



UNIVERSIDAD
SANTO TOMÁS

Education and Multicultural Societies

Rethinking bilingual education for
diversity in educational communities

Module 3



Oficina de Educación
Virtual USTA



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Rethinking bilingual education for diversity in educational communities



CONTENT OF MODULE 3

Problematization - Learning situation - Context	2
Guiding questions	3
Instructional Analysis (Content Synthesis)	4
Introduction - Presentation 1. Definition of macroeconomics	6
3. RETHINKING THE FRAMEWORK FOR 21ST-CENTURY BILINGUAL EDUCATION	7
3.1 The future may start today!	7
3.1.2 A glance to the future regarding the pandemic impact	13
3.2 A contribution to the configuration of an educational community regarding its human, language(s), and cultural diversity.	15
Bibliography / Webgraphy	19

Pages



PROBLEMATIZATION

LEARNING CONTEXT: PROBLEMATIZATION

A public school language teacher is assigned to travel and settle in Leticia, the capital of the Amazon region in Colombia. As arriving there, the teacher realizes a set of implications that challenge her pedagogical instruction and didactic strategies. On top of the changes and contrasts she has started to face, what definitely represents a demanding situation for this teacher is to approach her learners regarding the characteristics of the community, which include human, sociocultural, and language diversity inside and outside the classroom. Just as an example, one of her students belongs to the Ticuna community in the Amazon region. The learner studies at the public school, but he lives with his father on the Brazilian borderline due to his family's work and the people's economic needs in the Amazon. To sum up the characteristics of this student: his mother tongue is Ticuna, his national language is Spanish, but he is studying Portuguese since he lives on the borderline with his family. From this initial contextualization, it is worth asking and reflecting upon the core questions below.



CORE QUESTIONS

(LO1). Analyzes constructs and considerations from literature in contrast with difficulties, constraints and possibilities of educational communities.

- How do sources from literature contribute to the analysis of difficulties, constraints, and possibilities of educational communities?

(LO2). Determines arguments from a critical position for advocating essential considerations about human, social and cultural diversity.

- How to construct arguments from a critical position for advocating essential considerations about human, social and cultural diversity?

(LO3). Elaborates a critical reflection for transferring knowledge from literature to the actual configuration of an educational community regarding its human, social and cultural diversity.

- How do a critical reflection from literature and the actual configuration of an education community enable the construction and transferring of knowledge regarding human, social and cultural diversity?



(IN CONJUNCTION WITH THE PROGRAM PHASES)

Phase 1: Understand and reflect
Cultural Diversity in a Globalizing Age.

Phase 2: Integrate and apply
Transforming education by embracing bilingual learners.

Phase 3: Contribute and disseminate
Rethinking the framework for 21st century Bilingual Education.

1. CULTURAL DIVERSITY IN A GLOBALIZING AGE

- 1.1 Decolonial discourse: Divercities, a literary phenomenon
- 1.2 Inter, intra, multi and trans (culturality)
 - 1.2.1 Interculturalidad, plurinacionalidad y razón decolonial
 - 1.2.2 Further reflections: consideraciones finales

2. TRANSFORMING EDUCATION BY EMBRACING BILINGUAL LEARNERS

- 2.1 Pedagogías decoloniales y la interculturalidad: perspectivas situadas.
- 2.2 A critical perspective regarding socio-political and cultural dimensions in Bilingual Education
 - 2.2.1 Human, language, culture and societal factors that embrace learners in a community and a learning environment.
 - 2.2.2 Immigrant bias: How do I mirror myself as an immigrant?

3. RETHINKING THE FRAMEWORK FOR 21ST-CENTURY BILINGUAL EDUCATION

- 3.1 The future may start today!
 - 3.1.1 A glance to the future regarding the pandemic impact
- 3.2 A contribution to the configuration of an educational community regarding its human, language(s), and cultural diversity.



MODULE 2

RETHINKING BILINGUAL EDUCATION FOR DIVERSITY IN EDUCATIONAL COMMUNITIES

The third course module entails to develop the contents below:

The future may start today!

A glance to the future regarding
the pandemic impact

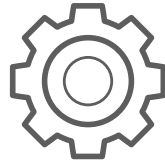
1. A contribution to the configuration of an educational community regarding its human, language(s), and cultural diversity.



INTRODUCTION

The third module responds to the third stage of the master program that recalls the contribution and dissemination of the learning process' outcome. From the basis of explaining how emerging educational needs demand a critical position, contents are introduced through the projection of how to rethink the future today. The direction of this module turns out pertinent due to the pandemic time we are living in. Undoubtedly, the effect of Covid-19 has brought and will bring new challenges, difficulties, barriers, and gaps to understand, address and position the role of educators, instructors, leaders, and policymakers in the world.

Among considerations of multicultural education in the 21st century and what is expected to reflect upon and redefine in terms of bilingualism, it is clear that it becomes relevant to have a glance at the present towards the future to encourage the construction of a perspective that may enable people to consider the nature of educational communities. It is about interpreting literature for elaborating arguments and establishing a critical position through a feasible contribution to reconfigure bilingual learning environments regarding human diversity and sociocultural factors.



3.1 RETHINKING BILINGUAL EDUCATION FOR DIVERSITY IN EDUCATIONAL COMMUNITIES

The future may start today!

To rethink the principles of bilingual education in the 21st century implies yielding contributions from the local context where we are to the global environment surrounding us. On the one hand, the changing dynamics of the world depicts the rising phenomenon associated with a kind of "deterritorialization" to evidence "cultural hybrid and increasing global migration" (Posh 2016, p. 16). On the other hand, local communities struggle to deal with the unfinished colonialism domain still leaves behind members of minority groups through the imposition of sociocultural factors that turn out into stereotypes and discriminatory practices.

In-between these two contrapositions, educators, leaders, and participants of educational communities are called to redefine a more solid critical position that encourages a framework that provides communities members a more open and equity perspective in society. It is not an easy task, mainly because the current world conditions have shown us unequal living conditions and a lack of welfare among countries and regions on the planet. Besides, it has been evident how unethical and misleading facts demonstrate the urgency of critical thinking, especially in educational and learning environments. Indeed, the third stage of the master program is on contributions and dissemination of an outcome that may respond to educational communities' needs and demands. In other words, the module goes beyond a theoretical component. It seeks to encourage your action from the context and the role you play in education.

Having clear the ultimate goal of the course and the third goal bring the principles and recommendations established by García, O., & Kleifgen, J. (2018) may be considered a threshold to redefine a critical position towards the human, linguistic and sociocultural factors that describe the nature of learning environments and what the authors aforementioned have defined as emerging or new bilinguals. The authors' contributions redefine bilingual education through an enriching perspective for "policymakers, educators and researchers" (García, O., & Kleifgen, J. 2018, p. 211). In doing so, the authors have determined the main actions from a set of dimensions that figure 1 illustrates.

Figure 1. Transforming the education of emergent bilinguals



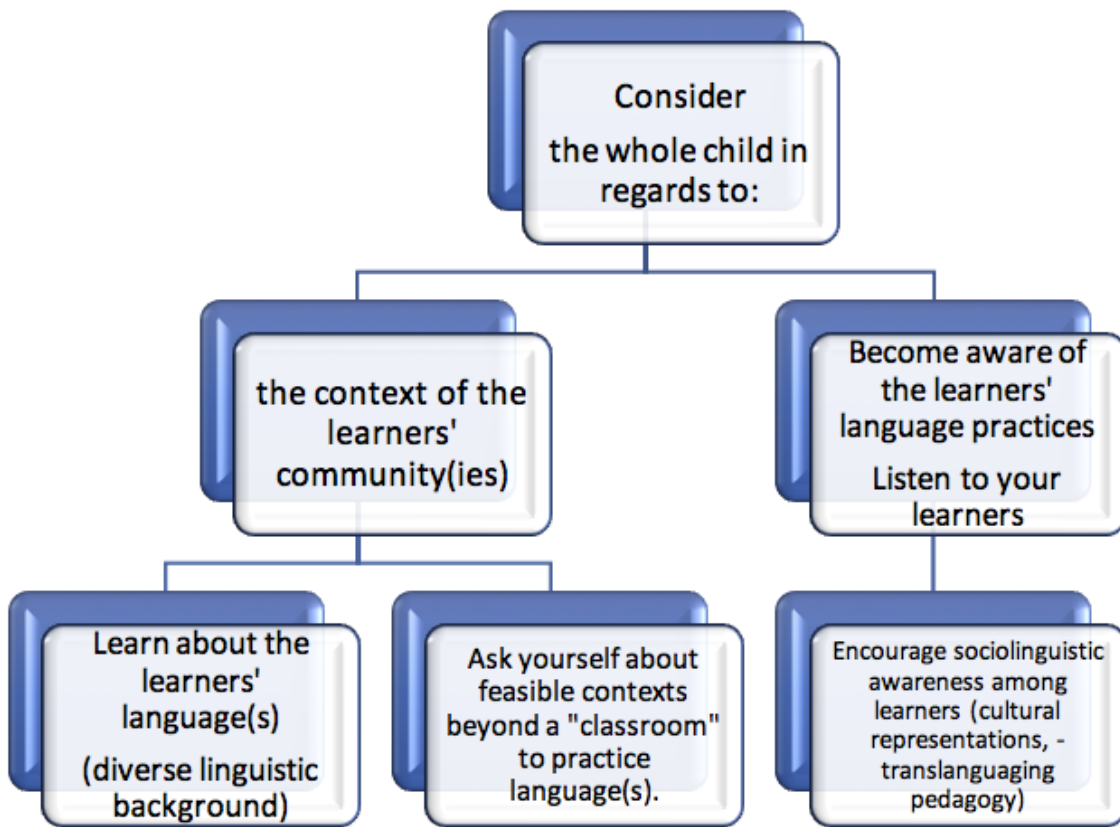
Note: Adapted from García, O., & Kleifgen, J. (2018) in Educating Emergent Bilinguals

• **For educators:**

According to García, O., & Kleifgen, J. (2018), some principles should embrace the educational communities and pedagogical purposes as addressing bilingual education in regards to the human and sociocultural dimensions that define who the learner is and how societal conditions play a crucial role that should make part of the educators' actions. Principles are based on the perspective of García, O., & Kleifgen, J. (2018), but this module intends to yield any type of contribution to the communities we are members of; also including social groups that surround us or the work and professional contexts where have a role. The main principle starts with the human dimension of the learners, "consider the whole child" as García, O., & Kleifgen, J. (2018, p. 207) stated it. For the authors it is fundamental to go in depth with the learners' interests, preferences, learning and thinking. From my perspective, the childhood is a crucial stage how initial changes in education should have a starting point the (very) young learners' needs and societal conditions. These features will determine somehow educational changes.

Having mentioned this umbrella principle, the authors established the relationship between societal characteristics and bilingual education more explicitly.

Figure 2. Principles for educators

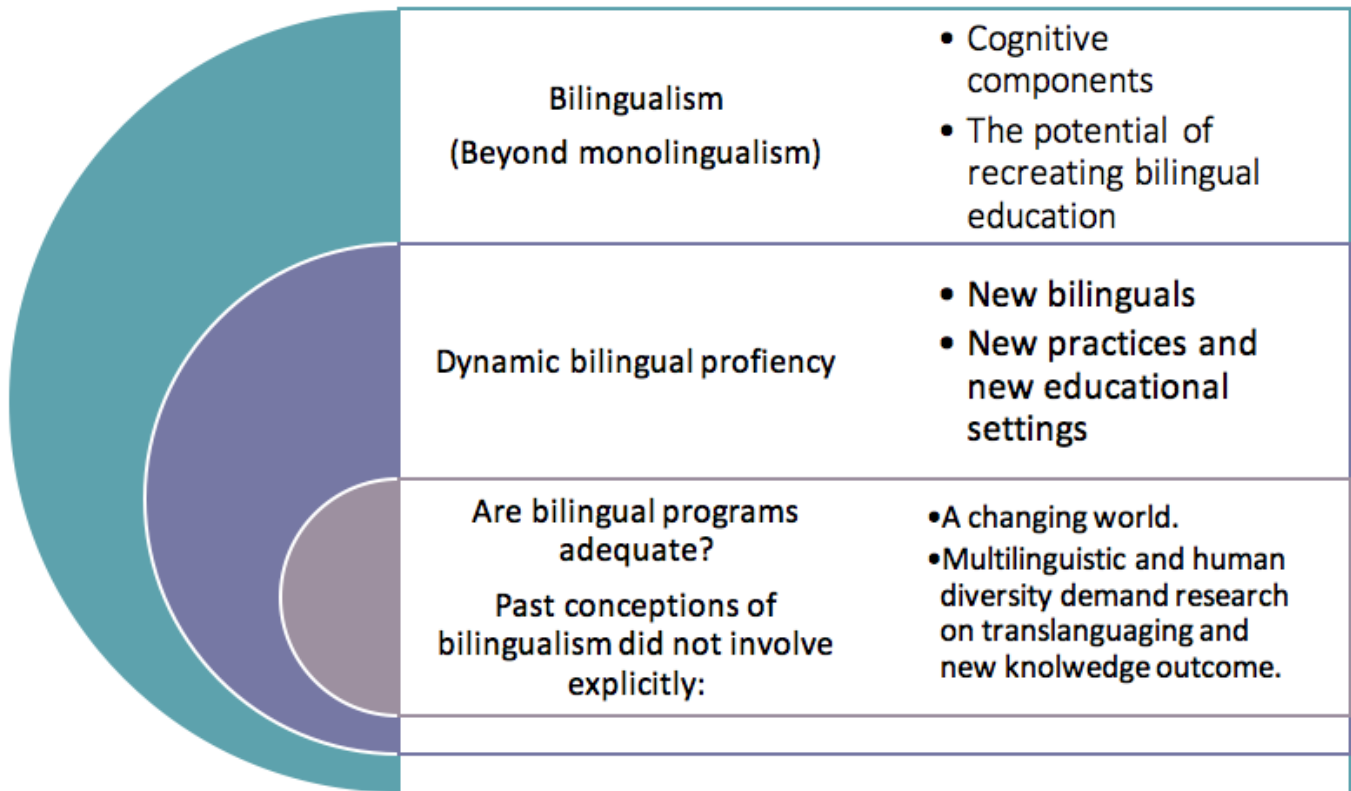


Note: Adapted from García, O., & Kleifgen, J. (2018) in Educating Emergent Bilinguals

• For researchers

The authors aforementioned stated further directions for research that are somehow gaps to be considered in terms of sociocultural factors concerning bilingual education.

Figure 3. Further research

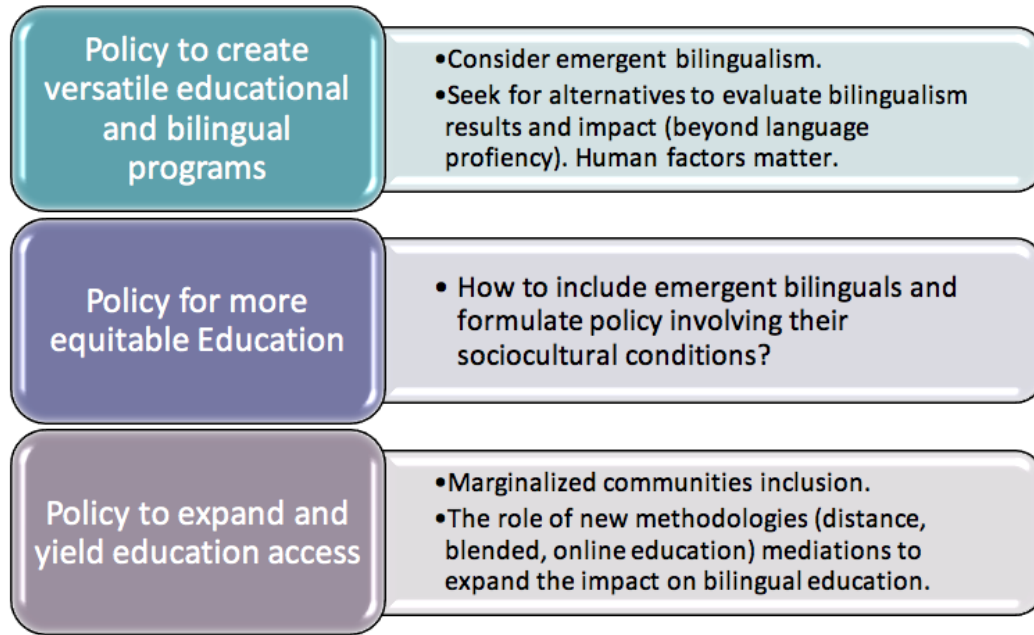


Note: Adapted from García, O., & Kleifgen, J. (2018) in Educating Emergent Bilinguals

- For policymakers

It is well-known to have the perspective of policy as something rigid and vertical that, in some cases, closes the possibilities to change and transform. However, the role we play in educational communities should encourage us to become more active participants and, if possible, to intervene in policy from the microlevel, which means to evaluate the communities and institutions' parameters we follow as members or why not to say, the ones we establish. The policy is linked with criteria that determine roles, conditions that, in other words, have an impact on enabling or constraining. García, O., & Kleifgen, J. (2018) suggest participants of educational communities making contributions for bilingual education through some actions that are presented to be evaluated from your critical point of view and position:

Figure 4. Policymakers

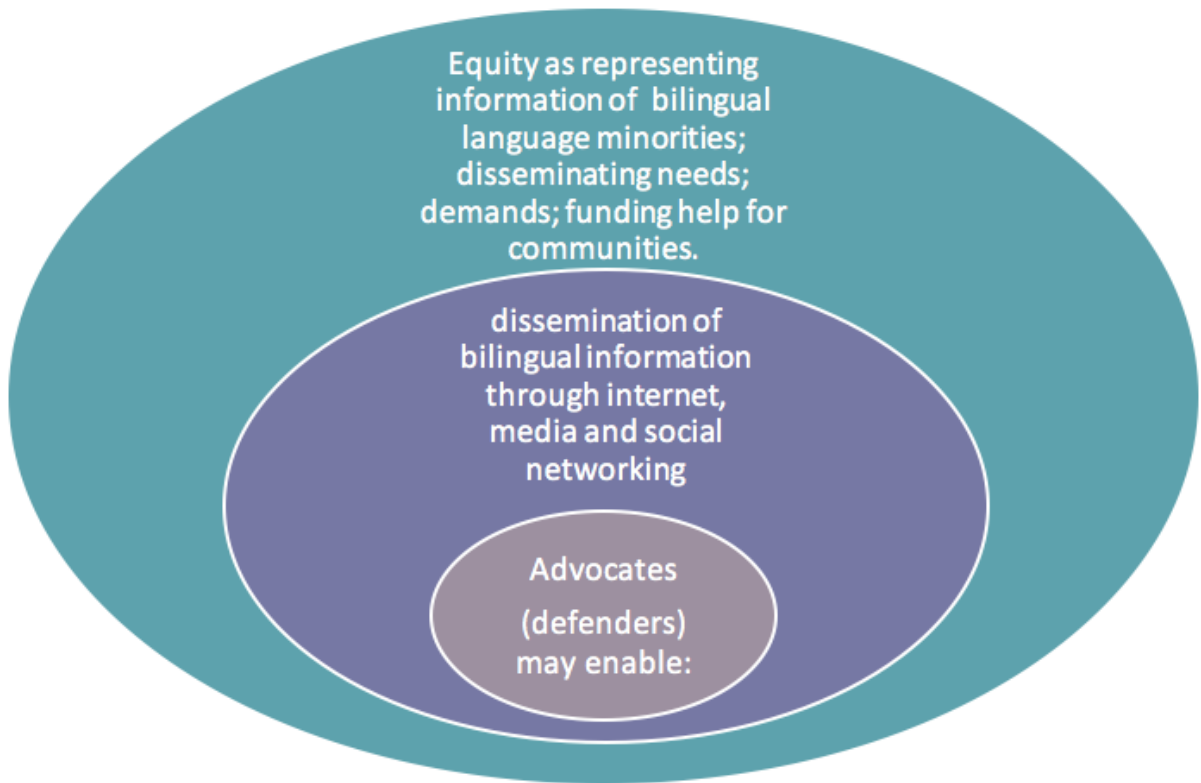


Note: Adapted from García, O., & Kleifgen, J. (2018) in Educating Emergent Bilinguals

Despite the positive changes fostered in bilingual education, the current conditions of society(ies) still mirror inequity. Indeed, a policy may constrain sociocultural needs and the struggle of marginalized learners that is evident as considering lack of access to education, the same as hierarchy and stereotypes towards ethnicities and minor speakers' languages. It explains the consideration of advocates through defenders mainly represented by "citizens, parents, professionals and grassroots organizations" as essential participants to contribute to bilingual education, as it is highlighted by García, O., & Kleifgen, J. (2018, p. 201).

The authors' analysis invites us to consider as members of educational communities to reevaluate the configuration of learning environments by involving society through other members who represent the reality of bilingualism in the everyday. Sometimes bilingual education is mostly thought of as a field of knowledge to be addressed by schools and universities, but actually, the ultimate goal of education is to go beyond such environments. The argument aforementioned is supported on the fact that languages acquire significance when speakers may convey meaning from a local to a global context, which does not only imply to learn a language such as English, which certainly is a *lingua franca*, but to come back to our linguistic roots and highlight the value of our mother tongue. It is a fundamental step to rethink bilingual education for diversity in educational communities. In this way, García, O., & Kleifgen, J. (2018, p. 201) establish:

Figure 5. For Advocates



Note: Adapted from García, O., & Kleifgen, J. (2018) in Educating Emergent Bilinguals

There is an emergent aspect that captures the attention on the role that social networking and media may play in the fact of legitimizing and disseminating language of ethnicities and marginalized communities, as considering the topics analyzed through the first and the second modules of this course: colonization versus the necessity of a decolonial thinking and pedagogical actions; from interculturality to transculturality and a situated (local) intercultural framework; the integration of citizens and learners who struggle with human, ethnic, linguistic and social barriers.

3.1.2 A glance to the future regarding the pandemic time

This section of the module aims to reflect upon the impact of the pandemic time on society and the complex consequences unveiled through this challenging time locally and globally. The title “La cruel pedagogía del virus” through the voice of Boaventura de Sousa Santos makes explicit the potential changes and realities that need to be transformed since profound gaps and social inequality that have determined more demanding conditions for some countries, societies, educational institutions, the same as for marginalized communities, Sousa Santos B.D (2020).

As doing the analysis, the author formulates a significant question from which strong arguments will be put into consideration for further reflections and transformations, some of them taken literally in Spanish as it is essential to recognize bilingual arguments through future and nowadays circumstances:

“La elasticidad de lo social”

Es necesario generar alternativas para los ciudadanos. Es evidente que antes de la pandemia diferentes sectores de la sociedad estaban condicionados a una relación como el autor la denomina, a través de una forma de vida más impuesta que balanceada y emancipadora.

Consequently, several arguments are represented through possibilities for marginalized communities: impossible access to health or living conditions that could guarantee families to face a long-term time

La fragilidad de lo humano

“La etimología del término pandemia dice exactamente eso: reunión del pueblo. La tragedia es que, en este caso, para demostrar solidaridad lo mejor es aislarnos y evitar tocar a otras personas”, de acuerdo con Sousa Santos B.D (2020, p. 23).

The pandemic time has evidenced social problems that primarily affect the marginalized communities suffering before this period, but now they face a more complex situation. The author explains the situation of displaced families, immigrants looking for a new territory to search for inexistent opportunities in their countries, the same as workers that lost their job as a consequence of the COVID-19 restrictions. Sousa Santos B.D (2020) goes in-depth with the discussion around the lessons that members of the society can

learn from the pandemic time, but certainly, it will depend on the changing actions that this period may turn out into a more equity scenario for the local and global society(ies). Education will require a joint reconstruction to fulfill demands and provide members of educational communities' actual possibilities to overcome gaps that may affect changes, benefits, and future transformations. It will be challenging for us to respond to education and bilingualism by considering the conditions that shape our societies today.

Figure 6. Education in the pandemic time



Note: Covid-19 guidelines at Dlambula Primary School in Durban
creative commons

3.2. A contribution to the configuration of an educational community regarding its human, language(s), and cultural diversity

To reconfigure an educational community regarding its human, language(s), and cultural diversity implies shaping an educational learning environment within a framework of “tolerance, equity, and social justice” as stated by García, O., & Kleifgen, J. (2018). These three components involve community members as active participants; as previously addressed, education and policy or institutions may be seen as mechanisms that impose criteria, policy, and parameters that condition the society. Nevertheless, the actual conditions aforementioned, including the effects of the pandemic time, have shown us global and local needs demanding a more active role from our position and professional development.

For the authors above cited, changes and contributions involve building a stronger relationship with the learners’ families to learn about their cultural and linguistic histories and practices. This mechanism may yield new alternatives for education and bilingual programs. Other strategies are connected with the pedagogical goals and disruptive practices that are possible where the learners’ sociocultural background play an essential role, defined by García, O., & Kleifgen, J. (2018, p. 210) as it is described below:

- Shape instruction in a learning environment regarding students' diversity does not plan for an individual, but a diverse community.
- Make explicit through practices and the educational scenario the actual needs communities that seek social, cultural, and language equity. Learning environments should develop that kind of awareness among students, families, and policymakers in the institution or outside it as an example of social justice.
- Provide challenges by constructing more inclusive curricula and syllabi through materials that talk about actual circumstances in the world, social problems, and features of our communities. It is something that will resignify bilingual education. Some authors state, for example: “provide opportunities to read and write in the students’ home languages, enabling the development of complex ideas that can be expressed better in a language one knows while the target language is still being developed” García, O., & Kleifgen, J. (2018, p. 210). It is from the learners’ identity they will be able to configure new dimensions and new learning processes.
- Encourage human bonds among learners and their communities based on a horizon of “collaborative, cultural and linguistic” awareness. According to García, O., & Kleifgen, J. (2018, p. 210), the societal factors and dimensions addressed through the three-course

modules should make part of the pedagogical and educational goals in the 21st century. Bilingual learners may mirror local and global phenomena that should be addressed firstly from a human dimension and through research, of course. These considerations bring us a further reflection upon the changes we pursue in an educational community and our positioning from any roles we may play in the context of education. This argument is also found in the statement established by Hamilton (2019) as establishing a critical approach to examine environments through “cultural, social, political, historical and linguistic phenomena” (p. 20). The author supports this argument from “dynamic, heteroglossic practice” by citing (García, 2009; Venegas, 2016). It appeals to trends around Bilingualism in the 21st century.

From the idea that a changing world is being transformed every day and the fact that our learners should be seen not only as our students but as active members and participants of the society, it is worthy of mentioning a significant reflection upon culture and globalization today stated by Byung-Chul Han, a well-recognized philosopher in the contemporary world. The author highlights the notion of “hiperculturality” or hiperculturalidad to recall:

La hiperculturalidad describe la cultura de hoy. Esta última presupone determinados procesos históricos, socioculturales, técnicos o mediales y está, además, vinculada a una experiencia particular del espacio y del tiempo, a una forma especial de la formación de la identidad y la percepción que antes no existían. La hiperculturalidad es un fenómeno del hoy. (Chul-Han, 2018, p.85).

The authors’ contributions and thinking give us an argument to analyze cultural diversity from today's changing world and the phenomena that reconfirm the co-existence of new sociocultural dimensions. It is pertinent to evaluate as part of our environment, the actions we pursue through our society's role and the educational communities where we are, or we project to be members of.

Figure 7. Making contributions to global and local contexts



Note: Youth Summit at creative commons

How would you contribute to make possible or doable changes within an educational community regarding its human, language(s), and cultural diversity?



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Links of figures 6 and 7

<https://www.flickr.com/photos/90122870@N03/49994344917>

<https://www.flickr.com/photos/10816734@N03/15286642438>



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