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| **IDENTIFICACIÓN** | | | | | | | | | | | | |
| **Programa** | Licenciatura en Lenguas Extranjeras | | | | | | | **Código del programa** | | | 1475 | |
| **Nombre de la materia** | Electiva Language and Education Policy | | | | | | | **Código materia** | | | EID 950 | |
| **Nivel** | Avanzado | **Créditos** | | **Versión 1:** 4  **Versión 2:** 3 | | El curso se cancela con el 20% de inasistencia injustificada, en cuyo caso no es habilitable (Articulo 78. Del Reglamento estudiantil). | | | | | | |
| **Componente al que pertenece** | Electivo | **Prerrequisitos** | | **Versión 1:** EID 236- EID 327-EID 277-EID 234 y EID 334.  **Versión 2:** EID 601- EID 701-EID 707-EID 410 y EID 411. | | | | | **Correquisitos** | | Ninguno | |
| **Horas presenciales** | 4 | **Características** | | | | | | | | | | |
| **Horas independientes** | 5 | **Habilitable** | No | | **Clasificable** | | No | | | **Validable** | | No |
| **Acta y fecha de aprobación** | 241 del 26 de mayo de 2011 | | | | **Obligatoria** | | No | | | **Electiva** | | Si |

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| **OBJETIVO GENERAL** |
| This course attempts to introduce students to the critical analysis of foreign language and education policies in Colombia in their connection with international reform agendas. |

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| **OBJETIVOS ESPECÍFICOS** |
| 1. Identify the most important education and foreign language reforms introduced in Colombia in the last decades. 2. Analyze the connection among these education and foreign language policies, and how these plans are related to transnational trends associated with what we now define as “globalization”. 3. Discuss the main implication these reform agendas have for educational actors in different educational settings. 4. Demonstrate the ability to adopt a critical and informed position towards current policy agendas. |

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| **CONTENIDO GENERAL** |
| This course will be divided into four big areas of study: 1) Processes of “globalization” and their connection with language and education reforms; 2) Education policy in Colombia: Main reforms in the last decades; 3) Foreign Language Policy in Colombia: The National Program of Bilingualism; and 4) The local implementation and appropriation of reform. |

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| **METODOLOGÍA** |
| Students will be assigned some readings for each week. Based on the readings, they will write three short (1-2 pages) reaction papers along the course. These reaction papers will be shared with their peers in class. In these reaction papers, students will choose one of the issues discussed in the readings, engage with the main arguments of the authors examined, and explore the implications for our context. By the end of the course, students will write a 15-20 page paper examining the different education and language policies associated with a particular area of interest or educational setting that each student will select. Possible areas of interest include evaluation, curriculum design, materials development, use of L1 in class, language teaching in different contexts, “bilingualism” in Colombia, etc. |

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| **ACTIVIDADES** |
| ***Theme I:* Processes of “globalization” and their connection with language and education reforms** (weeks 2-3)  In this part of the course, we will explore different economic, political, and cultural processes associated with the current wave of what we now call “globalization” and how these reform processes have an effect on education and language policymaking across countries as well as in Colombia.  ***Theme II:* Education policy in Colombia: Main reforms in the last decades**  In these sessions, we will study recent and past education reforms introduced in Colombia in the last two decades. These include the General Education Law of 1994, as well as current proposals such as “Visión Colombia 2019” which attempt to shape the education system in Colombia for the coming years.  ***Theme 3:* Foreign Language Policy in Colombia: The National Program of Bilingualism*.*** (weeks 6-10)  In these weeks students will get familiar with policies associated with the National Program of Bilingualism. These include the National Standards for English, the Common European Framework of Reference for Languages, and the different decrees and regulations associated with the policy. In this section of the course, students will also discuss some of the local reactions to these policies.  **Theme IV:The local implementation and appropriation of reform**: **Antioquia Bilingue, Medellín City, and d**ifferent approaches in different educational settings. Weeks 11-16  In this part of the course, students will get familiar and will analyze local language policies. Readings will be taken from the official websites of Gobernación de Antioquia and Alcaldía de Medellín. Additionally, the professor will summarize current reforms in Medellín and Antioquia, and will invite some local researchers and leaders who will present their studies and proposals being carried out around the region. |

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| **EVALUACIÓN** |
| Evaluation criteria will be negotiated with students. The following criteria are proposed:   1. Class Participation (Class attendance, student’ preparedness, active participation, respect for the others’ opinions, risk taking when expressing opinions): 20% 2. Reaction papers (Clarity, relevance, risk taking when expressing opinions) : 30% 3. Final paper: 30% 4. Quizzes: 20% |

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| **BIBLIOGRAFÍA Y CIBERGRAFÍA SUGERIDAS (Regirse por las normas APA)** |
| 1. Suarez Orozco, M.M. & Qin-Hilliard D.B. (2004). *Globalization: Culture and education in the new millennium*. Berkeley, CA: University of California Press. Chapters 1-3 2. Usma, J. (2009). Globalization and Language and Education Reform in Colombia: A Critical Outlook. *Íkala: Revista de Lenguaje y Cultura, 14*(22), 19-42. 3. Pan, L. (2011). English language ideologies in the Chinese foreign language education policies: a world-system perspective. *Language Policy, 10*, 245-263. 4. Hu, Y. (2007). China’s foreign language policy on primary English education: What’s behind it? *Language Policy, 6*, 359-376. 5. Bugel, T.& Santos, H. (2010). Attitudes and representations of Spanish and the spread of the language industries in Brazil. *Language Policy, 9*, 143-170. 6. Del Valle, J. & Villa, L. (2006). Spanish in Brazil: Language policy, business, and cultural propaganda. *Language Policy, 5*, 369-392. 7. Lowden, P.S. (2004). 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| **OBSERVACIONES** |
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