education, 2006, p. 16, my translation and bold).

Similarly, the BSC promote strategies to ensure English learning as a development of

competences and qualifications based on teachers' experiences. This is the case of the English portfolio, a strategy that is aimed at "[...] achieving the standards [which] comprises active and conscious participation of students in monitoring their development in relation to their performance level" (Centre for Information on Language teaching and Research, n.d., cited by Ministry of Education, 2006, p. 35, my translation). Seen from the Foucauldian perspective, the English portfolio seems to be a manifestation of technologies of the self[22] by which students discipline themselves before the expectations of language performance.

In accordance with the discussed above, I conclude that the Ministry of Education constructs students as passive actors, i.e. consumers of imposed knowledges, which is the same inference the analysis of tenor and transitivity in the clause complex delivered in relation to applicants (see subsection Relation authors-readers, p. 80). Far from being a coincidence, the forge of passiveness in students and candidates to AIESEC-ICETEX scholarships is the fertile ground for materializing the discourse of competitiveness and qualifications. In other words, Standard English-related competences and qualifications are to be acquired because students lack them.

Recapitulations of this section

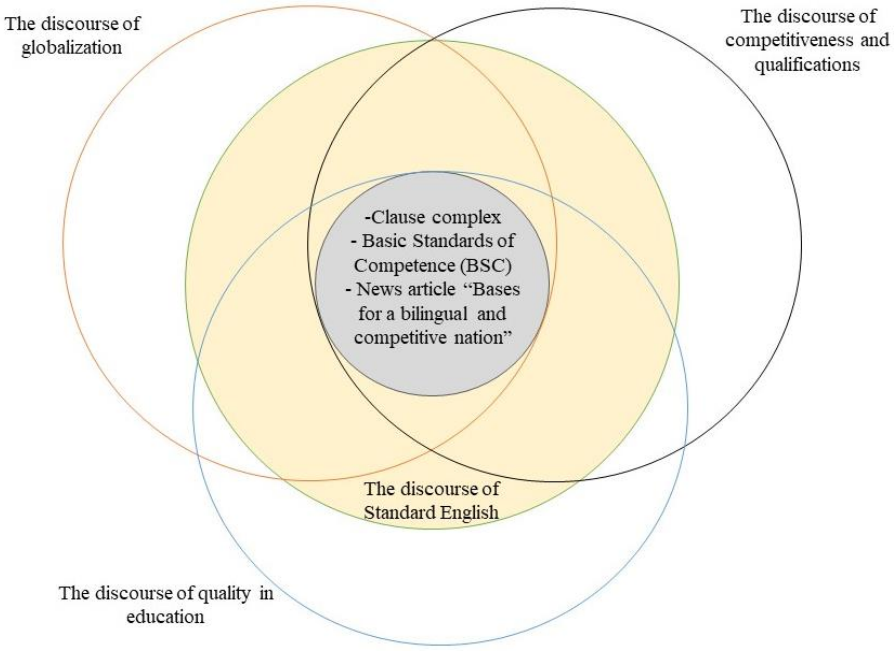
The interpretive analytical stage allowed me to analyze the context of production of the clause complex *the requisite of English is necessary even if the practice take place in a Spanish-speaking country or another*, taken from the corpus. In this sense, the intertextual exercise, that is between the clause complex and the booklet BSC and the news article *Bases for a bilingual and competitive nation*, led me to characterize a discursive entanglement between the discourse

[22] See a discussion of this concept in the Theoretical framework chapter (p. 33)

of Standard English and the discourses of globalization, quality in education, and qualifications and competitiveness.

The discursive entanglement in question is materialized in the BSC and the news article as well as the clause complex. Such an entanglement is established as a result of two-way discursive relations that work as follows: the representation of a globalized world (i.e. the discourse of globalization) requires a standard language that enables human interaction; in turn, the discourse of Standard English fosters globalization economic practices such as English language testing, courses and materials, etc. as part of human capital development and social mobility. Being a means through which globalization is constituted, the discourse of quality in education needs language practices such as standardized testing, learning, teaching, and assessment to ensure high-quality workers training; at the same time, the discourse of Standard English demands quality-oriented frameworks (e.g. CEFR and BSC) to crystallize uniform and effective communication in a globalized world. Lastly, the discourse of competitiveness and qualifications makes sure quality processes occur in English language education by promoting a view of knowledge consumerism; simultaneously, the discourse of Standard English necessitates representations of quality instruments such as certificates that validate a person is competent and qualified in using the language. This discursive entanglement is displayed in Figure 4.

Figure 4 Discursive entanglement producing the corpus.



Source: Own elaboration.

The above-illustrated discursive entanglement sets the ground for the discourse of Standard English to operate in the social sphere. It represents an ideal way to use the language in accord with a view of language (i.e. a communicative code) that is uniform, and thus functional for commerce in a globalized world. However, the social implications of such a discourse have not explored yet.

The discourse of Standard English and disciplinary power in AIESEC-ICETEX scholarships: language does things

This analytical stage will address the social implications of the discourse of Standard English in view of AIESEC-ICETEX applicants' construction. This section will be split into three subsections. First, I will shortly contextualize the theoretical lenses underpinning the explanation of these implications. Then I will argue the effects of the exercise of disciplinary

power through the discourse of Standard English in the scholarships analyzed. Finally, I will recapitulate the arguments presented in the explanatory stage.

A brief contextualization

This study is underpinned by a socio-constructivist ontological and an interpretive epistemological stand. In other words, this critical discourse analysis conceived its object of study as a construction belonging to social reality, its knowledge creation being aftermath of my interpretation. In this vein, after problematizing the role of school and language testing in modeling AIESEC-ICETEX applicants (see the problem statement), I sought for theories that explained the disciplinary character of school and the English language curriculum (see the Theoretical framework chapter). The main conclusions of that discussion were two. On the one hand, school owes its existence to a tensional interaction amongst diverse social actors that aim to make it the place to materialize their interests. On the other hand, as components of curriculum, standardized English teaching, learning, and assessment, are manifestations of representations of language loaded with control, values and belief systems[23]. The discussion in question set the base for delving into the social implications of the discourse of Standard English. These social effects will be presented in the next subsection.

The discourse of Standard English and disciplinary power in AIESEC-ICETEX grants: social implications

The interpretive analytical stage allowed me to gain insights on how social actors such as the Council of Europe, the Ministry of Education, and testing corporations such as Cambridge Assessment English (owner of FCE and KET) circulate the discourse of Standard English in the Colombian educational system. This assertion is relevant in order to understand that there are

[23] A comprehensive discussion of these two points took place in the Theoretical framework chapter of this study.

other authors that spread this discourse apart from the first-hand authors of the clause complex (i.e. AIESEC and ICETEX). In this sense, if Cambridge Assessment English is deemed as an author, so are the owners of other so-called valid tests mentioned in the calls for applicants (see subsection Relation authors-readers, p. 80). Table 10 shows the owners of these tests.

Table 10 Other authors of the discourse of Standard English

Tests	Owner(s)
IELTS	Cambridge Assessment English, IDP, and the British Council
TOEFL	English Testing Service
MET	Michigan Language Assessment

.

Source: Own elaboration.

Nonetheless, identifying the authorship of the discourse of Standard English is more complex than this. It is worth bringing up that as well as texts and discourses are product or cause of other texts and discourses, authorship of discourses and texts is also constituted by entanglement. In other words, there is a vast chain of authors for a given text and therefore, for its discourse(s)[24]. In this framework, the discourse of Standard English and its materializations are not exceptional, for instance, the corpus (i.e. the calls for applicants and within it, the clause complex), the BSC and the news article in *Altablero*. Despite the presented above, identifying other sort of authors became *explanatory* for this analysis. The reason for doing so was the scholarship programs had a target social space (i.e. international corporations), which conveyed social implications for the social actors involved.

[24] This is because in this study texts are seen as materializations of discourses (see the section Model of analysis of this chapter).

Preliminarily, I have posed that the platform AIESEC-ICETEX selected applicants who fulfilled the needs of the global market. Notwithstanding, I have not explained how this platform worked. The explanation to this is that AIESEC and ICETEX permitted the consolidation of hiring practices of corporations that sponsor AIESEC. This inference emerged from analyzing five testimonies from AIESEC Colombia alumni[25]. As follows. I will broach two voices of AIESEC former members asking the question *how is your life after AIESEC;* their names were replaced by the nicknames A4 and A2.

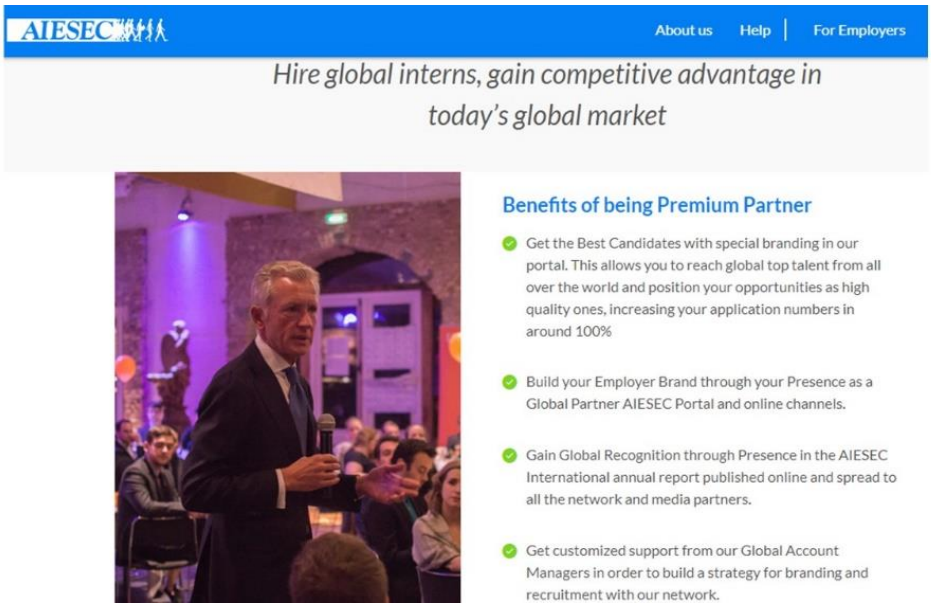
"Being responsible for managing the young strategies of the **World Economic Forum** sounds extremely challenging but **after one has passed through an organization such as AIESEC, I feel I have enough capacities**" (A4, Sic, Interview, my translation and bold). When the interviewee affirmed having enough capacities to manage a great task at work, a manifestation of the discourse of competitiveness and qualifications was evident in the word *capacities*. In this sense, A4 deemed AIESEC as a gatekeeper of better professional opportunities. This testimony led me to identify two implicatures: 1) this individual must have met all the requisites demanded (see the corpus under analysis), included English proficiency; 2) this person enrolled the World Economic Forum due to being selected in an AIESEC program. The former conjectures were ratified when I analyzed the voice of alumnus A2.

"Currently. I have just moved to Malaysia. I am working in a company called **Mindvalley** which is located in Kuala Lumpur. For those people who do not know the organization, apart from **being global partner of AIESEC,** it is a company that works in the educational sector" (A2, Sic, Interview, my translation and bold). Interestingly, A2 highlighted

[25] I found these testimonies under the label *Huellas alumni EP* on the YouTube channel AIESEC Alumni Colombia AAC (https://www.youtube.com/channel/UCu55aej6_RkDfYF-rrESb7Q)

the partnership between AIESEC and sponsors, evidencing that for this alumnus taking part of AIESEC meant a job opportunity in one of AIESEC's premium sponsors (i.e. Mindvalley). By premium sponsors I refer to enterprises that can obtain a higher status and more privileges with AIESEC, as depicted by this except taken from the webpage (Figure 5):

Figure 5 AIESEC premium sponsors benefits.



Source: AIESEC (2020)

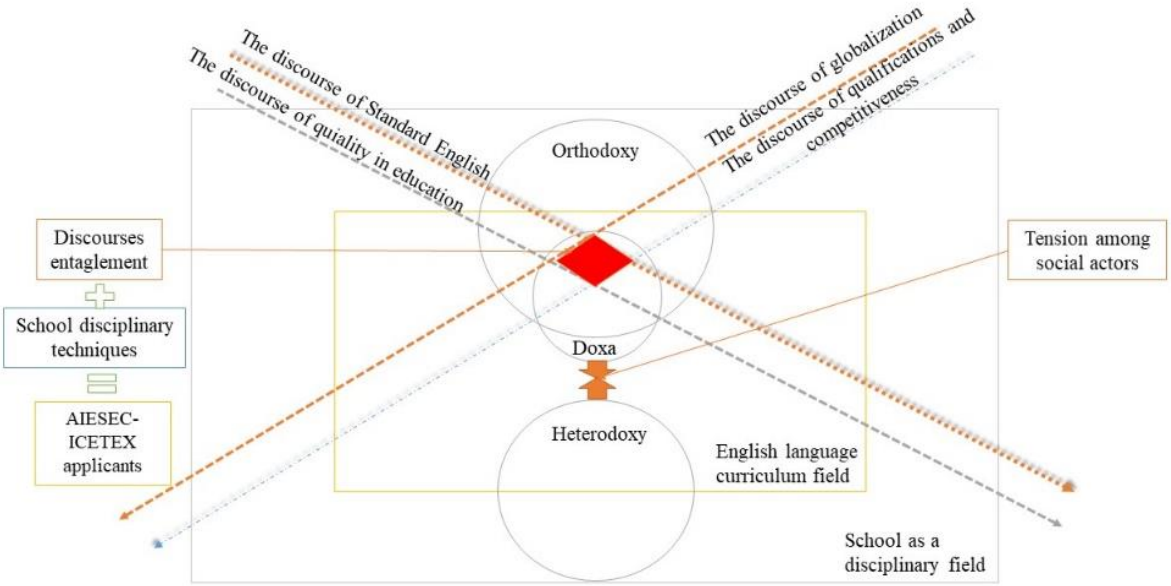
The testimonies and Figure 5 confirmed that AIESEC is a labor platform that connects its members to work opportunities in international corporations. For this to happen, applicants must meet different requisites, English proficiency being the one of interest here. Put it simple, AIESEC scholarships, including those co-offered with ICETEX, aim to attract high-quality professionals and senior university students for easing recruitment processes to its sponsors.

As illustrated in the interpretive analytical stage, AIESEC-ICETEX scholarships concession had a discursive constituent that consisted of the entanglement of the discourses of globalization, quality in education, and competitiveness and qualifications. However, the section

of candidates did not only occur at the moment of applying. Rather, it was one of the last steps for materializing the foregoing discursive entanglement. Where did all start?

In the Theoretical framework, I discussed that school is a disciplinary field where tensional forces (social actors) struggle and/or adhere to one another in pursuit for the spread of their interests in the social spheres. In so doing, school disciplinary practices such as exams and honor-based discipline (i.e. honor rolls, payment exemptions, and grants) are the techniques to construct docile and utile subjects that meet those interests. In this field, there are micro-fields, for example, the English language curriculum. Vested with its own tensions, this micro-field is governed by dominant social actors that constitute the orthodoxy; among these are CEFR-oriented publishing houses, testing enterprises, governmental agencies (e.g. the British Council and the American Embassy), and materials designers. Yet, it is common that a single social actor carry out more than one orthodox line. The orthodoxy is in charge of circulating the discourse of Standard English through standardize forms the language teaching, learning, and assessment. These manifestations are contested by heterodox actors and consumed/reproduced by the doxa (Bourdieu, 1986). See this tensional relation between social actors in Figure 6.

Figure 6 Disciplinary discursive entanglement at school.



Source: Own elaboration.

In Figure 6, the micro-field of English curriculum is crossed by four discourses, namely: the discourse of globalization, the discourse of competitiveness and qualifications, the discourse of quality in education, and the discourse of Standard English. This affirmation departs from the fact that the BSC, which universalize the communicative competences and their evaluation schoolwide, promotes the aforementioned discourses so as the *Basic Learning rights of English* do currently (Ministry of Education, 2016a; 2016b). Nevertheless, these discourses do not spread their representations of the social reality and social actors separately. On the contrary, they entangle one another, which makes them subsidiary but also constituent of each other as discussed in the recapitulations of the interpretive stage.

Portrayed in the red diamond in Figure 6, this discursive entanglement is where the discourse of Standard English becomes powerful, i.e. exercises disciplinary power. The discourse in question bounds the construction of high-quality workers for the capitalist society, which is typical of school (Saldarriaga, 2003; Chartier, 2004). This subjectivation process is the

result of the "interweaving of subjects [e.g. students, teachers, parents, entrepreneurs, etc.], institutions [i.e. school] and knowledges [e.g. economy, pedagogy, marketing, etc.]" (Jiménez-Becerra, 2001, p. 54, my translation, my edition). Put it simple, the discourse of Standard English reaches in school, more precisely in English curriculum, the dissemination of a value-laden view of language (i.e. merely communicative) that is beneficial to international corporations thanks to global and local platforms such as AIESEC and ICETEX, respectively.

This discursive spread takes concrete shape by means of testing-oriented teaching, learning, materials, assessment, and other resources that progressively train students in the escalated practice of Standard English tests; not to mention the effects of this discourse on the design of state-wide exams, as I presented it in the problem statement of this study. On account of the pinpointed above, for the discourse of Standard English to construct candidates for AIESEC-ICETEX, it had to set English curriculum at school as a breeding ground through the exercise of disciplinary power (i.e. testing-oriented training). As a consequence, unequal power relationships among orthodoxy and doxa derived into the perpetuation of social orders.

Recapitulations of this section

The explanatory stage of analysis aimed to pose some implications of the discourse of Standard English in regards to the profiling of AIESEC-ICETEX applicants. Aided by the theoretical constructs of this study, I explained that the manifestations the discourse of (i.e. English as a uniform, prestigious, and functional language) did not begin when the alliance selected its candidates. Conversely, the selection of applicants was the fruit of a breeding ground held in school. Hand in hand with school exams and honor-based discipline, orthodox social actors in the micro-field of English curriculum determined the conditions for this profiling. The ultimate goal of this process resulted in job opportunities for AIESEC alumni as was the case of

two former members whose voice was brought up. Tacitly, this construction of subjectivities perpetuated the establishment.

CHAPTER V: Conclusions, Implications, and Further Research

This chapter will present the conclusions and implications derived from this critical discourse analysis. Also, it will pose three questions for further research. First, I will answer the research question of this study. Then I will summarize the research process conducted in order for the reader to make sense of the conclusions drawn. Later, I will posit some pedagogical and research implications for English teachers. The discussion of these implications will depart from reflections about the model of analysis employed and the Standard English practices analyzed. Finally, I will propose three questions for further research deeming the aforementioned conclusions and implications.

Conclusions

This critical discourse study aimed to shed light on how the discourse of Standard English exercised disciplinary power in five scholarships granted by the alliance AIESEC-ICETEX between 2011 and 2014. As a result of a three-tiered analysis (adapted from Fairclough, 2001b), the descriptive, interpretive, and explanatory stages findings are synthesized as follows: the discourse of Standard English exercised disciplinary power in said scholarships by classifying human beings as competent and not competent users of Standard English varieties through examinations, particularly, language tests regarded as *valid* in the calls for applicants. This classification, which was intended to select apt interns and practitioners for AIESEC partners, took a textual shape, namely, a clause complex requesting language proficiency levels through so-called valid tests. Yet, the discourse in question did not exercised power in the vacuum. Rather, it held an intersection with the discourses of globalization, quality in education, and competitiveness and qualifications. In this vein, the applicants to AIESEC-ICETEX scholarships had to fulfill a profile of ideal speakers (competent users of Standard English varieties) that was

qualified as such as a result of sitting language tests. The construction of this profile and was ensured via *measurable indicators* (Colella & Díaz-Salazar, 2015) of the CEFR as a quality guarantor. It is important to highlight the role that school and the English language curriculum performed in such construction of applicants because they set the *fields* (Bourdieu, 1995 cited in Rincón-Villamil, 2010) where their *subjectivation processes* (Foucault, 1988a) commenced. In other words, school was the breeding ground for profiling human beings as competent users of Standard English varieties, which are functional for the global market; therefore, these applicants were profiled as high-quality workers for AIESEC sponsors as well. In order for the reader to make sense of these findings, the following is a summary of the research process.

This study arose from questioning one inexorable requisite this alliance demanded, i.e. certified English through what they called valid tests; those that evaluate so-called standard varieties of English (e.g. IELTS, TOEFL, and MET). This problematizing task led me to trace two aspects: scholarships and valid tests since they seemed to be intertwined on purpose, hiding social, political, and economic agendas.

Conceptualizing school disciplinary practices in accord with Foucault (1977, 2002), Varela & Álvarez-Uría (1991), Álvarez-Gallego (1995), and Saldarriaga (2003), among others, I arrived at the conjecture that AIESEC-ICETEX scholarships were determined by the social orders of school discipline. In other words, correct training means, i.e. hierarchical observation, the examination, and normalizing judgement (Foucault, 1977) are embodied in school life practices (see Table 3, Theoretical framework chapter) and construct the applicants to scholarships of this kind. There were two reasons for asserting it. First, scholarships gather characteristics of school disciplinary practices based on the desire of honor (Restrepo-Mejía, n.d., cited in Saldarriaga, 2003), i.e. human action mobilization through emulation, for instance,

honor rolls, *matrículas de honor*, and school awards. Second, comparing and contrasting statewide exams for ninth and eleventh graders with the Key English Test (KET) (powered by Cambridge English Assessment), I realized that contents, type of questions and diagramming were alike. This helped me understand that this test (i.e. KET) pertains to a battery of so-called tests that are the access point to the expert system (i.e. system of professional expertise) (Giddens, 2013), in this case, the system of English language testing. In this vein, I made sense of such language testing-driven practices at school as techniques to maintain social hierarchies (Shohamy, 2017). In sum, I inferred that school honor-based discipline was the background for AIESEC-ICETEX scholarships; by the same token, I conjectured that testing-oriented school practices was the hotbed for training applicants for meeting the requisite of certified English.

From a socio-constructivist ontology and an interpretive epistemology, the research problem described above convinced me to theorize school sociohistorical dynamics that foster honor-based discipline (Saldarriaga, 2003) along schooling, and within it, the social space where English testing-oriented practices take place, i.e. the English language curriculum. In so doing, a discussion on two theoretical constructs was posed: *school as a disciplinary field*, and *English language curriculum as a disciplinary micro-field*. This discussion allowed me to cast light on the tensional character of school, i.e. social actors dispute its social ends as means of satisfying their interests. Moreover, I gained insights on how testing-oriented practices such as standardized English teaching, learning, and assessment, are orthodox impositions in the English language curriculum. These impositions obey a representation of Standard English as a functional, communicative and uniform variety of language (Milroy, 2001; Fairclough, 2001b) that is vested with values and belief systems (e.g. leadership and a global vision). The aforementioned

theorization was meaningful for analyzing the corpus, particularly the social implications of the discourse of Standard English in the explanatory analytical stage.

Simultaneously, the adaptation of a research method (i.e. Fairclough's three tiered CDA model) to achieve the research objective led me to formulate three research objectives that corresponded to three analytical stages (description, interpretation, and explanation). The first objective was to describe the interpersonal relations among the social actors involved in the linguistic constructions of AIESEC-ICETEX calls for applicants, particularly the ones that stated the requisite of certified English. The second aim was to interpret these interpersonal relations in the light of their discursive practices of production, distribution, and consumption. Lastly, the third goal was to explain the social implications of the interpersonal relations represented in the discourse of Standard English. In the next lines, I will present the conclusions of each research objective.

The descriptive analysis of the selected five calls for applicants was centered on examining the role of language to set interpersonal relationships among offerors (i.e. AIESEC-ICETEX) and applicants. To do so, I delved into the authorship, readership, and channel of distribution of these five texts considering their linguistic formal properties. Findings revealed that AIESEC and ICETEX are organizations whose purpose is to be platforms for their applicants to enter the global market. These platforms set the requisites for people to apply without negotiating them with their applicants. Analyzing such requisites from SFL view on theme-rheme, I encountered that AIESEC-ICETEX applicants had to fit them, which made these people passive readers of the texts. This was confirmed by analyzing the channel of distribution of the calls (i.e. ICETEX webpage); it did not seek for negotiation of these requisites but their submission. Bearing in mind the foregoing characterization, I arrived at the conclusion that

AIESEC and ICETEX *objectivized* (Gruenfeld et al., 2008) their applicants, i.e. these latter were subjugated by the former in line with their interests. However, due to their nature as platforms, both organizations I did not regard as the social actors who directly exercised that objectification. In other words, they were the distributors of discourses materialized in these texts whereas the applicants were their consumers.

Since my investigative interest was to analyze the requisite of certified English, the subsequent analytical step was to examine the clause complex that stated it in the calls for applicants (see the Data analysis chapter). This examination consisted of analyzing the objectification expressed in the foregoing requisite. For doing so, I analyzed the processes occurring between the participants of the clause complex and its circumstances (i.e. transitivity processes) and the interpersonal relationship in terms of mood, modality, and person (i.e. tenor). The analysis evidenced that the clause complex was created using impersonal forms that hid the participants (social actors), making the requisite of certified English mandatory without mentioning who attributed such a quality to it. The production of this clause complex transcended the role of AIESEC and ICETEX and therefore, interpreting such dynamics became the concern of the subsequent stage of analysis: interpretation.

The interpretive stage was intended to characterize the discursive practices that produced the above-mentioned clause complex as well as the conditions of its consumption and distribution. In the first place, I found that the clause complex was distributed via ICETEX webpage since it was where applicants could get to know the calls. Likewise, I noticed that these applicants were discursively constructed as consumers of the clause complex insofar as they were objectified, as revealed by the descriptive stage. Lastly, I identified other texts that imposed certifications of Standard English proficiency in various social arenas, especially, in AIESEC-

ICETEX calls for applicants, which helped me trace the discursive production of the clause complex. In this course of thoughts, I encountered the news article *Bases for a bilingual and competitive nation* (Ministry of Education, 2005) and the booklet *Basic standards of competence* (2006). By relating said texts with the clause complex, I understood that these texts hold a representation of standard language practices (i.e. the discourse of Standard English) that determined social actors' practices, for instance, granting and applying for scholarships and training test-takers. Yet, such a representation was not found to be an isolated discourse. The discourse of Standard English is entangled with the discourse of globalization, the discourse of competitiveness and qualifications, and the discourse of quality in education. Overall, the discourse of Standard English is permeated by quality processes (e.g. testing) and frameworks (e.g. CEFR) that bring about certifications (i.e. those derived from testing) that qualify people as so-called competent speakers that enter the global market. As a conclusion, the discourse of Standard English produced the clause complex thanks to entanglement with the foregoing discourses.

The last stage of analysis was devoted to explain the social implications of the interpersonal relations set by the discourse of Standard English in AIESEC-ICETEX scholarships. In this vein, it was relevant to trace back the social space where these relationships construction start, i.e. school and more precisely, the English language curriculum. Underpinned by the theoretical discussion of chapter II and two AIESEC alumni's testimonies, I achieved an explanation. School and the English language curriculum were the breeding ground for multinational corporations to hire high-quality workers with the mediation of the platform AIESEC-ICETEX. The techniques to do so were the typical disciplinary practices of school based on the desire of honor (Restrepo-Mejía, n.d.), for instance, scholarships, honor rolls, and

school awards, among others. These practices were crossed by the means of correct training (Foucault, 1977), particularly one: examinations. Examinations, particularly those related to English tests training permitted the classification of students who progressively were constructed as AIESEC-ICETEX candidates. Resultantly, the exercise of disciplinary power in the calls for applicants was the crystallization of a training process for candidates to become competent and qualified users of English with a view to the global market.

Implications

In this section, I will present some implications emerging from this critical discourse study. First, I will discuss two pedagogical implications to promote social change through English language education. Then I will posit two implications for conducting discourse analysis in our educational field. The intended purpose of this section is to inform English teachers' pedagogical and research actions for the sake of social justice.

The first implication of this study is to encourage English teachers to resist the agendas of standardization in education. It is a commonplace for educational stakeholders to assume homogenous teaching, learning, and assessment, as quality guarantees. In the field of English language curriculum, these homogenizing practices are those regarded here as manifestations of the discourse of Standard English. Day by day, we reproduce the idea of English as a key to open the doors of a globalized world. In this light, blindly following the guidelines emanated by the syllabi of our institutions, which in turn follow the ones from the Ministry of Education and CEFR, seems to be key duplicating machine. Contesting the dominant discourse of Standard English will be possible through systematic and collaborative academic exercise (Forero-Mondragón, 2017). This resistance starts with questioning and reflecting, but transcends by taking action.

The second pedagogical implication of this critical discourse study is to lead English teachers to reconsider the views of language pedagogy they own. Trendy language education approaches such as the communicative appear to be carriers of unproblematized ideologies and discourses, as evidenced in this study. What I mean is that as language educators we can still develop communication but at the same time motivate our students to question the use of language forms in preset communicative situations. For instance, the use of personal titles (i.e. Mr., Mrs., Ms., and Miss) to address a person or the way women's last name changes after marriage (i.e. mother's maiden name). In problematizing the *givens* in communicative scenarios, we should realize the things people do when they use language.

With regards to doing discourse analysis in the field of English language education, this study might inform teachers' work in two lines. On the one hand, this thesis transdisciplinarily approached a language-related phenomenon in interaction with issues of power, ideology, and social asymmetries. On the other hand, this research flexibly adapted an existing model of analysis, i.e. Fairclough's (2001b). The discussion of both implications will be done separately but will pose a reflection in the end.

The first research implication of this study for language educators willing to do discourse analysis is to be overt to *transdisciplinarity*. This research problematized language neutrality in relation to the construction of social reality, evidencing it is loaded with ideologies, power, and values. This problematization was only reached thanks to describing, interpreting, and explaining the texts and their conditions of production, distribution, and consumption based on insights gained from a transdisciplinary approach (Fairclough, 2003). In other words, making the phenomenon converse with systemic functional linguistics, philosophy, sociology, and history allowed me to see what was beyond the *black and white*. Accordingly, harnessing the scholarship

developed in other disciplines and fields will widen our analyses of discourse. English teachers interested in doing discourse analysis ought to be open to expand their academic and professional repertoires.

The second investigative implication in regards to doing discourse analysis is to do with flexibility. This critical discourse study embodied flexibility in two directions. On the one hand, despite the fact that it was written following most canonical logics of theses (i.e. chapters and their denominations), it challenged conventional research procedures such as data collection, participants, objectivity, and validity, to name a few. On the other hand, flexibility was also a guideline when transiting from one analytical stage to another. This was important and innovative since Fairclough's (2001b) model of analysis suggests that the three stages (i.e. description, interpretation, and explanation) should be carried out through linear transitions. An example of flexibility in this regard was the problem statement section in the sense that I identified social orders of the corpus without having even done the textual analysis. Another example of this was the theoretical discussion proposed in the Theoretical framework chapter, which as presented before, established the ground for the explanatory analytical stage. Thereby, English language educators planning to do discourse analysis should make their work flexible in order to approach their corpuses creatively and reflexively[26].

To conclude, I would like to pinpoint that this critical discourse study unveiled how standardizing practices in the English language curriculum serve the social ends of the global market at expense of the interests of most citizens. As researchers and educators, we have a crucial role in reproducing or jeopardizing the discourses that constitute social reality through the disciplinary nature of school. In this course of thoughts, we ought to consider that assuming

[26] See a discussion about reflexivity in the Data analysis chapter.

language as a simple communicative code only perpetuates the establishment, its hierarchies and therefore, its asymmetries. Language is more than words.

Further research

This study let us understand that representations on social reality (i.e. discourses) produce concrete materializations, texts. In this sense, there is a vast terrain to explore in regards to how the discourse of Standard English exercises disciplinary power: textbooks, statewide examinations, scholarships calls for applicants, school and university syllabi, and language tests, among others. However, it will be worth transcending the analysis of *black and white* texts done here. Analyzing Standard English texts in a multimodal manner will lead us make sense of non-linguistic discursive strategies that intertwine to forge docile and utile subjects for the global market. Framed in the previous considerations, the following are questions for further research:

How do audiovisual resources in English language textbooks construct amenable subjects?

What do English teachers' experiences reveal about Standard English discursive practices?

What do English learners' experiences reveal about Standard English discursive practices?

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Appendixes

Appendix 1. Scholarships offered to Colombians by the alliances OEA - INICTEL-UNI and OEA - CIESI

Country	Offeror	Area	Number of ICETEX call for applicants	Year
Peru	OEA - INICTEL-UNI	Engineering and related areas	2237716	2016
	OEA – CIESI	Natural sciences and ecology	2237116	2016
		Natural sciences and ecology	2238616	2016
		Urban planning, development and ecology	2238716	2016
		Management	2238816	2016
		Management	2238916	2016
		Management, communication, design and related areas	2239016	2016
		Management	2239116	2016
		Social sciences	2239216	2016
		Social sciences	2239316	2016
		Social sciences	2239516	2016
		Educational sciences	2239616	2016

Source: ICETEX (2018)**.**

Appendix 2. Scholarships offered to Colombians by ICETEX & AIESEC (2018)

Country	Offeror	Area	Number of ICETEX call for applicants	Year
Various (not specified in the call)	AIESEC	Engineering, social sciences, educational sciences and arts.	1207511	2011
		Systems engineering, bachelor in languages or modern languages, management, businesses, marketing and sales, industrial engineering, and educational sciences.	1200112	2012
		Systems engineering, bachelor in languages or modern languages, management, businesses, marketing, industrial engineering, and educational sciences.	1200213	2013
		Systems engineering, management, international businesses, marketing, and industrial engineering.	1200314	2013
		Bachelor in languages or modern languages, linguistics, technical studies in programming, software engineering, technological studies in programming, telecommunications engineering, electronic engineering, mechanical engineering, management, businesses, marketing, foreign trade, graphic and publicity communication, and industrial engineering.	1200414	2014

Source: ICETEX and AIESEC (2018)**.**