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TEACHING ENGLISH IN PERU: ITS CHALLENGES AND POSSIBILITIES
IN A MEGA DIVERSE COUNTRY

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ABSTRACT

This article makes a reflective analysis on the teaching of the English language in Peru from a social, cultural and inclusive perspective as part of the achievement of a quality education. Thus, historical, social and political aspects were identified that are not necessarily didactic, however, they are key elements for the so-called inclusive and global education within the framework of an education for all. Evidenced in this way, that the category addressed requires a reflective treatment and immediate actions with serious long-term policies and aligned with the policies regulated by international management, quality and educational accreditation frameworks. Through this documentary and hermeneutical study, it is intended to contribute and guide the improvement of bilingual education and promote the culture and interculturality of the complex and diverse Peruvian reality; that the authorities and institutions internalize the importance of the English language in the development of Peru on its way to global integration to achieve its own citizens of the world.

1. INTRODUCTION

Peru with its free market policies has achieved economic growth in the last two decades, which has allowed it to achieve trade agreements with transnational companies; and therefore the command of English as a lingua franca is required to consolidate these commercial, political and socio-cultural purposes. However, through a reflective analysis, it is worth asking if this improvement goes hand in hand with the educational policies implemented to achieve

competitive language learning for the benefit of personal, professional, cultural and national identity development of the world's citizens. From an optimistic perspective [1], point out that Peru enters a new vision of educational management aligned with international frameworks to achieve improvements in educational quality, which is evidenced in the objectives of the National Educational Project (PEN) to 2036.

In this context, the [2] highlight the importance of developing competencies and skills to achieve a citizen who manages to appropriate knowledge and can apply them in their daily life. In this regard, [3], argue that 21st century societies seek scientific and cultural development in order to improve the growth of humanity. Here is the importance of a process of reflection on the way the teaching of English has been treated in Peru.

In 2014 the government of the day proposed bilingualism for 2021 with an emphasis on English, however, the quality of teaching is marked by the absence of active methodologies that do not promote the real learning of English, which is reflected in the low command of English. language that students reach. The [4] in its research on English in Peru maintains that language learning has been complex with deficiencies in human and technological material to achieve the desired bilingualism. Despite implementing isolated plans or strategies aimed at teaching English, it is pertinent to ask whether these policies will achieve optimal results; and to point out that the factual reality shows that the curricular objectives are not aligned with the Framework of Reference for Languages [5]

The British Council recognizes that MINEDU is working in international alliances to achieve teachers more trained in communication methodologies to improve their pedagogical practices. In line with this, [6], in its goal 4c of its Sustainable Development Goals 4 (SDG), declares that there must be a supply of qualified teachers trained through international agreements for the sake of quality learning. This is what a 21st century education in Peru must solve, achieve and offer to society, an education with a high degree of teaching capacity and competitiveness. State intervention with teacher training and international accreditations should be framed as the main objective of reform.

Peru, with a more urban society, social, economic and cultural opportunities are centralized in the increasingly large and changing cities. However, a large number of the population still live in rural regions without access to the English language at the primary level and others in smaller numbers only access the secondary level with a low level of pedagogical management, which does not comply with what is referred to by the Organization for Cooperation and Sustainable Development [7] that highlight the importance of enhancing the learning of the most disadvantaged students in rural areas, and thus, reducing the urban-rural gap. Based on the aforementioned, it is valid to rethink an educational management model with a comprehensive and diverse scope, maximize technology for the use of educational networks (teachers, students and school-school), in this way the exchange of knowledge and better global skills.

Years of experience in teaching the English language lead the researcher to a reflective, argumentative and dialogical analysis on how the proper development and implementation of English teaching through serious policies favor academic and work opportunities for students. It is foreseeable that if corrective measures are not taken, students will not be able to respond to market demands, or achieve a specialization abroad. [8], point out that the command of English is increasingly important for commercial treaties and international relations. Along these lines, [9] emphasizes as an achievement

objective in its dimensions of global competence that it is the mastery of more than one language, which increases employability and effective communication for success in many jobs. Thus, access to bilingual education is promoted to develop critical, self-reflective, competent and open being to new paradigms.

In relation to the exposed reality, some questions arise that are intended to guide the subject matter: Is education with a sustainable approach being worked on to achieve citizens with communication skills? Is there an opportunity for bilingual education in a mega diverse country? What is the evaluative treatment that is given to the teaching factor in the process of achieving educational quality? How relevant have the new school currents been in such a diverse Peruvian reality?

2. DEVELOPING

2.1 TRANSITING TO AN EDUCATION WITH A SUSTAINABLE APPROACH

Today, people are being empowered towards a new way of thinking, communicating and living for a more sustainable and humane future; Starting from this premise of wanting to develop the world citizen model, awareness of attitudinal change is the key to understanding how education has the ability to achieve transformations with a more human and social approach. [10], assume as indispensable a radical change in the paradigm in the way of teaching and learning, which is necessary to face the multidimensional challenges of the global society of the 21st century.

In recent years, citizens have been trained and aligned in the excessive search for competitiveness and individual development, which shows that connectivity with being and soul is neglected. It is understood the fact of recognizing that the education of recent years is largely responsible for this, since it has focused on developing only intellectual capacity and marked individualism, in the absence of the practice of self-reflection and inter-reflection. In this sense, [6] prioritizes quality education in its SDG 4; that is, the achievement of a quality education with results in the personal development of the being with attitudinal knowledge and reflective criteria.

Activating a more sustainable education at a global and local level leads us to global connectivity in a world that is increasingly accessible through disruptive technologies. In this sense, it would be worth reflecting on the role that English has in Peru's path towards sustainable development to reduce the inequality gap, better opportunities and reduce illiteracy. It is categorical to assert that education and English go hand in hand with the purpose of improving and promoting educational quality to maintain employability and adaptability in the academic world and the labor market. The [11] establishes that the teaching of English aims to promote the development of students with responsibility and commitment; Based on this, the undertaking must involve the entire educational community for the training of that citizen who provides a solution to this social task.

In this way, a quality education with a sustainable approach must be regulated as part of the state policy and contemplated in its curricular framework. Having as a result, citizens of the world traveling along the path of social, critical and reflective praxis.

2.2 A MEGA DIVERSE SOCIETY ON THE WAY TO BILINGUALISM

Peru is a geographically diverse society, a country with a wealth of language and culture that is home to various indigenous groups and different ethnic groups. With the Spanish conquest and foreign immigration, Peru also became a multiethnic and intercultural society. As in many countries, indigenous communities and those who communicate in other dialects particularly tend to have less access to development, schools and quality learning. [12] argues that for Mariátegui the indigenous question was a matter of social inequalities and lacking in opportunities neglected by the governments of that time. In this sense, an awareness in the development of educational and social policies is what would take us away from inequity and look at the indigenous population as part of our identity.

Rural communities have traditionally been associated with the countryside and servility, human groups lagging behind with governments turning their backs on them for years. Mariátegui [13] maintains that the indigenous problem of Peru is 80% of its population, that is, almost a totality, and that the situation of the Indian should be a national problem and that respect be granted and equality. Given the above, the question arises about how much this situation has changed and what fate awaits the still underdeveloped communities of the valleys and the jungle.

The right to recognition must be addressed in a democratic state from the impulse to culture, multiculturalism and interculturality. [14], points out that in order to reduce the socioeconomic gap that divides Peruvian society, recognition and respect for racial diversity must be worked on. Undoubtedly, this impulse will generate channels of dialogue and learning about inclusion with the communities, making them participate in projects and public policy plans.

It is pertinent to note that Peru has begun to advance on issues of inclusion and social equality through decentralization and welfare policies that have not yet reached and meets the needs of this large percentage of the population. The key factor to achieve this rural insertion into modernity is to promote schools. Along these lines, Gonzales Prada [15] proposes an education as the main agent of change for the nation that achieves the exile of servitude and ignorance. Education for all is fundamental towards globalization, for this it is necessary to improve and prepare the educational system of Peru for the recognition of that cultural identity.

The mega-diverse Peru of the 21st century must be part of globalization and cultural exchange. For this, the government is relying on learning English to make this millenary culture known and what better way than communicating what is ours to the world.

Talking about the linguistic history of English in Peru is complicated, political plans and reforms that did not transcend, despite their implementation, they were restricted by the governments of the day; Thus, a protection plan for languages and languages has now been created to preserve their practice, which is expected to cover a large percentage of the rural population by 2021 that is still distanced from language learning and accessibility. .

Within the exposed analysis, access to language will empower and value a racially and linguistically diverse society, and will vindicate that latent indigenous resentment towards globalization. The path of Peruvian society to

the longed-for bilingualism is not far away, it requires an awareness that the learning of a second language and the mother tongue share the same approach, which allows to develop confidence in the student and at the same time reflect on tolerance and respect for other cultures.

2.3 A LOOK AT THE TEACHING FACTOR IN THE ACHIEVEMENT OF AN INTERCULTURAL EDUCATION

Quality education is one of the pillars of a society that guarantees well-being and development to citizens and contributes to the exercise of freedom and autonomy. It is in this educational process that the essential work of the teacher stands out as a guide, facilitator and regulator of learning, as well as the element that promotes inclusion and gives meaning to the students' life projects. Given these considerations, it is pertinent to ask what is the professional development of teachers in Peru?

The historical development of teaching in Peru has progressed little by little, with Lancasterian methodologies from the republic to a new school approach that seems not to have changed much in this century. It would be necessary to specify if it is perhaps because of the unwillingness of the authorities to adapt to new trends. However, it is the teacher on whom the total transformation of a country falls. Encinas [16] asserted that the teacher is capable of social transformation and it is there that his work will have reached any other human activity in importance. For the teacher to display this potential, it is highly necessary to work on the development of their profession. It is necessary that national educational policies aim at teacher professionalization and are aligned with [6] that guarantee teacher development and training within the framework of educational quality.

The teacher training process is currently complex and constitutes a great challenge. [17] in his research on teaching in Peru found that teachers receive poor training and that, in the practice of the profession, they lack pedagogical support and adequate supervision. Added to which, predominantly unsatisfactory work environments, and training programs are far from offering quality teacher training. That is why this profession does not currently attract the most talented high school graduates.

The teaching profile in Peru is a sensitive aspect to analyze. [17] in its national teacher survey showed that the teachers were mostly women of lower middle social stratum and were trained in pedagogical institutes and in a large proportion were provincial. Low salaries discourage young people from training as teachers, which would explain the close attention of governments to the public teaching situation and consequently the marginalization of the public teaching career. Given this, it is necessary to consider whether the teaching population has experienced a generational change.

The conditions of teaching work in schools in urban and rural areas lead to teacher dissatisfaction, as well as in the location management. At this point, the research concluded that part of teacher quality is to promote equity in the distribution of places linked to the local sphere as a form of incentive to avoid teacher absenteeism.

The complexity of teaching work, especially that of bilingual teachers, implies constant training and training provided by the government not only at the local level, but also with training abroad that promotes this attitude of knowledge,

which is why international agreements are required to achieve a more competitive training.

However, it is the openness and willingness of the teacher herself for being the first to show willingness to the new knowledge society so that it significantly transcends her pedagogical work. In relation to this, [18]emphasize the transconnection of the teacher towards the new paradigms, achieving that self-poetic self-transformation in their teaching-learning process.

So, this is where the Minedu's greatest challenge arises is to promote international exchange policies for English teachers to improve their methodological and communication skills for a better teaching-learning process. According to the [4]there are a large number of English teachers who do not have an international degree or accreditation in regular basic education with B2 level according to [5]. This competitiveness is required in the teacher to meet the objectives set out in the national curriculum.

From the aforementioned, the treatment of the teaching factor in the Peruvian context has been unfavorable in matters of training and consideration by the public teacher management. It is pertinent to recognize the teaching work that is in the first line of the development of a nation and that this is recognized as a pillar of educational quality. These perspectives allow the state to better guide and develop teacher training, innovation and identity in favor of the learner and society.

2.4 NEW SCHOOL: A PEDAGOGY FOR MEGA DIVERSITY AND GLOBAL ACCESS

The school has a social character in which the experiences and experiences of students and teachers should predominate as elements of the teaching-learning process. It is based on this definition to understand that the school should not only have as its objective the instruction of the student but also the development of the conditions of their social and cultural environment, which will allow a global insertion of the same.

The Peruvian educational system has adopted different pedagogical approaches and epistemic positions since the last century, which leads us to seek a value judgment if these educational approaches and models have improved educational quality and even more so, if they have been the most appropriate for our complex reality. Social [16] asserts that the so-called new school with epistemological bases in social positivism did not achieve that social and integrating development with the indigenous masses in the country, added to this, not having the human capital to be able to interpret it and adapt it to the diversity of the country.

By then, a form of indigenous pedagogical current was also emerging to develop a rural education that sought the insertion of the Indian into society. The teacher [16]argued that an education of a social nature is sought in which the indigenous person is a vital component as a transforming agent and not as an obstacle for the state.

This new approach to the indigenous social school will require new teachers and in which the protagonist change is assumed by the teacher himself, assuming a new paradigm in the way of teaching. Arguedas [19]highlighted that the importance of an active school in the teaching process was in knowing the culture and customs of the people to achieve meaningful learning and their

appreciation. Arguedas's pedagogy had folklore as an essential component in his working doctrine.

Along these lines, Arguedas argued that a constant interrelation between student and teacher energizes and renews culture with the passage of social transformations. The aforementioned writer asserted that in Peru education is not resolved through methods or concepts but through knowledge of the child's culture and folklore.

An education with a cultural approach to diversity is undoubtedly the way to achieve the insertion of the Indian and the integration of all the bloods as Arguedas said, integrating that deep Peru into the social and global system through a socio-cultural pedagogy concatenating the axes of learning cognitive, procedural and attitudinal and why not? Integrated in the four knowledge of education today.

Addressing content or methods for quality education is not talking strictly about educational reforms; As Arguedas emphasized, what was significant was in the cultural integration, and to this we added a teaching with integral and formative training of the student from the first years of life.

Along the same route, Peñaloza, within the framework of educational reforms, contributed to Peruvian education with the implementation of initial education whose main function was to protect the child emotionally and psychically from the effects of marginalization and poverty. This way the child reached a primary education in effective conditions. Peñaloza[20] asserted that more than thinking about the contents, a reform of educational levels was necessary since they have an educational sense of being implemented in a certain social context. Again, this leads us to reflect that an educational system is designed for a process of hominization and acculturation in a certain social and cultural geography, which implies that the level system in Peru must be designed for its mega-diverse context.

Specifically, it is to reaffirm that a socio-cultural education must be a holistic education giving importance to both the cognitive and the development of knowing how to live, knowing how to be; internalizing national identity.[21], expresses that for Peñaloza education must also form attitudes and values far from the conceptual and theoretical contents. Then a training through artistic workshops where the appropriation of culture and identity are made manifest must be implemented at the national level and in all social sectors.

It is then assumed that an education with a pedagogy for diversity and culturalization is the most appropriate in the country to achieve the integration of those citizens and regions that are still far from the state. It is in this process of cultural and intercultural manifestation of a society when learning the English language becomes a social necessity to achieve these educational policy purposes.

Now, by proposing the teaching of English in indigenous communities, acculturation is not intended, on the contrary, it is to strengthen and globalize this folklore at the international level. The [11] in its policies of "English doors to the world" indicates that the inhabitants who speak English have better access to information to form knowledge and be able to apply it in their communities on issues of better techniques to work in the field, livestock and promote experiential tourism.

Analyzing and reflecting on a bilingual education allows us to affirm that learning the English language is a more constructivist and integrative process, since it articulates what has been learned with practice and allows cultural knowledge of global societies.

Based on what has been analyzed, the contribution that a pedagogical current can make to a society, we believe, will depend exclusively on the real context where it is applied or at least adapted to the needs of such a diverse human group. As mentioned above, education is the maximum potential for a society to develop its capacity and ensure its survival. This cannot remain only in rhetoric, but in a deep reflection to achieve a pedagogy with an inclusive, democratic and global identity in countries like Peru that are still uneven.

3. CONCLUSION

1. An education with a sustainable approach is the premise of the knowledge society to develop global citizens with communication skills and competencies that transcend the practice of self-reflection to achieve their self-transformation and consequently contribute to the development of their environment. Peru requires an education from complexity with more human proposals that relate being and thinking to learn to live in a multicultural and global environment.

2. The mega-diverse Peru of the XXI century needs that recognition and openness to multiculturalism, interculturality of its citizens to achieve that longed-for bilingualism with an emphasis on English aligned to the SDG 4. Thus, allowing access to the language to be a benefit personal, social and cultural exchange as achievements of a bilingual education. All this, through the implementation of educational policies that allow this integration and assessment of national identity. It is evident that English, apart from its academic function, has a role of cultural and social formation.

3. For the importance of learning English in the mega diverse Peru; First, it is essential to have that teacher who is available to achieve that autopoietic self-transformation for the benefit of meaningful learning for life to go hand in hand with the achievement of that citizen of the world. Second, it is urgent that teacher training policies be implemented in accordance with international reference standards for languages. Thus, the questioning of that teaching factor of the language, how does it teach? Teaches? How is it formed? You may have overcome those difficulties and obstacles that have made it impossible for you to perform better in your pedagogical practice.

4. Language learning is undoubtedly a route towards interconnectivity and global access achieved through education with a communicative, intercultural and social approach. A teaching model from transversality and complexity that allows the student to become emancipated in the construction of their knowledge to achieve their social, scientific, academic autonomy as a global citizen to reach that global citizen.

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