

Language Policy: A Literature Review from Language Appropriation

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Abstract

This literature review aims to identify different scenarios in which language policy has taken place as the representation of power at different levels, which push teachers to understand these dynamics and how throughout language policy appropriation may be narrated that missing voice that acknowledges contextual characteristics when it comes to language teaching, language learning around the national territory from a bottom up perspective. This paper took as a literature basis undergraduate studies of English teaching degree from Catholic University Luis Amigó, besides the most recent national published studies that have given important contribution on the field, then a contrast with recent newspapers, press articles about language policy to build up a narrative of: Language policy, language policy appropriation, power, various discourses, language teaching, language learning. The data analysis gave as a conclusion how teachers as the representative of the local community are in need to understand the different levels of power, so to have a critical ability to interpret, deconstruct and shape language policy discourses that favors or have wider impact on communities within their needs.

Key words: Language policy appropriation, language teaching and learning, power.

Resumen

Esta revisión de literatura pretende identificar diferentes escenarios en los cuales la política lingüística ha tomado lugar como representación de poder en diversos niveles, lo cual obliga a los docentes entender estas dinámicas y como a través de la apropiación de políticas lingüísticas puede ser narrada la voz faltante de quienes conocen las características del contexto respecto la enseñanza de lenguas, aprendizaje de lenguas en todo el territorio nacional desde una perspectiva ascendente. Este documento incluyó en su estado del arte los estudios de pregrado de la licenciatura en inglés de la Universidad católica Luis Amigó, además de los más recientes estudios de diferentes investigadores que han dado un aporte relevante al campo; se adicionaron los más recientes artículos de prensa acerca del tema en cuestión para construir una narrativa de: política lingüística, apropiación de políticas lingüísticas, el poder, el discurso variado, la enseñanza de lenguas y el aprendizaje de lenguas. El análisis de datos concluyó que los docentes como los representantes de la comunidad local están en la necesidad de entender los diferentes niveles de poder, para tener la habilidad crítica de interpretar, deconstruir y moldear el discurso de políticas lingüísticas que favorece o tiene un más amplio impacto en las comunidades y sus necesidades.

Palabras clave: Apropiación de política lingüística, enseñanza – aprendizaje de idiomas, poder.

Degree Requirement

This literature review project is submitted; on one hand, as a requirement to graduate from the Bachelor of Education in English Teaching Program (Licenciatura en Inglés) in Faculty of education and humanities, at Catholic University Luis Amigó, in Medellín, Colombia; on the other hand, to put into practice the importance of research, this time a literature review and its step by step research process may have; in this sense, what language appropriation means in times of language awareness, empowerment and political disruption.

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Introduction

Globalization certainly started to change the diverse social configurations that favors the market at a cost of instrumentalize education, “the author/s National Program of Bilingualism [of the NPB] are equating bilingualism with globalization, playing with the assumption that being a speaker of English carries with it the positive meanings ascribed to globalization like broader communication, economic power, capitalism, multinational companies, foreign investors, better jobs, better living conditions, no geographical boundaries and so forth” (Robayo & Cardenas 2017, p.128). All this obeys to the lack of knowledge of lively realities that are “simples respuestas a las demandas de la globalización y de la comunidad internacional neoliberal” (Roldan & Peláez, 2017, p.135). That comes out- in of power and how it has been introduced in so many ways, that must be as well shaped and accommodated along the time to manage as much as there is in human existence, or the representation of each human construction.

As a result, education has a direct impact in its own national system, in this case English language teaching and learning that turn to become a requirement of the global society and the neoliberal country which aims to create citizens who contribute to economic purposes of this time, then English as an expression of power that sees human kind as human capital where everything is profitable, turned into currency; such expression from “ELLE (English language and literacy) and ELT (English language teaching), as conceived in the NPB (National program of bilingualism) and Standards, that are still moving towards integrated education rather than inclusive education to promote dynamics of merchandizing that corresponds to globalization” (Robayo & Cardenas, 2017, p.128). In spite of this, the government implemented EFL (English as a foreign language) to fit in those external requirements with a huge amount of needed resources and enormous investment to achieve global citizens.

Also seen in Ministry of education MEN (for its acronym in Spanish- Ministerio de Educación Nacional- Colombia) started to include languages to be taught as in (Constitution of 1991. In Law 115. 1994 art 21 literal M.) In this case, constitutionally seen

in Colombia as foreign language, so English mostly seen in Colombia as a mandatory subject in schools, but at last adapted to the term bilingualism so with the use of the two languages (Spanish and English) in order to communicate with other people and being inserted to other cultures therefore, the next term was “plurilingualism”, it was recognized as the capacity to interact in different contexts; consequently, the language policies have been altered with the shape of international standards that only works in their favor but stratifies population.

This lack of contextualization brought the intention of the scholars to address the issue that the language policies in Colombia has been constantly modified due to political transitions that turns into a diverse understanding, which is also felt by “municipal administrators perceived language policies as an insubstantial discourse with unreached objectives and insufficient resources, which led them to be apathetic and doubtful about the policy” (Pelález & Usma 2017, p.129). Besides the many difficulties to achieve quality in language education, they include arguments in disagreement with changes as part of international demands.

So, the government has forgotten the real necessities of the country then “las políticas lingüísticas se seguirán percibiendo en las regiones como una manifestación de poder y emanadas con un carácter homogeneizante, que no tiene en cuenta las necesidades ni el contexto específico de dichos territorios” (Roldan & Pelález, 2017, p.129). In addition, issues such as corruption, lack of resources, violence, poverty, displacement, drug trafficking, lack of teacher’s formation in language teaching, the absence of a proper curriculum, put the country in a low quality educational development; particularly, In Medellín, “the second largest city in Colombia, where battles between gang-bands, micro traffic of narcotics have been problems during decades that directly affect citizens, and for sure such phenomena take place in schools, where some students have been victims of those conflicts” (Drago, Peralta & Santacruz, 2018, p.7) that makes teaching harder and harder in everyday situation.

Inside the National language Policy from 2004

Within the intention of being clear, it may be mentioned the usual changes of language policies all along the country which has taken place after 2004; firstly, it is seen the lack of a configured language policy model, so each governmental transitional makes changes in LP (Language Policy) according to the land management plan they expect to achieve; secondly, L.P. is changed since international regulations or accommodation of new competences or goal to be accomplished; thirdly, the established regulation in name of the ministry of education MEN that are resettled regarding to meaning that sometimes apply national academic critics.

In this order of ideas the Ministry of education in name of the already ran government of (Alvaro Uribe Velez) launched the National Plan of Bilingualism (N.P.B.) in 2004, it was created as a response to three important topics for the country at that moment, as quote in Gomez (2017) “Firstly, the ethno-education consisting of providing indigenous communities with bilingual education in their aboriginal language and Spanish”; secondly, the inclusion of flexible models of education in order to regulate the teaching of foreign languages in the “education to work and human development” (EDTDH for its acronym in Spanish); And thirdly, the improvement of the communicative competence in English in the public and private schools and universities of the country”. (p.142)

Then, there were some strategies defined, but highly criticized because “English language learning has been associated with students’ socioeconomic strata and access to education” (Usma, Ortiz, & Gutiérrez, 2018, p. 231). Moreover, in Colombia, English preparation is not as expected in the global market or as “institutions impose language policies and teachers have to implement them” (Gómez & Guerrero, 2018, p.52). But, it is very difficult for teachers and students reach this demanded level that push a perception that teachers are old fashioned as less capable of teaching English because they are not native speakers of the language, or way clearer, another study reports how in a small town, the ELT policy is perceived as abstract and detached from the social needs of the

community, (Roldán & Peláez, 2017). Due to this fact, it was necessary to rethink, double check and change such requirements.

Back then, the government in 2010 had the responsibility to improve language policy and launched the Program for Strengthening the Development of Competences in Foreign Languages, this policy retook three strategies previously introduced in NPB, and reinforced English education in order to help Colombian citizens to develop communicative competences in foreign languages, to favor the insertion of Colombian human capital into the global knowledge economy and the international labor market; (MEN, 2014b). Then this policy implemented some different resources as textbooks for public schools in favor of teaching, but there was still a big difference between public education and private one that carried on high levels of proficiency.

But it was produced a inequality gap, in 2013 the government implemented the law of bilingualism (1651) in order to prioritize the foreign language acquisition in public schools, and it was added the “developing communicative skills to read, understand, write, listen, speak, and express properly in a foreign language” (Congreso de la República de Colombia, 2013, p. 1) as one of the most important objectives in the last policies; but the next year it was “concluded that the strategies undertaken through the NPB and the PFDCLÉ have been positive, but they had had limited results” (Cárdenas et al. 2017, p.8). Which explained about the limited results so the requirements in elementary and high schools were not enough in comparison to the competences of the global market required.

As a consequence, the government launched the next policy called National Plan of English, Colombia very well! (2015-2025) it was proposed with a specific goal to the 50% of the 11th grade end with a B1 English level, (Cárdenas et al., 2017, p.8). Secondly, to support the inclusion of a minimum of three hours per week of English in the secondary education and half an hour per week in primary education in all the public schools. Thirdly, to provide schools with technology, both face-to-face and virtual tools, as well as supporting the development of materials, tools; fourthly, to align the Saber exams of 5th and 9th grades to the CEFR (Common European Framework of Reference for Languages)

to have a record of the process of students and institutions; Fifthly, to launch advertising campaigns to promote English learning through mass media; finally, to raise English level of private schools by establishing minimum parameters and sharing experiences and materials.

The multiple policies transitions were clear on “how broader economic, cultural, and political issues in society are reproduced, integrated, maintained, or resisted in the ELT classroom” (Cruz, 2018, p.67). This was what the momentum was focused on, so the requirements of the Common European Framework of Reference for Languages on the fact that economic and human resources that the government includes to achieved it, nevertheless during those years different academics were in agreement that there are many gaps that the policies were not bearing in mind, for example, the externalization discourse as a relevant arguments so the policies had to change, then, “acquisition of a communicative competence in English continues to be the privilege of a few” (Peláez & Usma, 2017, p.122).

The current paper pretends throughout a literature review to identify different scenarios in which language policy has taken a discussion place, the forms language policy is lived, and how this policy submits its meaning of language policy appropriation and its diverse views within the brand newest academic productions that are based on the contextual characteristics around the national territory; first of all, from the research contributions at Catholic University Luis Amigó and its English teaching program research productions; secondly, the research contributions of professors, researchers of language policy all around the country; thirdly, the critical contributions of press and radio reports, all in contrast the efforts that local and national governments have implemented as a matter of fact within language policy or what this one may represent.

Methodology

The qualitative approach is chosen for this research, so it will permit us to describe and explain the social phenomena as it occurs in the literature context, although this approach is very appropriate for education, it also characterizes actions to be carried out in a certain way and a wide comprehension of human behavior.

This data was analyzed based on a hermeneutical- interpretative paradigm to have all the understandability possible of the reality, besides, to achieve the meaningful learning of the nature of the people and culture. Furthermore, this is to include critical - socio – cultural perspective, because it provides a more grounded and valid set of analytical tools for the study of language and education reform in Colombia. We are pleased to explicate the meaning of critical speech, as to face relationships of potential power, delegitimizing of realities, and control of these ones.

Data collection

In this literature review, understood as “a new phenomenon in the field would lead to an initial holistic conceptualization of the phenomenon”. (Rocco & Plakhotnik, 2009, p. 127). Data sources were mainly written documents produced by scholars within the matter of fact (mostly articles published in the Profile journal) and documentary studies that have been produced since 2017 until 2019 as pre grade studies which are requirement for students in English Teaching degree before their graduation at Catholic University Luis Amigó; furthermore all of these documentaries in mention were also contrasted with information given in newspapers and radio news tabloids.

Data collection is done within the principles of qualitative researches, so, phases were connected in a sequential order such as exploration, characterization, cut off wide context, coding, and categorization, so to convert data into a malleable context inside an objective procedure and to end up with arrival of findings, we need to go deeper, to pursue understanding in all its complex, elusive and shifting forms; and to achieve this we need to establish a relationship with people that enables us to share in their perception of the world.

Then, the most redundant data was selected, stood out and named, bearing in mind, foregoing readings, concepts and theory, all of this process was needed at the time of triangulation, and aimed to identify the most visible information, so to set information emerging categories.

When categories were given, the next step was focused on codes which were collected, then, these were organized in pre-established categories; it may be mentioned that other categories emerged during this process. Once we had the respective codes and categorized them, these were turned into concepts (Bearing in mind the context that scholars and previous studies gave in their documentaries) so, every concept composed by commanding ideas and articulated to shape data.

Data analysis

After all this information may pursue the articulation of the context understanding, so to have arguments, as well as, to show the current state of language policy in which; first, literature is read along the process of language policy critics and studies that took place in different agencies; second, to establish an essential question in the problematic scenario; third, to delimit the most recent studies of the matter and add the pre-grade studies purposed by students at Catholic university Luis Amigó since 2017 until 2019, moreover, the inclusion of radio and tabloid newspaper comments in the recent proposals on language policy, all of those three sources of information that were holistically described; fourth, the categorization of the information and codification of general topics to see where information converge, agree or have certain differences; and finally, a checklist facilitated the document analysis that confronted the theoretical framework and the institutional documents.

Findings

Foreign language education in Colombia has become into an arduous work for the different governments that throughout the history have taken place, and anyhow have had a constant need to rethink and restructure those policies that regulate teaching and learning, so to insert people to the world of economic and politic regulations according to the global market requirements, mentioned as “English communicative competence is the road to opportunities for citizens, social mobility, and people’s development” (Bonilla & Tejada, 2016, p.189). This was also because they (the government) intended to correct gaps and the difficulties of the last policies, so to look for better levels of proficiency in elementary school, high school and university students and teachers.

Undergraduate contribution

Catholic University, Luis Amigó and its English teaching degree have been given such important and critical contributions to future teachers’ formation, that contributes with researches that gathered their interests based on previous experiences they have had at internship agencies whether be elementary, or high school, in this way, such context is a perfect and precise scenario to take this format of research into action and reflection, bearing in mind, the crucial importance these studies have in society, well mentioned studies that could be found at Catholic University Luis Amigó’s library (Vicente Serer Vicens).

One of the most important topics students have been attached to is language policy as “recognition of language policy as involving practices, beliefs and management; and a consideration of internal and external influence on policy in the domain.” (Spolsky, 2007). Also understood how “subjectivity is configured externally and internally and is mediated by the relationship of the subject with knowledge and power” (Gómez & Guerrero, 2018, p.52). As well as we, teachers, as investigators of social changes who have to put down cards on the table and doublethink the role of an educational model and the way it is represented in society, economic and political contexts, systematically seen as, that

relatedness of power to be embraced in favor of communities and to set up such profession in the amount of realities inside a cultural diverse country like Colombia.

A second concern of research that comes out pre-grade students is intrinsically attached to Language Policy Appropriation “consider the appropriation of specific literacy practices as bound to context and linked to issues of “power among people, institutions, and social identities (Peláez & Usma, 2017. p. 369)”. That holds the identity inside a determined community, so teachers as builders of realities, critics of the system, and the leaders of the folks who have an academic descriptive speech to be heard, so it is the form to reset the current contexts from a different approach that gathered other interest or division of power, at the end, this position make teachers be reflective of their social, educational and political role since their own practice.

Still, these critical appropriation changes take long periods of time, but language teaching and learning have been coexisted with in their many human imperfections in Colombian history, “en Colombia, la enseñanza y el aprendizaje del inglés han sido objeto de promoción por las autoridades nacionales y locales mediante diferentes programas y políticas” (Roldan & Peláez, 2017, p.123).

All within the university course has set is a fundamental, critical opportunity to overall from big conscious perspectives and the various implications of education when it comes to be a teacher “one of the issues teachers, in-service and pre-service, face is the difficulty to identify the conditions that affect the teaching and learning process in order to connect policies with the context necessities” (Maturana, 2011) cited in (Arias & Ñañez, 2017, p.10). It means to belong to the educative sector, even more, to become a teacher with that capacity of reflection such: The main implication for pre-service teacher’s identity lays in the contributions to the previous beliefs, before they start to act as teachers and during all the process of policymakers. (Echeverría; Zapata; Guzmán; & Torres., 2019). In a society of inequalities with historical wounds of all kind of violence and the disintegration of communities among their realities and political imbalance in benefit of

few ones' interests which permeate the value of being a social actor of realities in transformation.

The objective of the university is to empower pre-service teachers as researchers inside agencies, and to solidify pedagogical practices understood as the possibility to establish certain regulations of social consensus based on real needs with a vision of the society we belong to, then a real need to integrate pedagogical practices in the construction of language policies due teachers are those who will lead as heads of communities with criteria in several topics of general interest, for all this, Catholic University, Luis Amigó pre-service teachers are also attached to the importance of education inside society since rooted constructions of curricular design in context based on need, lacks and wants, such pedagogical practices that give teachers' autonomy to the whole process indeed as an opportunity to construct the society can be built in social agreement since the respect of their own perception of the environment important process of appropriation as well said in this culturally diverse country. in which it is used teachers beliefs and society vision as those that push up for the interest of faded communities.

Unfortunately, All this socio critical academic construction that has been holistically blocked down and such speech has been turned into an inner, silenced voice that wish to be identified in this territory with its many imperfect social construction, which is misled to accept a commercial, politic and economic voice of oppression, restrictions and regulations that are legislated since the imposition of law modification, frequent linguistic program accommodations that do not describe the real being inside the national territory.

At this point of understanding of what pre-service teachers have been doing since their research, pedagogical practice in their agencies, and rethinking things from their own value of autonomy that develops critical, reflective position about their pedagogical scenario, "teachers perceived how their professional autonomy is reduced by multiple limitations of transnationally imposed agendas" (Briceño; Buriticá; Castañeda; Castañeda & Muñoz, 2019, p.45). However, to make teachers be real participants of transversal discourses in the language policy, as well as "teachers' autonomy must remain sensitive to the national and local contexts in which teachers operate, and consider what autonomy

actually means for them in those settings” Briceño, et al., 2019, p.1). To accomplish this, it is needed tireless practices that permit teachers to have critical thinking in their valuable labor.

Media and reports about Language policy

It is visible how throughout media and its different ways to spread news along the territory have not been focused on the importance of language policy and the appropriation of the community as social actors, so “these reforms do not take into account the particular context and realities of the rural communities” (Pelález & Usma, 2017, p.129). But the interest to show how governors set project related to their lands management plan POT that comes out its Spanish acronym accommodation (Plan de Ordenamiento Territorial) which ends up as merely propaganda of good will actions but not well contextualized in social needs.

There were found five articles related with language policy and the already given regulations from the very vague perspectives that can be seen, all of the articles were published in Colombia and implies the improvements of language teaching and language learning, but as what is generally understood from bias perspective that shows the evident lack of real understanding of the context, this is to say the assumption of governments and stakeholder of what the policy should be, nor is it, the real needs, lacks and wants of the locals and their region, so historically, “language policies in Colombia have not been designed to consider the needs, desires, and experiences of the people directly involved in their application, especially teachers” (Gómez & Guerrero, 2018, p.52). But how language policy may bring negative scenarios to the community, shaped by discourses of stratification, or people beliefs were read so to improve language level or language teaching in favor of labor skills.

Firstly, Language policy is posted on media as the national and local regulation to learn foreign languages within the discourse of both standardization of the language, the stratification of population or “The adoption of international standards and tests, a continuous comparison of education systems based on students’ results on these

standardized tests, a constricted control over educational institutions, and a greater emphasis on subjects such as math, reading, information and communication technologies, and now foreign languages, especially English” (Usma, Gutierrez & Ortiz, 2018, p231).

Secondly, it is seen in the report the intention to improve teaching practices since the implementation of new regulations, so teachers have noticeable high levels of language proficiency and strengthen teaching practices, so students may have better experiences when learning (taken from caracol.com.co/emisora). Thirdly, it is possible to observe some actions to improve connection between communities in the elaboration of material (big books) for learning foreign language taken from (caracol.com.co/emisora) or dispositions from Medellín city government, so with the implementation of (Medellin bilingüe) with fundamental principles such as motivation, emotion and experiences within the real usage of the language and receive real stimuli that increase motivation for learning taken from (caracol.com.co/emisora) which opens a deep debate of what bilingualism is “another instance of teachers’ creativity following this line is the use of what García (2009) calls “(translanguaging) as opportunities that students should acquire since linguistic resources, also seen as “a translanguaging perspective of bilingualism emphasizes the practices people perform with all the linguistic resources at their disposal, rather than being limited to the linguistic resources of what traditionally is understood as one language only” (Cruz, 2018, p.71). And the need of school to provide meaningful experiences since population context but not the economic imposition in the location.

To condense all of the above it would mention in terms that, first of all, mass media as broadcasting source of news that benefit the image of few and their political campaign; secondly, the lack of understanding media has about the matter of fact, its affections and implications when news are spread; thirdly; the fair show of new adopted policies by the momentum stakeholders and local, national level, and its lack of critical contextualization in this diverse country but policies broadcasted as top new aims.

Scholars' contribution

Scholars have contributed so much on language policies, one of this aim is instead of meaning manifested as “a complex set of social, political, economic, religious, demographic, educational, and cultural factors that make up the full ecology of human life” (Peláez & Usma, (2017). What gives a place for teacher’s practice and their discourses which are taken the most recent analysis of what has been done by scholars since 2017 to current 2020 times, in terms of academic productions that are found a deep interest in some practices as English language teaching (ELT), which shows how wide the context is, and the implication it has when teachers’ meanings come to teachers’ practices.

As a contrast, language policies and all the whirlpool set of topics that take place in that language environment, which are visibly shaped with the implementation of bilingualism by the National Government, on one hand as “an ethereal speech to the inhabitants of rural areas, while policies are perceived as homogenizing proposals that do not meet the needs of rural communities, and ultimately are not being implemented effectively.” (Roldan & Peláez, 2017, p.122). That is a generalized feeling of discomfort by local actors, and their lack of representation.

On the other hand, the face to face confrontation of what external interest has built in this territory, emphasizes that “manufacturers assume that foreign and external discourses and models to define and evaluate ELT in Colombia are represented as universals”. (Usma, 2009, p.117). But the reality of education in Colombia within the lively teacher’s experience has been put apart and has broken the national environment so “discourses reflect a fragment of the world that is only understood by addressing the context where they are produced in relation to the participants and their intentions” (p. 117). Then, such discourses that only favors the politic and economic interest of few.

As to say that for decades different languages have been taught in Colombia as an answer to such mention interest, and “In their attempt to respond to different agendas on

education quality, financial support, internationalization, mobility, and academic recognition, education and higher education systems have been undergoing a series of transformations over recent decades” (Usma et al. 2018, p.231). As representation of external power that makes a big contrast with what is established in Colombian constitution in the Article 67. “La educación es un derecho de la persona y un servicio público que tiene una función social; con ella se busca el acceso al conocimiento, a la ciencia, a la técnica, y a los demás bienes y valores de la cultura.” But at last the insertion of new models of economy and external interest in the local policies even the educational system tends to change in favor of private sectors, in this case the Colombian general law of education 115 in the articles 21, literal M, articles 22 y 23 which highlights the need of learning at least one foreign language in elementary school and the insertion of foreign languages as another mandatory school subject and its own planning” (p.231).

The biggest complaints of this phenomenon are the lack of regulations that government denies to set and the lack of fair play in terms of nature preservation, social development, cultural conservancy, due to the affections may be brought in terms of education, tradition, not bearing in mind community’s needs as well as other issues such as a historical rate of violence, among the state, drug dealers, armed military forces against the law (diverse groups of guerrillas from different discourses and political positions as ELN, FARC dissidences, Aguilas Negras, Pamilitarismo dissidences) which is mixed in times of political confusion inside and amount of speeches seen as the many politic parties with their own interest which only gate is to blame on education system.

Such community of teachers who are seen as direct responsible of what is going around, but those who sentence them cannot see further that aggressive capitalism model that breaks down communities and turn everything into something profitable, just misled with a speech of progress out of reality; this is why there is a deep need on gathering efforts to produce critical positions to face this reality, so education has its position and elements to question the system per se.

Furthermore, the educational community have a call on reflecting and assuming a critical stance as regards the adoption of policies and foreign models as well as on relying upon teachers' experiences and knowledge when developing a bilingual curriculum, allowing teachers' development and enacting social transformations. It is, then, the role of critical pedagogy, then has broadly developed as an approach to education that pursues ideals of social transformation and human development by promoting critical reflection, problem solving, and individual agency. (Camargo, 2018).

There is a frequent wonder about the implication of power in education or how this one is expressed in rural areas, alien for both teaching and learning of such globalized intentions that may not favor population like indigenous, so this problem well set in big populated areas; despite the fact that education is set as as "La educación formará al colombiano en el respeto a los derechos humanos, a la paz y a la democracia; y en la práctica del trabajo y la recreación, para el mejoramiento cultural, científico, tecnológico y para la protección del ambiente". Colombian constitution. (1991). For specific purposes, as well as, the actor of such are attached to certain behavioral models, discourses, or interest seen as Education for work and human development "... *hace parte del servicio público educativo y responde a los fines de la educación consagrados en el artículo 5° de la Ley 115 de 1994. Se ofrece con el objeto de complementar, actualizar, suplir conocimientos y formar, en aspectos académicos o laborales y conduce a la obtención de certificados de aptitud ocupacional*". Decree 4904. (2009). That worsen this social problematic, between this economic model and the instrumentalization of curriculum to massive production of human capital.

Discussion

There would be an analysis of discourses that permits a general understanding of the matter of fact; firstly, to give a very important reminder to teachers that language policy comes from the exercise of power; secondly, there would be an opportunity to convey the exercise of such power when it mostly turns into laws and policies; Thirdly, not to ignore that everybody has a call to participate in the construction of such in the democrat territory we live in; Fourthly, it would be described the meaning of language policy appropriation inside different moments of the educative process and the importance of teachers to own this moment of democrat exercise with given further description.

Power means a lot at different levels with diverse faces so most critical approaches suggest that policy, even in the most apparently democratic policy or institution, codifies and extends the interests of those who disproportionately wield power, (Levinson, 2009). Which is taken to generate particular scenarios that favors the intentions of few, but that is where language policy is stuck, and apart communities of the construction of such (Levinson, 2009). So, it is a rollercoaster of redundant hegemony.

Everyone desires to govern from different corporations with diverse intentions from the outside, or the inside to include the tiniest or the greatest that favor his intentions the need for a critique of domination, and the legitimacy of posing the horizon of the possible (Levinson, 2009). Then such intentions are turned into policies that communities turn at last, as a whole truth, or crowds take it for decided will.

Language policies have a historical background inked on parties, ideologies, philosophical representation of power, also seen as in (Usma et al. 2018) “Coloniality refers to a historical phenomenon that extends itself to our present and refers to a pattern of power that operates through the naturalization of territorial, racial, cultural and epistemic hierarchies, enabling the re-production of relations of dominance” (p.233).

Along the time, power comes from big interest in representation of big economies that models the free market, globalization within neoliberal speeches that sooner or later are

turned into laws, so language policies are the representation of parties, ideologies of the interest of few that converge in power from the economic system, at last established policies from a top down approach. As to say “In sum, if policy is a practice of power, that is, of defining reality and ordering behavior, (Levinson, 2009). The holistic and hegemonic push up of power throughout policies that favors the system, and promote the elitist characteristics of homogenization, stratification, with functional education or a visible lack of democracy with no possible critical thinking opportunities, as well as the excuse of the functional bilingualism that open gates; the questions is, for whom?

Nor is it to understand power is just given at high elite levels, but there is a representation of such at all stages in education from the (MEN) that faces the regulations of the given government, or at school with the principles that watches for the educational interest of the community, as well is the teachers in their classroom. In each of the above specified examples may be seen actions guided by policies as the representations of power at their own level, so appropriation start to take place as “the limitations of rational and critical approaches that usually minimize the power of the different stakeholders in the recreation of policy discourses and texts” (Peláez & Usma, 2018, p. 123). Such need in education to become a critical individual and gather others in a democrat exercise.

Language policy appropriation is inside or outside the classroom environment, “the appropriation of specific literacy practices as bound to context and linked to issues of “power among people, institutions, and social identities” (Usma et al. 2018, p.369). Local actors that can actively participate in the construction and deconstruction of the policies, as well as the representation of power, the school community can too. Language policy appropriation is seen also from “formulation and reformulation, to process of policy appropriation, reading, translation, transformation, and even resistance at the local community, school, and classroom level” (Peláez & Usma, 2018, p. 123). So, as the tiniest democracy space, the classroom, mostly four walls of subjectivity interaction, language policy also offers an opportunity for its construction or strategies to be deconstructed.

So, English as a representation of power that brings up amounts of beliefs to the scenario full of division, repulsion and segregation, so “education, by being controlled and

limited, becomes intone of the main tools with which to practice power, which is exercised through the systems of knowledge” (Camargo, 2018, p.117). Within an unbelievable acceptance for the imaginary discourse of way better foreign than national, as seen in the teaching practices of native speaker NEST.

So far, educative community, and the main representation of this one, the teacher, who is simplify as a matter of controller of scenarios that favor economic, politic interest said third bodies; but as an antithesis, teachers ought to comprehend these social interactions shaped by hegemonic discourses that systematically devour all regions with their culture, idiosyncrasy, then, teachers tangibly represent a willing community who would like to work for the real principles of democracy, despite of the undoubtedly so many walls to stop their social development; in this sense, pre-service and in-service teachers have that everyday social call to work in community, for the community, so they are for granted the most acknowledgeable ones of such context.

Therefore, teachers have a call to develop their exercise within the role of, language policy makers and what it implies the meaning and representation of power from their teaching practices and the participation of the so called national, governmental agenda to be included as participants when making policy that favors the unheard communities, as mentioned in Roldan & Peláez (2017) “ellos desearían ser incluidos de manera efectiva y eficaz en la planeación e implementación de planes y programas nacionales.” (p.130). Which is shaped by the teachers’ beliefs and the leadership to bring up the policy to a real context where is lived, so on that critical dissertation of what is reliable on the territory of affection.

This contexts of teachers’ construction will permit their leadership to be visible, furthermore the importance of being attached to that reality how it is been working on, as reciprocal characteristic, is teacher’s identity, understood as a dynamic, shifting, and contradicting condition of humanity, that is, the way “people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future” (Usma et al. 2018, p. 410).

Teaching is by hand with the community context and how they shape their realities, for, education is a need to have that social responsibility of teaching since its own realities gathering needs, lacks and wants of what surrounds the community within a profound critical sense to evoke social participation in the construction of new policies, seeing the teachers as heads of the school community into new road of exploration, and democratic participation when building school policies, so to be an example of appropriation that in hand with research can contribute to bigger calls of language policy.

Then, teachers are in disposition to discuss and argue about policies at the whole level of the system, then “discourses reflect a fragment of the world that is only understood by addressing the context where they are produced in relation to the participants and their intentions” (Camargo, 2018, p.117). These leveling of discourse shapes the reality of teachers but they are inside the ethics they once promise, besides the English teaching programs may bring pre-service teachers to permanent class discussion for the critical teaching exercise, what these talks may imply as pre-grade students and future agents, which represents interest of many local, public entities in a given context.

On the other hand, the understanding, contextualization, and lively actions of policy appropriation as the representation of power at different levels or agendas “its implementation has not recognized the complexity of students’ and teachers’ realities, leaving aside internal and external factors that play an important role within the teaching-learning practices” (Camargo, 2018, p.116). beside how both pre-service and in-service teachers can contribute to a more reliable, academic teaching and learning scenarios bearing in mind the given context with its needs, lacks and wants inside the critical democratization of education, or the insertion in political agendas.

Conclusions

This message goes warmly to the whole local actors inside their school communities and the most visible faces that point at when things turn hard, teachers, but who in most of cases have a smile and attitude to overcome the rush subjectivities together, as the only

ones who, respectfully of the policies can shape from their realities the transformation of societies in well identified peoples. Teachers who acknowledge communities' contexts, their wants and lacks.

To grasp the critical idea of contextualization of what language policy is, and what it implies in an educative scenario, firstly local actors have a call to comprehend power, how this works or it is represented by ideologies, philosophical representation of power; secondly, to bear in mind that language policy cannot be only understood as the way it is distributed in just few bodies; that generalize realities, disturb academic, educative processes and ranks what is good or not for the system of profit, so insert beliefs of territorial, ethnic, cultural and ideological hierarchies of dominance, as well as, the pushed silence of cultural and idiosyncrasy richness of communities, then language policy may be lived and settled from the widest scenarios to the narrowest classrooms.

Thirdly, to be heard in mind the idea democratization of the education system and the exposition to social actors when decision or policies are made in the school community to benefit the most not to repeat the tragicomedy of the worst and obvious because it has been that way for years, but, on the contrary the need of building strong traits of relatedness and identity that seize the importance of language policy appropriation and can actively discuss what best fits for them in representation of the democrat participation, political organization from a sense of critical thinking, and historical awareness.

Fourthly, to become all particularities, needs, wants of communities into advantages of identification, and strengths, they may be opportunities to participate in the democrat agenda of politic representation from what it is the most assertive for such community that will be mostly represented by the highest knowledgeable of the context, the teacher from his ethical principles; such individual, professional development who has a lot to mention when it comes to policy implementation, policy practicality, or how the policy agendas discourse may be approached since an educative, administrative development at the different level of school community, local actors, stakeholders, ministry representatives or big capital bodies, furthermore teachers with a highly objective research argumentation,

knowledge of realities and acquaintance capacity to face, and representative speeches on how to deal the phenomenon since social justice.

Lastly, language policy requires of systematical resources given in the social environment to improve the field of research to make visible multiple realities are hidden in its own context, this is why, in an aim to better comprehend the phenomenon here is a call to teachers for taking care of themselves by being self-critics and deep observant of their own reality, to question from diverse perspectives their teaching exercise and to invest in their own teaching development with more education proposals, as well as the community who works with as a firmly participant of a democrat exercise and the insertion of policies in class. These two aspects which are needed to build more social awareness, the insertion and appropriation of policies and the discovery of the self in social causes.

Further studies

Further studies go by hand with the need of deeper understanding of language policy from more disciplines for the insertion of better teaching practices in society, more level of comprehension on how power works, that at the same time have teachers in need of more capacitation and professional development of new fields of science to better understand realities, appropriate those discourses and be enough acquitted for dissertation in education at any level of representation of power.

There is a compromised need to be aware of who we are, what we want, in other words, the identification of teachers' selves to face such paramount walls of hierarchies in a diverse speech of many interests, so how of this confusion works for the interest of few, but the segregation, homogenization, discrimination, stratification among many others around the national territory out of the reality of communities in their own context.

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