

Justicia lingüística y desigualdad educativa en La Paz - Bolivia:
Análisis sociolingüístico y político de la enseñanza
del idioma inglés*

Linguistic Justice and Educational Inequality in
La Paz - Bolivia: A
Sociolinguistic and Policy Analysis of English Language Education

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*Declaro no tener ningún tipo de conflicto de interés que haya influido en mi artículo.

Resumen: Este artículo examina la intersección de la sociolingüística, la política lingüística y la desigualdad educativa en el contexto de la enseñanza del inglés en La Paz, Bolivia. La Ley 070 Avelino Siñani - Elizardo Pérez promueve un modelo trilingüe. Sin embargo, este estudio usa métodos mixtos como el análisis documental de la Ley 070 y encuestas a profesores, estudiantes y coordinadores escolares, revela una brecha constante entre la política y su aplicación práctica. Aunque la ley promueve la educación intercultural y plurilingüe, el acceso a una enseñanza de calidad en inglés sigue siendo desigual. Los resultados muestran que las horas de enseñanza del inglés son limitadas, que la confianza y la formación de los profesores son desiguales y que el acceso a los materiales es restringido. Los coordinadores escolares señalan que la enseñanza del inglés beneficia solo a unos pocos privilegiados, evidenciando profundas desigualdades educativas y lingüísticas. Aunque la Ley 070 es inclusiva y visionaria, sus metas son difíciles de lograr sin mejorar su implementación, la formación docente y la participación comunitaria. Esta investigación muestra que la política lingüística puede desafiar o mantener jerarquías, y destaca la necesidad de enfoques más justos y culturalmente relevantes en la educación multilingüe en Bolivia.

Palabras clave: desigualdad educativa, inglés, educación intercultural bilingüe, política lingüística, sociolingüística.

Abstract: This article examines the intersection of sociolinguistics, language policy, and educational inequality in the context of English language instruction in La Paz, Bolivia. Guided by Law 070 (Avelino Siñani–Elizardo Pérez Law), Bolivia’s education policy promotes a trilingual model, emphasizing the use of an Indigenous language, Spanish, and a foreign language such as English. However, findings from this mixed-method study, which combines documentary policy analysis and surveys of 12 teachers, 12 students, and 12 school coordinators, reveal a persistent gap between policy and practice. While the law promotes intercultural and multilingual education, access to quality English instruction remains uneven, particularly for low-income and Indigenous students. Survey results show limited hours of English instruction, uneven teacher confidence and training, and restricted access to materials, especially in under-resourced schools. School coordinators largely agree that English education is only accessible to a privileged few, reflecting deep-rooted educational and linguistic inequalities. Although Law 070 offers a visionary and inclusive framework, its goals remain difficult to achieve without stronger implementation, teacher preparation, and community engagement. This research highlights how language policy can both challenge and reinforce existing hierarchies, calling for more equitable and culturally grounded approaches to multilingual education in Bolivia.

Keywords: Educational inequality, English language, intercultural bilingual education, language policy, sociolinguistics.

INTRODUCTION

Recently, English has increasingly become a global lingua franca, functioning not only as a medium for international exchange but also as a gatekeeper to higher education, employment, and upward mobility. As global flows of capital, media, and people intensify, English has taken on an increasingly prominent role within education in South America, including Bolivia. In La Paz, a city marked by deep cultural and linguistic diversity, English language education is often framed as a critical skill for social and economic advancement. However, socio-economic and ethnolinguistic inequalities largely reflect the uneven distribution of access to high-quality English instruction. Bolivia is officially a plurinational and multilingual state, home to over 37 recognized languages. Aymara, Quechua, and Guaraní are some of the most common languages, especially in rural and peri-urban areas. The 2009 Constitution marked a paradigm shift in Bolivian language policy, emphasizing intercultural and multilingual education and mandating the inclusion of both Spanish and indigenous languages in schooling. Yet despite these legal advances, English continues to occupy an ambiguous and unevenly implemented space within Bolivian education policy, particularly in urban centers like La Paz, where global linguistic capital increasingly intersects with local linguistic hierarchies.

This article examines English language education in La Paz through a sociolinguistic and policy lens, investigating how language ideologies, educational practices, and policy frameworks affect access to quality English instruction and contribute to or mitigate educational inequality. The study seeks to understand whether English language education in La Paz supports linguistic justice by respecting the linguistic identities of indigenous and low-income students. So, it raises broader questions about the role of English in multilingual societies and the tensions between global language demands and local linguistic rights.

STATE-OF-THE-ART

Bolivia's sociolinguistic and educational landscape has long been shaped by language marginalization, with Spanish dominating formal education while Indigenous languages such as Aymara and Quechua have historically been excluded. This linguistic hierarchy has reinforced educational inequalities for Indigenous students. Major policy milestones, such as the 1994 Education Reform and the 2009 Constitution, formally recognized Bolivia

as a plurinational, multilingual state and introduced Intercultural Bilingual Education (IBE) to revitalize Indigenous languages.

Despite these advances, a persistent gap exists between policy and practice, particularly in rural and Indigenous areas, because of limited resources, inadequate teacher training, and institutional challenges. Sociolinguistic justice requires inclusive teaching that values all students' languages and opposes entrenched monolingual ideologies.

Meanwhile, the growing role of English in education has expanded, yet access remains unequal, favoring urban Spanish speakers and deepening existing inequalities. The use of English as a Medium of Instruction (EMI) in higher education raises concerns about reproducing linguistic and class divides, privileging students with stronger English skills while marginalizing Indigenous and lower-income students.

This context demonstrates the complex interaction between language policy, educational equity, and linguistic justice in Bolivia. The urgent need for policies and pedagogies that effectively address structural inequalities in multilingual education is highlighted. Similar issues have been examined in studies both in Bolivia and internationally. These studies can be broadly classified as follows:

a. How Language Policy and Practice Sustains Inequality in Education

Lungile, N. (2019), How Language Policy and Practice Sustains Inequality in Education. ResearchGate. https://link.springer.com/chapter/10.1007/978-3-030-18811-5_7

Resume: The paper investigates the complex relationship between language and literacy in South Africa, emphasizing the disparities in learner performance between indigenous African languages and English or Afrikaans. It explores the evolution of curriculum and language in education policy and practice and assesses the roles of various education stakeholders. Ten key policies are examined, including the following: the Constitution, the National Education Policy Act, the South African Schools Act, the Norms and Standards for Language Policy, the Language Compensation Policy, the National Curriculum Statements, the Incremental Introduction of African Languages (IIAL), the draft BELA Bill, the Provision and Management of Learning and Teaching Support Material (LTSM), and the Revised Language Policy for Higher

Education. The paper critiques these policies, identifying areas needing improvement and analyzing them through a policy and implementation framework. It also draws on theories of language and power to interpret the status quo and highlights gaps in policy and practice that need to be addressed to improve learning outcomes.2. Linguistic inequality and access to education: curricular strategies from South Africa and the United States

b. Linguistic inequality and access to education: curricular strategies from South Africa and the United States Parmegiani, A. (2022). Linguistic inequality and access to education: Curricular strategies from South Africa and the United States. *Taylor & Francis Online*. <https://doi.org/10.1080/07908318.2022.2086564>

This research paper examines how linguistic inequality shapes access to education and explores the role educators can play in promoting equity through curriculum development and classroom-based research. Drawing on contributions from symposia held in New York and Cape Town, the collection integrates South African and U.S. perspectives to highlight how language can function both as a barrier and a resource in educational contexts marked by racial, class, and colonial legacies.

Despite high levels of linguistic diversity in both countries, dominant monolingual ideologies—particularly around English—persist in educational systems, marginalizing learners who speak other languages or dialects. Through case studies from various institutions, the articles present innovative pedagogical strategies such as translanguaging, bilingual tutoring, and language-inclusive curricula that support academic success while navigating systemic constraints. These examples demonstrate how educators can leverage linguistic diversity to promote more inclusive and socially just teaching practices, even in institutions lacking formal multilingual policies. Rather than providing prescriptive models, the collection advocates for adaptable, context-sensitive approaches that challenge monolingual norms and foster equity in higher education.

c. Language Equality & Schooling: Global Challenges & Unmet Promises

Suzanne, R. (2024). Language Equality & Schooling: Global

Challenges & Unmet Promises. *Daedalus*. https://doi.org/10.1162/daed_a_02104

This article examines the ongoing global challenges in achieving language equality within education systems, with particular focus on the United Nations Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education for all. Despite widespread recognition of education as a fundamental human right and a key driver of sustainable development, millions of children worldwide remain excluded from meaningful learning due to language barriers.

Most countries implement monolingual education policies that favor dominant or official languages, overlooking the linguistic realities of diverse multilingual populations. This exclusion disproportionately affects disadvantaged and low-income communities, where children often learn in languages that are not spoken at home, resulting in poor learning outcomes, high school dropout rates, and the perpetuation of intergenerational social inequality.

The article highlights the significant overlap between poverty, limited access to education, and multilingualism, particularly in regions such as sub-Saharan Africa and South Asia, where school dropout rates remain alarmingly high. It argues that multilingual education based on learners' first languages offers a viable pathway to advance broader social, economic, and health outcomes in pursuit of sustainable development.

d. Política lingüística en Bolivia

Laime, T. (2023). Language policy in Bolivia. Universidade Federal da Integração Latino-Americana.

This research explains the difference between broad language policies, which address language diversity at national and international levels, and more specific linguistic policies implemented within countries. In Bolivia, a multilingual country, languages serve key social roles: communication, identity construction, and social context. Historically, Bolivia moved from a monolingualism view that saw indigenous languages as a problem and excluded them from education and politics to a bilingualist stage recognizing indigenous languages alongside Spanish through Bilingual Intercultural Education (EIB).

More recently, Bolivia embraced a trilingual approach under its plurinational state model, officially recognizing 36 indigenous languages plus Spanish and promoting education that includes an indigenous language, Spanish, and a foreign language, usually English. This shift supports linguistic rights, cultural identity, and the creation of linguistic capital, with language proficiency increasingly required for public sector employment.

1. Linguistic Justice and Educational Inequality

According to Pillar (2016), linguistic equality is often discussed in terms of linguistic justice and linguistic rights, shifting the conversation from just identifying language problems to exploring what real justice looks like. Drawing on philosopher Nancy Fraser, the idea is that justice only becomes meaningful when we focus on how to overcome the unfair treatment that certain languages and speakers face. This includes addressing linguistic privilege, where some languages have more power and status than others. History offers examples of “real utopias” where multilingualism and multiculturalism thrived, showing that linguistic justice is not only desirable but also achievable. These struggles for language rights are closely linked to larger social movements that resist global economic pressures like neoliberalism. Ultimately, efforts for social justice and linguistic justice depend on each other and must work together to create lasting change.

Sociolinguistic theory highlights language as a form of social capital that can either empower or marginalize. Educational inequality is often deeply intertwined with language policy, especially in multilingual societies where dominant languages hold institutional power. Linguistic justice demands equitable access to education that validates all students’ languages and identities.

2. English Language Education in Bolivia

English language education in Bolivia remains limited and unevenly accessible, especially within the public school system, where it is offered at very low levels or not at all. Despite this, English is increasingly valued as a crucial skill, particularly at the university level, where it is seen as a gateway to higher learning and better employment opportunities. Private English schools are available mainly in major cities like La Paz, Santa Cruz, and Cochabamba, but they remain scarce, limiting access for many.

According to ICALTELF (n.d.), English proficiency across various parts of Bolivia tends to be limited, especially in rural and indigenous communities. Aymara and Quechua remain the most widely spoken native languages among the campesino population, reflecting the country's rich cultural and linguistic diversity. Spanish, on the other hand, functions as the primary language for education, government, and broader communication. Despite its limited use in everyday life, English is gaining significance, particularly in academic settings, where it is increasingly seen not only as a valuable tool for accessing global information and academic resources but also as a pathway to enhanced career opportunities, both within Bolivia and abroad. As globalization continues to influence education and the job market, the motivation to learn English is steadily growing among university students and young professionals seeking to improve their socioeconomic status.

The shortage of qualified English teachers leads many institutions to lower hiring standards, often accepting candidates with only basic TEFL certification. For those seeking better-paid positions, prominent institutions such as the Centro Boliviano Americano and state or private universities provide more stable opportunities. Overall, while English language education is growing in importance in Bolivia, significant disparities in access and quality persist, reflecting broader social and economic inequalities. As Teaching English as a Foreign Language (n.d.) says:

The level of English in many areas in Bolivia is generally low. Aymara and Quechua are the two main indigenous languages spoken by the Campesinos and Spanish is the preferred second language. However, English is viewed as an increasingly important language to learn, particularly at university, where it is perceived as a gateway to learning and an opportunity for better employment opportunities. The public educational system offers English only at very low levels, or not at all, yet those who can afford to pay for their textbooks and tuition fees will make the effort to learn it, if only to better themselves or their social status. (para. 2)

In summary, English education in Bolivia is limited and unevenly accessible, especially in public schools. However, it is increasingly seen as vital for higher education and better job opportunities. Access is mostly

available in private schools and major cities, but disparities in resources and teacher quality persist, highlighting the need for more equitable English language programs nationwide.

3. Sociolinguistic Context of La Paz

La Paz is characterized by a dynamic multilingual environment, with Spanish as the lingua franca in urban centers and Aymara and Quechua widely spoken in peri-urban and rural areas. This context complicates English language instruction, as linguistic hierarchies often privilege Spanish and English over indigenous languages, reinforcing educational inequities. As Laime (2023) says:

In the last couple decades, the world has changed to another perspective, where language diversity is a kind of wealth, since the indigenous are already considered citizens. The native language speaking population must learn the official language as a second language (or L2) in order to exercise their rights as citizens. In addition, they could also maintain their mother tongue. For that reason, Bolivia (1994) officially started Bilingual Intercultural Education (EIB) through the Educational Law N° 1565. (p. 3)

In summary, La Paz's multilingual environment presents challenges for language education due to Spanish and English dominance, but policies like Bilingual Intercultural Education acknowledge linguistic diversity as a strength, aiming to support both official language learning and Indigenous language preservation.

RESEARCH METHODOLOGY

Mixed-method research combines both quantitative and qualitative approaches in one study. It helps researchers get a fuller understanding by using numbers and detailed observations together. This approach confirms findings by checking if results from both methods support each other and helps explain unexpected outcomes. Overall, it offers a complete and more reliable picture by blending the strengths of both methods. As Sreekumar (2023) says:

Mixed-method research methodology uses the characteristics of both quantitative and qualitative research methodologies in the same study. This method allows researchers to validate their findings, verify if the results observed using both methods are complementary, and explain any unexpected results obtained from one method by using the other method. (para. 5)

In conclusion, mixed-method research offers a well-rounded and flexible approach by combining the strengths of both quantitative and qualitative methods. It enhances the reliability of findings, provides a deeper understanding of complex issues, and helps clarify unexpected results by allowing one method to support or explain the other. This approach leads to more complete and insightful research outcomes. This mixed method focused on public schools in urban and peri-urban areas of La Paz. Data collection included:

- **Documentary Policy Analysis:** Review of national education policies (Law 070, Ministry guidelines) related to multilingual and English education.
- **Surveys:** Closed-ended questions in a structured survey of 12 teachers, 12 students, and 12 school coordinators, selected by purposive sampling to represent diverse linguistic backgrounds.
- Data were analyzed using the documentary analysis form to examine and interpret Law 070 and ministry guidelines. After that, the researcher used Google Forms for the questions of the survey. Finally, the researcher interpreted the findings to elaborate a conclusion.

DISCUSSION

1. Documentary Policy Analysis

1.1. Overview of Law No. 070 — Avelino Siñani–Elizardo Pérez Law (2010)

Law No. 070, known as the Avelino Siñani–Elizardo Pérez Law, is the principal legislation governing Bolivia’s education system today. It was enacted to make education more inclusive and to strengthen its connection to the country’s rich cultural and linguistic diversity. A central aim of this law is the decolonization of education through the promotion of intercultural, intracultural, and multilingual learning—recognizing and valuing Bolivia’s diverse cultural and linguistic heritage.

Law No. 070, known as the *Avelino Siñani–Elizardo Pérez Law*, clearly establishes that education in Bolivia must be both intercultural and multilingual. According to Article 1, Bolivia officially recognizes 36 languages—Spanish and 35 Indigenous languages—and the education system must reflect this linguistic diversity. Article 5 further specifies that students should be taught in Spanish and at least one Indigenous language spoken in their region. In addition, all students are expected to learn a foreign language, with English being the primary option.

Article 9 outlines the broader goals of the law: to revitalize and strengthen Indigenous languages and to enable students to become trilingual—competent in an Indigenous language, Spanish, and a foreign language such as English. This trilingual model seeks to support both the preservation of cultural identity and the development of global competencies (Law 070, 2010).

In the context of Bolivian education, the *Avelino Siñani–Elizardo Pérez Law* promotes a transformative, trilingual, and culturally inclusive approach to teaching. However, its implementation has faced significant challenges due to insufficient governmental resources and planning. Many teachers report being left to find or create their own teaching materials without adequate institutional support, revealing a gap between the law’s ambitious objectives and the realities of classroom practice. As Galarza (2015) observes, “In order to apply this law, resources are required, both material and human, as most teachers have stated, arguing that the government has not anticipated this situation, so each teacher will have to find their own resources and materials when they need to carry out an activity” (p. 363).

In essence, Law No. 070 aspires to build an education system where students learn to respect and value their own cultures and languages while acquiring the skills needed to engage with the wider world. It represents an effort to balance tradition with progress, ensuring that no language or identity is excluded.

1.2. The Ministry of Education supports the implementation of Law 070 through curriculum and teacher training.

In alignment with Law No. 070, the Ministry of Education developed a **trilingual curriculum** designed to educate students in three languages: an Indigenous language, Spanish, and a foreign language—typically English. At the primary level, instruction places strong emphasis on the mother tongue

and Spanish, with English introduced gradually in later grades. In secondary education, students continue to develop proficiency in all three languages. The curriculum is structured as follows:

- **L1: Indigenous language (e.g., Quechua, Aymara, or Guaraní)**
- **L2: Spanish**
- **L3: English or another foreign language**

Teachers are trained to speak at least two national languages and learn how to teach using intercultural methods. There are also Bilingual Intercultural Education (EBI) programs, especially in Indigenous areas, where classes are taught in the native language “Aymara or Quechua” and Spanish to help protect and promote Indigenous languages. In short, the goal is to help students become trilingual while staying connected to their culture and identity.

1.3. English in the Curriculum

In Bolivia’s national curriculum, English is regarded as an important tool for global communication, improved employment opportunities, and access to higher education. Although it does not hold greater importance than Indigenous languages, English is considered a strategic language because it enables students to connect with the wider world. As stated by the Ministry of Education and Training (2018):

English is a compulsory subject in the general education curriculum from grades 3 to 12. As one of the instrumental subjects in school, English not only enables students to formulate and develop their communicative competences in English but also contributes to the formation and development of general competences to live and work more effectively, to learn other subjects well and for lifelong learning. (p. 3)

However, several significant challenges remain. Many schools, particularly in rural areas, lack adequately trained English teachers. There is also a shortage of high-quality teaching materials, and not all institutions implement the English curriculum consistently. Consequently, students across different regions demonstrate varying levels of English proficiency, largely depending on the resources available at their schools. Thus, while English

forms an integral part of Bolivia's educational vision, achieving equitable and effective implementation remains an ongoing process.

1.4. Policy Impacts and Critiques

Bolivia's education policy presents several clear strengths. It promotes linguistic and cultural diversity, provides legal protection for Indigenous languages, and sets an ambitious goal of enabling all students to become trilingual—fluent in an Indigenous language, Spanish, and a foreign language such as English.

However, the implementation of this policy faces significant challenges. There is a noticeable gap between urban and rural schools in terms of application and outcomes. Many teachers are not fully trained to teach in multiple languages, particularly English, and there is often a shortage of adequate resources and quality materials. These factors contribute to unequal language learning opportunities across different regions.

In short, while the goals of Bolivia's multilingual education policy are strong, their full realization remains a complex task. The success of these policies largely depends on effective implementation, which requires well-prepared teachers, sufficient resources, and consistent institutional support.

To continue advancing these objectives, it is important to:

- Strengthen teacher training in multilingual and intercultural education.
- Provide improved English-language teaching materials, particularly for rural schools.
- Encourage greater involvement of local communities in the teaching of Indigenous languages.
- Regularly assess students' progress in all three languages to inform continuous improvement.

With sustained commitment and adequate support, these goals can become a reality for a growing number of students across the country.

2. Surveys

To collect data, a structured survey composed of closed-ended questions was administered. The participants included 12 teachers, 12 students, and 12 school administrators, all selected through purposive sampling to ensure representation of diverse linguistic backgrounds. This approach allowed the study to capture multiple perspectives on how multilingual and English

education policies are being implemented and experienced within schools. The results are presented as follows:

2.1. *Teaching confidence (Teachers)*

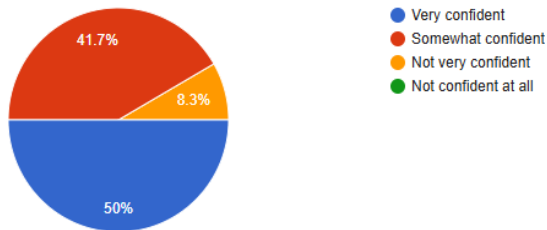
Question: How confident do you feel teaching English in your classroom?

- **Very confident:** 6 responses
- **Somewhat confident:** 5 responses
- **Not very confident:** 1 response
- **Not confident at all:** 0 response

Figure 1: *How confident do you feel teaching English in your classroom?*

How confident do you feel teaching English in your classroom?

12 respuestas



Source: The graph shows the percentage of responses obtained from the participants and their corresponding significance. Own elaboration based on the data gathered.

Findings: Half of all of the teachers (6 out of 12) indicated that they feel very confident teaching English. However, five teachers felt somewhat confident teaching English, and one of all of them said that he didn't feel confident.

2.2. *Access to English Teaching Materials (Teachers)*

Question: Do you have access to adequate teaching materials (textbooks, digital tools, etc.) for English instruction?

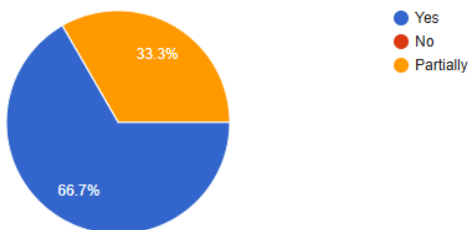
- **Yes:** 8 responses
- **No:** 4 responses

- **Partially:** 0 response

Figure 2: *Do you have access to adequate teaching materials (textbooks, digital tools, etc.) for English instruction?*

Do you have access to adequate teaching materials (textbooks, digital tools, etc.) for English instruction?

12 respuestas



Source: The graph shows the percentage of responses obtained from the participants and their corresponding significance. Own elaboration based on the data gathered.

Findings: Most teachers (8 out of 12) responded “Yes,” indicating that basic English teaching materials are generally available. But four teachers said that they didn’t have access to adequate teaching materials for teaching instruction.

2.3. *Main Challenges in Teaching English (Teachers)*

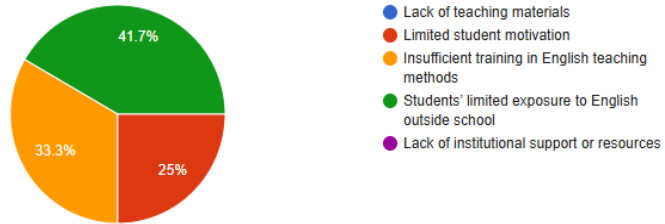
Question: What is the main challenge you face when teaching English?

- **Top Challenges Identified:**
- **Lack of teaching materials:** 0 response
- **Limited student motivation:** 3 responses
- **Insufficient training in English teaching methods:** 4 responses
- **Students’ limited exposure to English outside school:** 5 responses
- **Lack of institutional support or resources:** 0 response

Figure 3: *What is the main challenge you face when teaching English?*

What is the main challenge you face when teaching English?

12 respuestas



Source: The graph shows the percentage of responses obtained from the participants and their corresponding significance. Own elaboration based on the data gathered.

Findings: Teachers are facing students' limited exposure to English outside school, insufficient training in English teaching methods, and limited student motivation as barriers to effective English instruction.

2.4. *Hours of English Instruction (Students)*

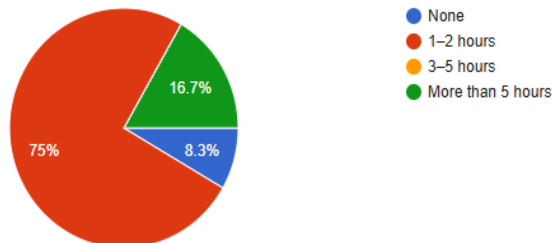
Question: How many hours of English did you study per week at school?

- **None:** 1 response
- **1–2 hours:** 9 responses
- **3–5 hours:** 0 responses
- **More than 5 hours:** 2 responses

Figure 4: *How many hours of English did you study per week at school?*

How many hours of English did you study per week at school?

12 respuestas



Source: The graph shows the percentage of responses obtained from the participants and their corresponding significance. The author's elaboration is based on the data gathered.

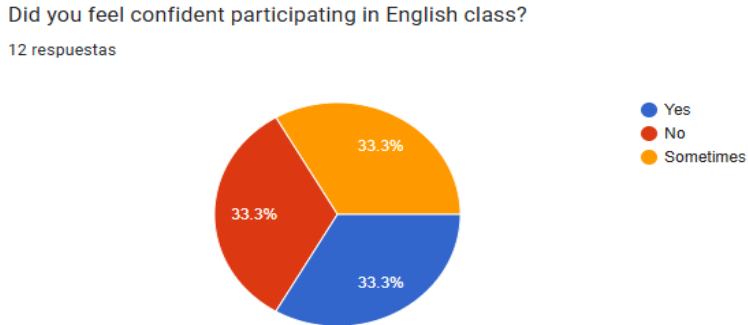
Findings: The majority of students (9 out of 12) had 1-2 hours of weekly exposure to English, limiting opportunities for language acquisition and practice. Besides, just two of them had more than 5 hours of English study, and only one didn't have any English study time.

2. 5. *Student Confidence in English Class (Students)*

Question: Did you feel confident participating in English class?

- **Yes:** 4 responses
- **Sometimes:** 4 responses
- **No:** 4 responses

Figure 5: *Did you feel confident participating in English class?*



Source: The graph shows the percentage of responses obtained from the participants and their corresponding significance. The author's elaboration is based on the data gathered.

Findings: Confidence levels were evenly split, suggesting a lack of consistent student support and varying teaching quality.

2.6. *Perceived Support in Learning English (Students)*

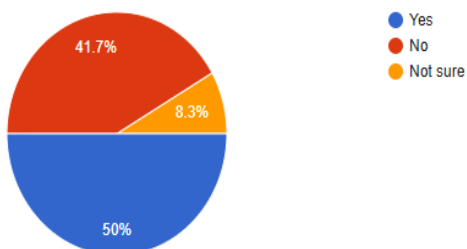
Question: Did you feel supported in learning English regardless of your background or language?

- **Yes:** 6 responses
- **No:** 5 responses
- **Not sure:** 1 response

Figure 6: *Did you feel supported in learning English regardless of your background or language?*

Did you feel supported in learning English regardless of your background or language?

12 respuestas



Source: The graph shows the percentage of responses obtained from the participants and their corresponding significance. The author's elaboration is based on the data gathered.

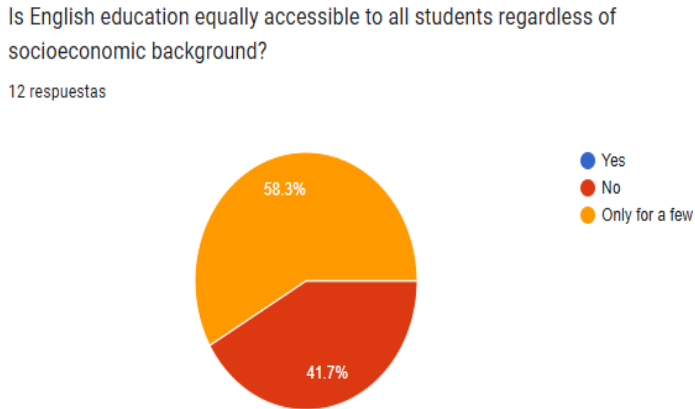
Findings: Half of the students felt supported, while the other half did not or were unsure, pointing to gaps in inclusive and equitable support.

2.7. *Equity of English Access (School coordinators)*

Question: Is English education equally accessible to all students regardless of socioeconomic background?

- **Yes:** 0 response
- **Only for a few:** 7 responses
- **No:** 5 responses

Figure 7: *Is English education equally accessible to all students regardless of socioeconomic background?*



Source: The graph shows the percentage of responses obtained from the participants and their corresponding significance. The author's elaboration is based on the data gathered.

Findings: Most of the school coordinators (7 out of 12) said that the access to teaching in English is only for a few who can afford it and is limited mainly to students from schools or regions with fewer economic or social resources. Moreover, five of the school coordinators said that English education isn't equally accessible to all students.

2. 8. Primary Challenge in Providing Quality English Education (School coordinators)

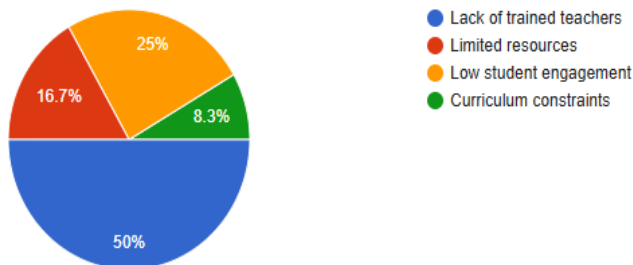
Question: What is the primary challenge in offering quality English education?

- **Lack of trained teachers:** 6 responses
- **Limited resources:** 2 responses
- **Low student engagement:** 3 responses
- **Curriculum constraints:** 1 response

Figure 8: *What is the primary challenge in offering quality English education?*

What is the primary challenge in offering quality English education?

12 respuestas



Source: The graph shows the percentage of responses obtained from the participants and their corresponding significance. The author's elaboration is based on the data gathered.

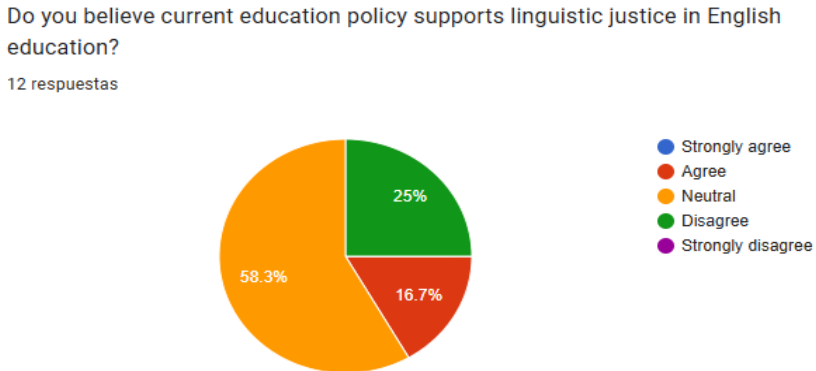
Findings: Half of all of the school coordinators (6 out of 12) said that a shortage of qualified English teachers is the most critical issue, three of them emphasized the low student engagement, two of them pointed to the limited classroom resources, and only one said that it is the curriculum constraints.

2. 9. *Perception of Education Policy and Linguistic Justice*

Question: Do you believe current education policy supports linguistic justice in English education?

- **Strongly Disagree:** 0 response
- **Agree:** 2 responses
- **Neutral:** 7 responses
- **Disagree:** 3 responses
- **Strongly Disagree:** 0 response

Figure 9: *Do you believe current education policy supports linguistic justice in English education?*



Source: The graph shows the percentage of responses obtained from the participants and their corresponding significance. The author's elaboration is based on the data gathered.

Findings: Most of the school coordinators (7 out of 12) were uncertain or neutral about the effectiveness of current policy in promoting linguistic justice, reflecting possible confusion, lack of policy visibility, or weak implementation. Besides, three of them disagreed with that idea, and two of them agreed.

CONCLUSIONS

Bolivia's Law 070, also known as the Avelino Siñani–Elizardo Pérez Law, sets out a strong and forward-thinking vision for education. It promotes intercultural learning, decolonization, and multilingualism, aiming for every student to speak an Indigenous language, Spanish, and a foreign language, ideally English. The law highlights Bolivia's 36 official languages and sees education as a bridge between cultural identity and global opportunities. However, an analysis of the survey results reveals a clear gap between the intended vision for classrooms and the reality of what is actually occurring:

- 8 out of 12 teachers said they had access to English teaching materials, but 4 didn't, especially those in rural areas.

- Only half of the teachers said they felt very confident teaching English. Many said they weren't well-trained, and their students rarely get exposure to English outside of class.
- Most students said they had just 1–2 hours of English per week. Some felt confident in class, but just as many did not support it; it seems to vary a lot.
- School coordinators made it clear: English education isn't equally available to all students. It's mostly limited to students in better financed schools or areas.
- The biggest issue, according to coordinators, is the lack of trained English teachers, followed by low student interest and not enough resources.
- When asked if current education policies really support linguistic justice, most coordinators said “neutral” or “disagree.” This shows that even though Law 070 has strong goals, they aren't always visible or felt in schools.

So, while Law 070 offers a promising and inclusive vision, the reality shows that there are still big challenges in making it happen everywhere. The idea of all students becoming trilingual is still out of reach for many, especially in under-resourced communities.

To close the gap between educational policy and actual classroom practice, Bolivia must implement targeted strategies in the following areas:

1. Enhance Teacher Training, Focusing on Multilingualism and English Language Instruction

While the law promotes multilingualism, many educators lack the training to effectively teach in Indigenous languages or English. Teacher preparation programs must be enhanced to include both linguistic proficiency and pedagogical strategies for multilingual education. This includes:

- Specialized training for teaching in Aymara, Quechua, and English.
- Ongoing professional development for in-service teachers.
- Access to language improvement courses and teaching certifications.
- Training in intercultural education to respect and integrate local knowledge systems.

2. Ensure Access to Quality Educational Materials, Especially in Rural Areas

Many rural schools operate with outdated or insufficient resources, making it difficult to implement the multilingual curriculum effectively. Improving this requires:

- Developing culturally and linguistically appropriate materials in all languages of instruction.
- Distributing learning resources (books, technology, visual aids) equitably across urban and rural schools.
- Leveraging digital tools and offline technologies where internet access is limited.
- Encouraging the creation of local content that reflects students' realities.

3. Deepen Community Involvement in Language Education and Cultural Preservation

Indigenous languages and cultures are best preserved through active community participation. Schools must build partnerships with local communities to support language learning through:

- Involving elders and fluent speakers in classroom activities.
- Incorporating oral traditions, stories, and cultural practices into the curriculum.
- Promoting community-led language initiatives and events.
- Encouraging students to value their linguistic heritage as a source of identity and pride.

4. Regularly Monitor Student Progress in Aymara/Quechua, Spanish, and English

To ensure that multilingual education is effective, Bolivia needs reliable systems to assess student learning in all three languages. This includes:

- Implementing regular, formative assessments tailored to each language.
- Using data to adjust teaching methods and support struggling learners.
- Providing feedback to parents and communities in accessible ways.
- Training educators in interpreting assessment results for continuous improvement.

Finally, Law 070 points in the right direction: toward a more inclusive, multilingual, and culturally rooted education system. But if Bolivia wants to

make that vision a reality for all students, it needs stronger support, more investment, and ongoing effort in every school across the country.

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