



Title of Project:

Colombian Education Policy for the Teaching of English as a Foreign Language: Its Appropriation in the Classroom

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Project Summary:

As English has become the most globalized language, language policies that privilege its learning prevail in many parts of the world, Colombia included. The current national policy for English language teaching and learning sets English proficiency levels, establishes educational standards, recommends teaching methodologies, offers guidelines for curriculum development and proposes teaching materials. While most related-studies have focused on macro-level policy texts, my dissertation centers on the different forms classroom practitioners interpret, enact, transform, reject and create policy. Following Ricento and Hornberger (1996) who state that language policy must be studied not only by official policy documents but also through language behavior and attitudes in situated contexts, the study will unveil how English teachers appropriate the ELT policy in Colombian public schooling and how this appropriation is linked to discourses about English language learning and to the actual possibilities and constraints that teachers encounter in their daily practice. I draw on the ethnography of language policy (Johnson, 2009) and discourse analysis (Wodak & Fairclough, 2010; Martin-Jones, 2015; Valencia Giraldo, 2017) to examine class observation fieldnotes, interviews with teachers and other policy agents, transcripts of classroom interaction, and policy documents. Findings will shed light on the ways national and local policy actions impact -or not - teachers' decisions and practices while revealing teachers' agency during times of centralized curriculum reforms. Ultimately, the outcomes will inform ELT practice and policy at the local and national levels as well as other contexts where findings resonate.