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Policies in Bilingualism and Learning Environment

Language Education Policy:
Initial concepts and analysis basic criteria

Module 2



Oficina de Educación
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Policies in Bilingualism and Learning Environment
Module 2 : Language Education Policy: Initial concepts and analysis basic criteria
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Problematization

Learning Context: Problematization

Let's continue with the story of Paola. Currently, she is working in a private school that tries to adopt what is stated in the National Bilingualism Plan of her country. Prior to her undergraduate studies, Paola had the opportunity to work as a teacher, thanks to approving complementary training studies for teachers at the end of her High School. Since Paola's Bachelor's Degree had an emphasis on languages, the school where she now works has commissioned her all the high school courses, from sixth to eleventh grade. Before preparing her class, Paola takes up what she learned during her undergraduate studies regarding the suggested curriculum, bilingualism plans, learning rights, among other official documents to carry out the curricular planning of her courses. Additionally, the school provides her with a base book designed by a foreign publisher, of great prestige and experience in teaching and learning the foreign language that Paola must teach. However, on the first day of class, the students in her courses show total ignorance of the basic knowledge of the foreign language, since some come from little towns where they did not receive continuous education in the foreign language that Paola is teaching.





Core Questions

- How to understand the concept of language education policies from a comparative perspective?
- How to use critical thinking skills to present and defend relevant aspects to consider in the current teaching and learning of foreign language policies? How to understand the implementation of teaching and learning language policies in different learning contexts?

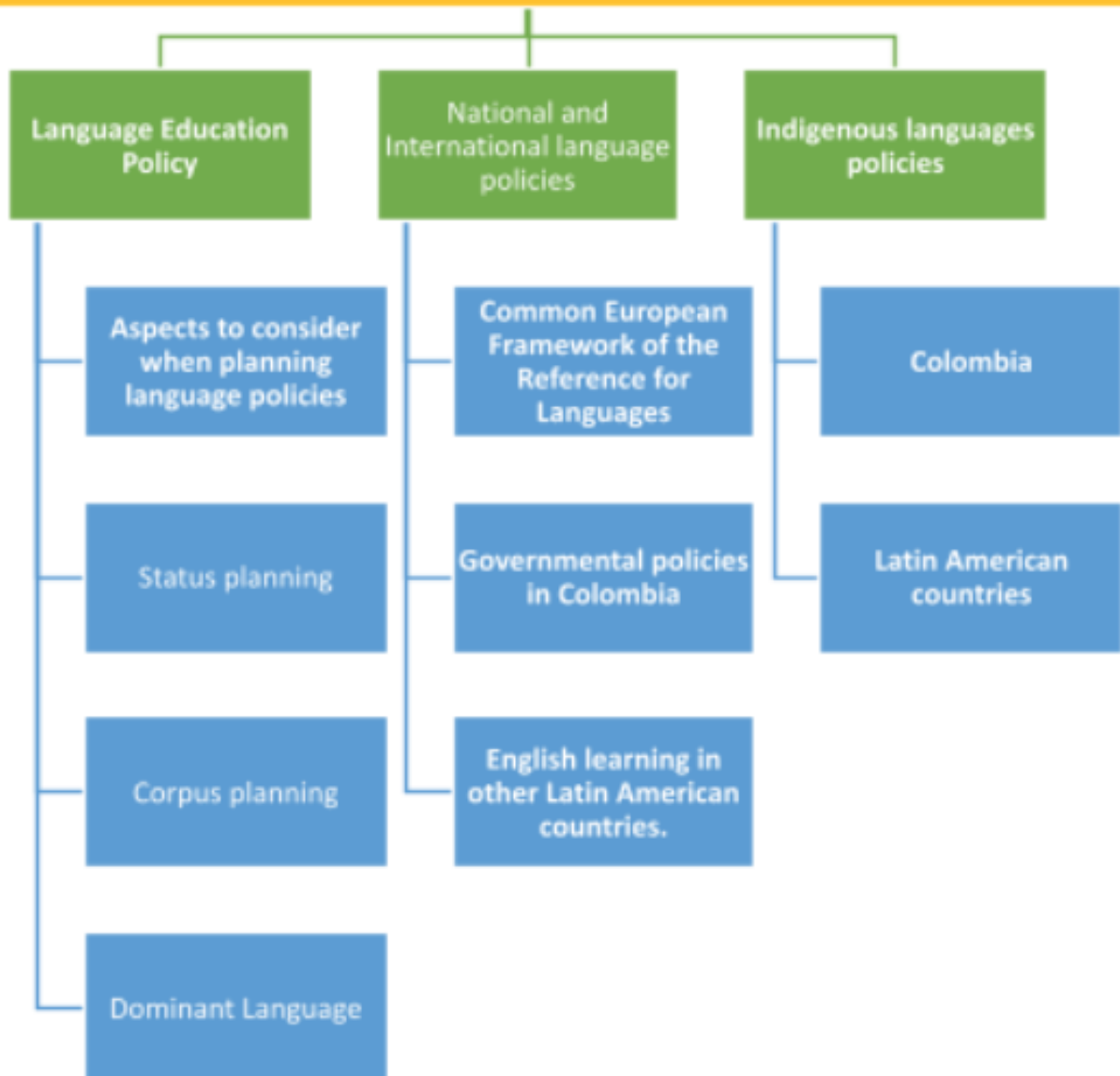


Instructional Analysis

(Content Synthesis)

Module 2: Language Education Policy: Initial concepts and analysis basic criteria

Module 2. Language Education Policy: Initial concepts and analysis basic criteria





Methodology

This module uses problem-based learning as the didactic strategy to achieve the learning purposes evidenced by the learning outcomes suggested in the course syllabus.





Introduction

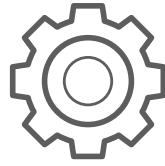
Welcome again to our course 'Policies in Bilingualism and Learning Environments'!

Similar to the previous module, we estimate that you should dedicate around 6 hours per week to complete all the course's activities, including the graded evaluation activities.

The second module Language Education Policy: Initial concepts and analysis basic criteria, aims at contextualizing students with the language education policy, considering national and international voices and official documents. To accomplish the objective proposed in this module, students are invited to explore in deeper concepts related to language policy, teaching and learning policy, programs to develop language skills, and bilingualism policy.

At the end, it is intended that students can understand the basis of a language policy and can integrate this knowledge in the continuous construction of their analysis of a public policy in bilingual contexts.





Language Education Policy: Initial concepts and analysis basic criteria

Challenge one

Reflect! Before exploring the module, reflect on the following questions.

Do I know the language policies that influence my job as a teacher or an educational leader?

What are the main policies that determine the teaching and learning of languages in my region or city?

Now, let us begin our journey to analyze some factors that can influence our previous answers.

As we saw in the previous module, educational policies are articulated with various levels and specificities, taking into account aspects of the redistribution of resources, values, goals and objectives. Through policies and various programs, the government expresses its values and preferences, taking into account the choices made by the community and the different educational sectors. This is in order to meet the expectations that the same communities have expressed.

This process is also due to global estates and globalizing political discourses. Ideally, however, this concept of globalization actually caters to the different ways in which a culture, history, and politics are perceived within the nation itself where educational policies are created, planned, designed, and implemented. Let us then see this as it is configured from the linguistic policy and the language policy.

Language Education Policy

Defining the language policy has been done from different points of view. Around 1997, Kaplan and Baldauf established that by means of the policy a means of instruction was chosen and this determined all the main aspects of the processes of acquisition and learning of a language. This is how the policy was directed, mainly towards the modification of the syllabus, curriculum, methods, material, assessment and evaluation, and the economic resources of a nation. Likewise, it determines the way in which future teachers are trained to carry out language teaching and learning processes (Kaplan and Baldauf, 1997).

On the other hand, Hornberger and Johnson in 2007 stated that educational policy could be understood from the perspective of a layered model; In other words, the policy had to be planned, created, implemented and evaluated from the different national, institutional, and international processes.

However, Ruiz (1984) also indicates the need to see language as a problem, as a right, and as a resource. Finally, Johnson (2013,9) defines language policy as a “mechanism that imparts the structure, function, use or acquisition of a language”.

Here then, it could be concluded that the results and indicators of language policy can be analyzed from the concept of language competence. This, for example, is reflected from the instruments that the state uses to evaluate the implementation and results of language policies, which commonly occur at different levels of secondary and university education through state tests, admission tests, and international tests. In the case of Colombia, there are tests 3, 5, and 9 that are taken in primary and secondary school, the SABER tests that are carried out in the last year of secondary school, the SABER PRO tests, institutional admission tests, and PISA tests. This is done because of the need to measure and evaluate policy through state-wide standardized tests.

However, this way of measuring the results of educational policy is not well seen by all experts in the educational field. One of the main positions indicates that languages are not fixed codes, but are conceived within ideological and social settings and that they are also socially and politically structured, the most recognized authors of this position being Makoni and Pennycook (2010). Other authors also affirm that the vision that is handled from some instruments of measurement of linguistic competence, is perceived as an isolated process where each skill is evaluated separately. Additionally, the students are evaluated in their level of proficiency by making comparisons between the natives who use the evaluated or target language, in their monolingual community. However, they can ignore the other languages that coexist in the student's context, their other knowledge, and the influence of other languages and their use in different learning environments can even be penalized.



Erdocia (2020) in his article "The politics of plurilingualism: Immersion, translanguaging and school autonomy in Catalonia" emphasizes the need to see language as something fluid, dynamic and complex, which result is never finalized or complete. Now, although a language policy is limited to a nation or territory, the notion of language according to Erdocia is not tied to a specific physical territory but is represented as a communicative act and a discourse. This is called by the author a "repertoire of semiotic devices" where communication takes place at the mercy of the speaker. Finally, the author agrees on the important role that the media also plays in this configuration of language, in the design and construction of language policy, and, in fact, in educational policy.

Aspects to consider when planning language policies

According to the Council of Europe (2019), the language policy in a nation must provide an education that attends to the diversities of the country, from preschool levels to higher education. It means that teachers must consider that we are educating global citizens who have both different mother tongues as different nationalities, cultures and social aspects.

This is how all educational actors must ensure respect and the egalitarian construction of the identities of students, also respecting their cultural identity, which is fundamental in the development of the student. Of course, this respect for the cultural identity of students must also manifest itself towards teachers, parents and principals. Likewise, the student cannot be denied his right to learn and improve his own mother tongue, whether it is a dominant language or not.

Finally, Language Policies need to ensure the rights of all people in a community and in a territory. We retake the state in the Universal Declaration of Linguistic Rights (1996) "All language communities are entitled to have at their disposal all the human and material resources necessary to ensure that their language is present to the extent their desire at all levels of education within their territory; properly trained teachers, appropriate teaching methods, textbooks, finance, building and equipment, traditional and innovative technology" (p. 27).

Inside language planning, we can determine two types:

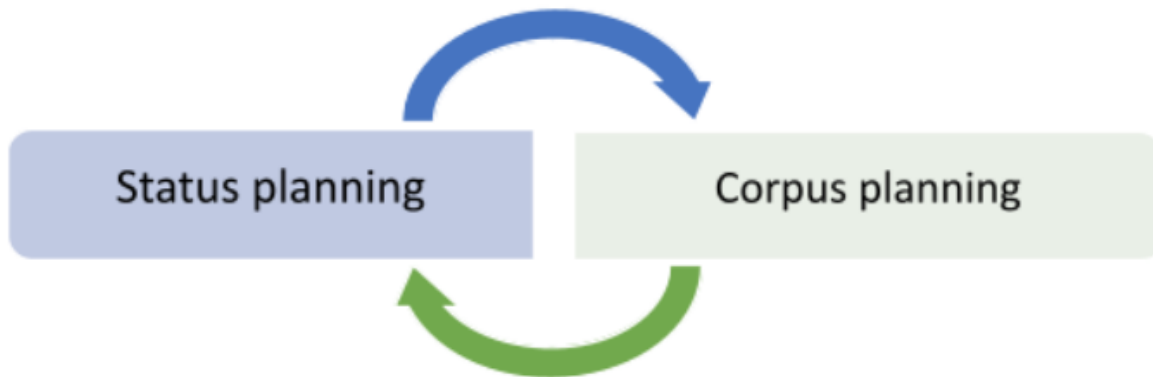


Image 2. Types of Language Planning
Source: designed by the author.

Status planning: when talking about status planning, we refer to the function or status of a language, and we can modify how a language is used or perceived by a community. E.g., becoming or declaring a language as a national language, in our case Colombia has Spanish as the national language. However, English has a high prestige by being part of the National Curriculum according to Law 115. Status planning is important because it modifies the rights, privileges, and advantages that their speakers have and it also allows us to understand and comprehend each other.

Corpus planning: When talking about corpus planning, we are referring to those changes that the language system can undergo. It also can modify the function, the utility of a language, as an instrument to communicate.

Language changes and new words and structures are incorporated every day, due to the technology advance or social changes. There, it is justified in the corpus planning to coin new forms of a language, regulating indexical association.

Language planning is basic for a nation considering all the stakeholders. In status planning, language policies are related to nationalism ideals and modify how a community defines its culture. The language here becomes a lever to construct identities and culture itself and it also modifies how people identify at the face of other cultures, nations, and communities.

Also, an incorrect idea that is spread in these processes is considering the difference as a weakness, and on the contrary, considering standardization as a strength. Therefore, it is important to check and destroy the myths surrounding the perception that states that nations need to have a unique language to communicate.

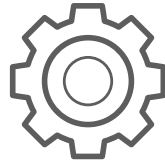
Technology, in a way, has helped in the standardization of languages. It happened with Latin, which lost status after printing. This increase or decrease of the status of a language, modifies educational practices, giving privilege to those who are dominant. In a way, this unity and standardization are becoming the antonym of diversity and multiculturalism.

We can conclude that language becomes a symbol, and for that reason, language policies must reflect the particularities of a nation, people, and communities.

Our definition of Dominant language

In this module, we will see the concept of the dominant language, not as the language that has the greatest prestige in a nation because of the power that its linguistic community may have in economic or social terms. We will understand the dominant language as the one in which the student, whether bilingual or multilingual, has the highest level of proficiency. However, we will also consider the dominant as the language with which the student identifies the most, feels most comfortable using, and feels that they interact in a more meaningful way.

Finally, and according to other authors, we see in this module the importance of considering linguistic competence as an educational process in which the student learns other languages, learns to respect other languages, and learns to recognize the linguistic diversity of different nations and peoples, leaving behind positions of linguistic competence for utilitarian or professional purposes.



Second challenge

Reflect! Before exploring the module, reflect on the following questions.

What educational language policies do you know?

Do you consider that current language policies are inclusive?

Let's explore some of the national and international language policies that are related to our Colombian education system.

National and international language policies

Common European Framework of the Reference for Languages

The first document of the Common European Framework of the Reference for Languages was published in 2001. This document became a guide for the teaching of languages, not only in Europe but at a global level. Considering what was postulated in the CEFR, textbooks, national curriculum guidelines, syllabuses, international exams for the certification of foreign language proficiency, and the different educational policies of several countries were redesigned, in which they applied its principles and requirements to fulfill the demands it originated in the different educational systems.

However, also after its publication, various investigations were carried out that analyzed what its implementation implied in the classroom. Opinions on it were divided, and despite all the efforts of publishers, certified test centers for language proficiency, and the teaching and research sector, the Multilingual nature that the Framework was intended to improve and promote, still has much to accomplish.

Due to this, in 2018 and later in 2020, the Council of Europe announced the publication of a new document, that served as a complement to the previous one and it was called the Common European Framework of Reference for Languages: Learning, teaching, assessment - Companion Volume which updates the CEFR 2001.

This new document aims to broaden the scope of what is language teaching and learning, including the following aspects: new descriptors that replace those presented in

2001, provides a space for what is language teaching and learning in the media virtual and through online interaction, includes and broadens its concept of bilingualism, replacing it with multilingualism and the teaching of foreign languages in a multicultural and intercultural context, encourages inclusion in the teaching and learning of languages considering sign language, and writing their descriptors with gender neutrality. Likewise, according to its presentation, the new document advocates the fulfillment of the rights of equal learning, where democracy and social inclusion are promoted (CEFR, 2020).

The document maintains the six levels of proficiency in foreign languages (A1 and A2, B1 and B2, C1 and C2). However, this is complemented by three additional levels which are located in the major transitions, namely A2 +, B1 +, B2 +. In addition, the new document proposes that it be seen as a handbook that allows it to be taken as a base reference in curriculum development and language development in different dimensions. Thus, the document also proposes a linguistic integration of migrants in the educational systems of different nations and promotes other writings such as the Reference Framework of Competences for Democratic Culture (RFDCDC), which promote the inclusion of young people in democratic activities of different nations and empowers them to defend human rights, cultural diversity and peaceful coexistence between nations and peoples.

To explore in detail what is proposed in the new framework, please click on the following link: [Common European Framework of Reference for Languages: Common European Framework of Reference for Languages: Learning, Teaching, Assessment \(CEFR\) \(coe.int\)](#)

For more information on the Reference Framework of Competences for Democratic Culture, click here: [The Reference Framework of Competences for Democratic Culture \(RFDCDC\) \(coe.int\)](#)

Governmental policies in Colombia

Law 1651 of July 12, 2013: Through which articles 13, 20, 21, 22, 30, and 38 of Law 115 of 1994 are modified, and other provisions-law on bilingualism are issued. This Law brought new goals that the National Education System had to meet in terms of teaching and learning languages in primary, secondary, and even higher education levels. This law was the starting point to achieve a greater investment of resources on the part of the government in the teaching of foreign languages, specifically English. Likewise, from there, it leads to what later became the National Bilingualism Plan.

Among the aspects that the law highlights, is the need to learn a foreign language in order to strengthen the workforce and contribute to the economic and social development of the nation. In fact, at the time of the law's creation, language education

was accessed as a privilege of the majority of the private schools. Thus, the development of communication skills is promoted in all schools, in order to achieve educational equity, greater coverage of education, and better equal access to the benefits of the Colombian and international educational system. The law also regulated the contracting that state companies can do to promote the learning of the foreign language, requiring that said institution should have quality standards. Finally, the economic resources that would support the programs and plans derived from this law, should be prioritized by public educational institutions.

National Bilingualism Plan: The National Bilingualism Plan 2014-2018 is the last official document in the implementation of Law 1651 or Bilingualism Law, but it is not the first. Before the last official document, in Colombia, there were several attempts those educational policies aimed at promoting language learning in our country.

Several national authors speak of educational policies for the teaching of languages that have been created since the 19th century, but that were consolidated during the 70s in the country (Bonilla and Tejada, 2016; Hidalgo and Caicedo, 2017). In fact, in the beginning, foreign languages such as Latin, Greek, and later French were spoken. However, English has positioned itself further ahead thanks to the economic benefits that the country was receiving from international institutions such as the World Bank and the Inter-American Development Bank.

Making a timeline we first find the National Bilingualism Plan in 2006, in which proposal the Common European Framework for the reference of languages is adopted, an alignment of the national SABER tests with the CEFR descriptors is made, they create strategies to strengthen the teaching strategies of teachers and guide # 22 Basic Standards of Competences in Foreign Languages is published. Subsequently, the Program for Strengthening the Development of Competencies in Foreign Languages is proposed for the year 2010; The implementation of which included a greater accompaniment to the different Ministry of Education, a teacher diagnosis, greater training of teachers from public institutions, and the issuance of the Bilingualism Law. Finally, in 2015, the last National English Program began, which promoted the consolidation of the state policy, which at that time accompanied the name of the program with Colombia Very Well! and which goals were established until the year 2025.

A few months later, the National English Program 2015-2025 underwent a restructuring in its learning and compliance objectives and goals and changed its name to the 2014-2018 National Bilingualism Plan. This document was not the only one published at that time but was accompanied by several official documents 1. Learning rights for primary and secondary education; 2. The suggested curriculum for language learning, and 3. The epistemological references of the National Bilingualism Plan; and 4. two text series for teaching and learning English, namely Way to Go for grades 6, 7, and 8, and English, Please! Fast Track for grades 9, 10, and 11.

Now, at present, in one of the official pages of the Ministry of National Education, a new Bilingualism Plan 2018-2022 is enunciated. However, as of the date of writing and updating this document (June 2021), the Ministry of National Education has not published an official document. Although, there are not established epistemological references that are going to be the basis of the new proposal, the campaign of Expectation does point to the presentation of a new National Plan for Bilingualism with emphasis on a "Functional Multilingualism" where other foreign languages have a place, such as French, German and Portuguese. So, we can expect that the Ministry follows what is now presented in the current CEFR (2020). Likewise, recognition is made of the existence of the native and creole languages of the territory, although it is not clear what role they will play within the official document.

Among the main goals that this new policy, we can have:

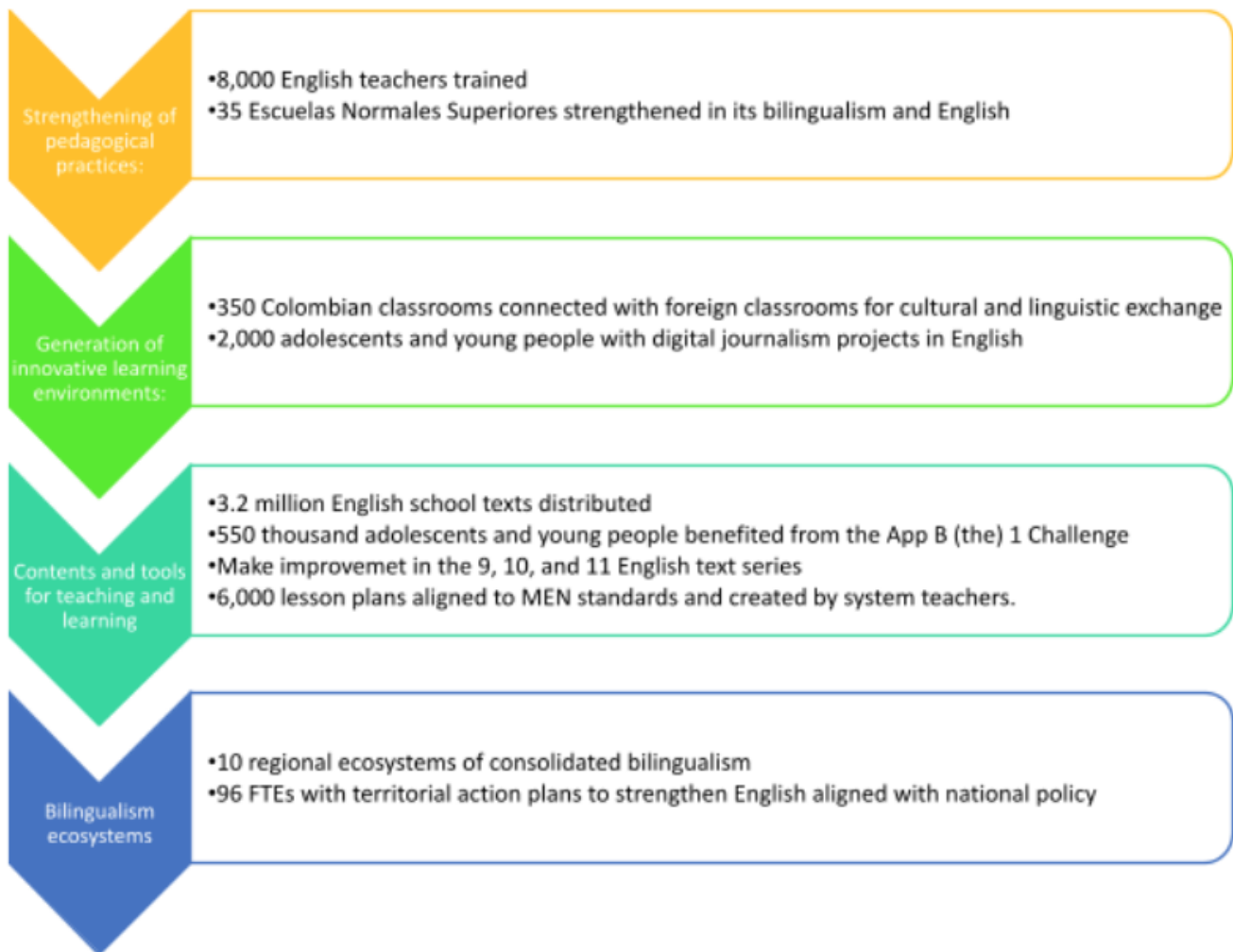


Image 1. Goals of the National Bilingualism Plan 2018-2022
 Source: taken and adapted from Colombia Aprende, 2016, Conozca el Plan de Bilingüismo.

Decree No. 1075 of May 26, 2015: This regulatory decree is the only regulatory decree of the Education Sector, however, here we will analyze the contributions made to the teaching and learning of languages. According to Decree 1075, the evaluation of the communicative, linguistic, and critical thinking skills of students for third, fifth, ninth, and eleventh grades is regulated with the national SABER tests and the SABER PRO exam, likewise, educational institutions must promote the creation of communication environments that favor the enjoyment and use of language as meaning and representation of human experience and culture.

In higher education programs, both undergraduate and graduate, it must be guaranteed that the curriculum proposal includes the development of the English foreign language and thus establish strategies that promote the internationalization of the curriculum.

In the Normal Schools, where Complementary Training processes are carried out, the development and training of teachers in at least one foreign language is promoted, as well as the use of Information and Communication Technologies (ICT).

Regarding students with special and exceptional needs and talents, the institutions must ensure that their rights are guaranteed, structure a curriculum that meets their needs, and provide human resources, such as readers, interpreters guides, and sign language interpreters to guarantee their learning and bilingual offer.

Another aspect to highlight is that the Decree seeks to regulate the aspects of the particular Indigenous Educational System, its contracting conditions, and the minimum which is necessary to guarantee the rights of the native communities of the national territory. One of the aspects to be highlighted is that it is suggested that the teachers who make up this system have knowledge of native languages and Spanish. In addition, teachers must certify research training in indigenous languages or ethnic communities. Finally, it promotes the creation of official alphabets of the languages and ethnic groups, as long as they are agreed with the communities and educational institutions that carry out the research.

English learning in other Latin American countries.

The Luminis Foundation and the Pearson company that is located in Argentina have produced a report on how the processes of learning the English foreign language have been carried out in different countries of Latin America. The report recognizes that each of the Nations has invested large sums of money in establishing programs and strategies that create opportunities and access to learning through policies that serve different contexts (Fiszbein & Cronquist, 2017).

However, the different national standardized tests that were analyzed within the countries show a low level of language proficiency. Among the different factors that can



cause this problem are: low number of classes in the curriculum, ineffective classes in learning and the social and economic conditions of each nation.

The report analyzed the policies that guide foreign language learning and teaching in 10 Latin American countries: Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Panama, Peru and Uruguay. The following chart shows the development indicators Fiszbein & Cronquist (2017) defined for their study.

English Language Learning Policy Framework: Indicators of Progress

	Argentina	Brazil	Chile	Colombia	Costa Rica	Ecuador	Mexico	Panama	Peru	Uruguay
Legal Foundation										
English Mandatory by Law	◆	✓	✓	◆	✓	✓	✓	✓	◆	◆
National Plan or Strategy	X	X	✓	✓	X	✓	✓	◆	✓	◆
Standards for Learning										
Learning Standards and Objectives	◆	◆	✓	✓	✓	✓	✓	✓	✓	✓
Teaching Supports, Including Curricula and Programs of Study	X	X	✓	✓	✓	◆	✓	✓	◆	◆
Student Achievement										
Standard of Measurement	X	X	✓	✓	✓	✓	✓	X	✓	✓
Proficiency Goals	X	X	✓	✓	✓	✓	✓	X	✓	✓
Proficiency Assessment	X	◆	✓	✓	✓	◆	◆	X	X	✓
Teacher Qualifications										
Teacher Education Standards	✓	X	✓	✓	◆	✓	X	◆	✓	✓
Proficiency Goals	X	X	✓	✓	✓	✓	✓	X	✓	✓
Proficiency Assessment	X	X	✓	◆	◆	✓	✓	X	X	X

- ✓ Yes, this topic has been successfully addressed
- ◆ There has been some progress in the right direction, but it is not yet sufficient
- X The adequate conditions do not yet exist for this topic

As can be seen in the previous graph, only six of the ten countries consider English as the official foreign language within the national curriculum, and the other nations establish that within the curriculum the learning of other foreign languages should be given. However, the 10 countries establish standards and learning objectives. Although not all countries have defined systems for evaluating the level of language progress and even in countries such as Brazil and Argentina more freedom is granted to educational institutions in monitoring.

Also, not all nations make an assessment of the competencies and teaching and learning of their teachers. In the countries where they have been established, it has been reported that the majority of teachers are at the proficiency levels of B1 and B2 according to the common European framework for the reference of languages. This is also related to the fact that many programs of teacher training do not meet the minimum quality requirements, which makes it difficult to meet a graduation and graduation profile in accordance with contextual needs.

Among the training programs for teachers from Latin countries and improvement in the educational quality of the language, are the Ceibal program in English for Uruguay, Inter-American partnership for education (IAPE) in Mexico, English Open Doors program in Chile (PIAP), National English Program (PRONI) of Mexico, English Doors to the World of Peru, National Plan of Bilingualism in Colombia and Teaching of English as a Foreign Language of Ecuador.

Likewise, there is great variation in how Latin American countries measure and evaluate the development of communicative competencies in a foreign language; Examples of practices are Chile and Mexico who take it into account in their entrance exams to higher education, but only Mexico requires its students to obtain 450 points on the TOEFL test to graduate from a bachelor's degree.

However, in 2017, most of the Latin American countries considered the Common European Framework of References for Languages as the base document to define the standards and learning objectives in relation to the applicable languages and to design languages teacher training in higher education.

To see the full study please go to the page
<https://www.fundacionluminis.org.ar/biblioteca/aprendizaje-del-ingles-america-latina>



Indigenous languages policies

Colombia

During the 18th and 19th centuries, residential schools were founded for children to teach them the dominant language that a small group of powerful people determined as the one to be learned. This kind of action created and forced cultural assimilation, changing their native language, lexicon, and even clothes and behaviors, because children were taken away from their communities of practice, which resulted in them losing their native language. This situation was not exclusive in Colombia, but for all the Latin American countries, and others like the United States, Jamaica, New Zealand, Australia, and different countries of Africa along the 19th century.

A problem with this kind of practice is that the dominant language is seen as the language of cultural superiority in society, considering some languages better than the others, so we need to substitute them. Of course, this is a wrong idea that denies the cultural diversity that we found around the world.

Today, it is estimated that in Colombia there are approximately 68 native languages spoken by about one million people in 115 communities, although 3 communities were not taken into account by its voluntary isolation: Jurumi, Páse y Yuri. On the other hand, the greater amounts of people are centered in 4 communities: Wayuu, Zenú, Nasa y Pastos (Dane, 2019). According to data from the Ministry of Culture, 65 of them are indigenous languages, 2 correspond to Creole languages and one corresponds to the Romani language spoken by the Roma or Gypsy people present in different departments of the country. Unfortunately, for UNESCO, 30% of these languages are at risk of disappearing within the next 10 years.

To safeguard and preserve these languages, the Colombian government launched Law 1381 of 2010, or Law of Native Languages, in order to preserve the Colombian linguistic heritage. In order to see this law, please go to the website:

<https://normativa.archivogeneral.gov.co/ley-1381-de-2010/?pdf=1248>

Likewise, the Ministry of Culture has designed a sound map, where citizens can visualize the different native languages that still exist in the territory. The map is hosted on the website:

<https://www.mincultura.gov.co/areas/poblaciones/APP-de-lenguas-nativas/Paginas/default.aspx>

DECREE 804 OF May 18, 1995: This decree regulates educational care for ethnic

groups. It includes the basic rights to guarantee in the case of physical, financial, and human resources, the teacher's profile, the minimum aspects of their special curricular orientation. For more information, the document can be consulted at the following link: https://www.mineducacion.gov.co/1759/w3-article-103494.html?_noredirect=1

To learn more about the current situation of the indigenous language in Colombia, watch the following video from Instituto Caro y Cuervo and the report of the researcher Johnathan Bonilla (2020):

Link del video: <https://youtu.be/vmqFWBbXROg>

Latin American countries

Regarding the situation of the other Latin American countries, the United Nations and its Economic Commission for Latin American and the Caribbean (ECLAC) and UNICEF carried out a research project on intercultural bilingual education and/or ethno-education in Latin America exploring education of indigenous communities as well as Afro-descendant communities, in 2018. In that report, cultural diversity is recognized as "value and social capital" that must be disseminated and financed in a nation (ECLAC, 2018).

This then gives a reason to rethink educational and linguistic policies in a multicultural way. The current educational reality of indigenous and Afro-descendant students in Latin America is worrying since the report indicates that according to the results of the TERCE tests, the repetition rates of indigenous and Afro-descendant students in the third and sixth grade are higher in most of the Latin American countries, compared to other students.

To explore a little more about the state of the region in terms of language policies for intercultural education and/or ethno-education, you can read the report on the page: https://repositorio.cepal.org/bitstream/handle/11362/44269/1/S1800949_es.pdf

Now, we will explore the context from other Latin American countries regarding Language policies of intercultural education.

Mexico

The country of Mexico has a similar situation to those of the other Latin American countries. In this nation, the National Institute of Indigenous Languages (INALI) is in charge of developing and creating policies to protect the languages of all ethnic communities. Its foundation is part of the National Political Constitution. In the 2015



census survey, the National Institute of Statistics and Geography (INEGI) mentioned that at least 25 million people recognized themselves as indigenous within Mexican territory, although only approximately seven million spoke an indigenous language. On March 13, 2003, the General Law on the linguistic rights of indigenous peoples was issued, and later in 2011, "Agreement 592" was issued, which among other things regulates the teaching and learning of languages.

We invite you to read the report by Dr. Rebeca Barriga Villanueva entitled *De Babel a Pentecostés: Políticas lingüísticas y lenguas indígenas, entre historias, discursos, paradojas y testimonios*.

https://www.google.com/url?sa=t&source=web&rct=j&url=https://dgei.basica.sep.gob.mx/files/fondo-editorial/educacion-intercultural/cgeib_00047.pdf&ved=2ahUKEwin367JzJ3xAhVpSTABHds0CEoQFjALegQIDhAC&usg=AOvVaw27Msp1Qhc_T4qYBFptvebE

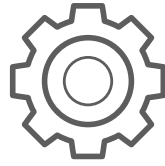
Estado Plurinacional de Bolivia

Within the laws that regulate the teaching and learning of languages in Bolivia, there is Law 269 of August 2, 2012, which aims to recognize, protect, and guarantee the individual and collective linguistic rights of the inhabitants of the Estado Plurinacional de Bolivia; this based on principles of decolonization, equity, equality, interculturality, and personality. In this case, the policies are in charge of the productive development of the trade union confederation of intercultural communities originating in Bolivia.

Perú

Like other Latin American countries, a great variety of languages are spoken in Peru. However, unlike other countries in the region, Peru has the Spanish language as the official language within the official curriculum, such as the Quechua language. This is according to Law 21156 that was published in 1975. From then on, the Quechua language was always present in the planning of language policies.

However, also unlike other countries where the preservation and dissemination of languages are in charge of the Ministry of Culture, or the one that takes its place; in Peru, the person in charge is the Ministry of Education itself, which has established teaching strategies, materials, texts, and guides for the teaching of both languages. However, according to some experts, this led to the invisibility of other indigenous languages, which meant that in 2003, law 28106 was published, which considered other languages also present in the country.



Final Challenge

We have arrived at the end of this Module. As a final task, we invite you to explore different language policies and make an exercise of comparisons:

Try to compare other Latin American language policies with the one in your own country. Compare the different strategies, programs, and the state of English teaching and learning in other countries; Latin American or not.

Do you consider that current language policies are inclusive?

See you in the next Module in which we will continue exploring methods to analyze a language policy.





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