CRITICAL DISCOURSE ANALYSIS OF THE IDEOLOGY IN THE CURRICULUM FRAMEWORK OF THE ENGLISH PROGRAM (2022) AT THE PUERTO RICO DEPARTMENT OF EDUCATION

By

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December 3, 2025

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Approval Page

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I, Belinda Rodríguez-Loperena, certify that the doctoral dissertation titled *Critical Discourse Analysis of the Ideology in the Curriculum Framework: English Program* (*2022*) *at the Puerto Rico Department of Education*, which I present as a requirement to earn the degree in Education in Curriculum and Teaching from the Doctoral Program of Education at San Germán Campus of the Inter American University of Puerto Rico, is the product of my investigative work. Additionally, I attest that this work is original and has not been previously published.

Belinda Rodríguez-Loperena

Summary

This study investigated how the 2022 Puerto Rico Department of Education (PRDE) English Program Curriculum Framework encodes ideology shaped by Puerto Rico's colonial history and neoliberal reforms. Numerous scholars have identified patterns of assimilation and inequality within educational policy; therefore, Critical Discourse Analysis (CDA) was applied in this study to uncover how power is embedded in language.

Puerto Rico's bilingual policies reflect more than a century of colonial control, characterized by recurring cycles of English imposition and resistance. Local and international studies demonstrate how educational discourse legitimizes systems of power and market logic under the appearance of neutrality. Comparative cases, such as Quebec and California, illustrate similar ideological tensions. These studies ground the present analysis within both historical and global contexts. The research employed CDA alongside Grounded Theory coding to identify patterns of neoliberal and colonial discourse. Fairclough's analytical model and systematic coding procedures generated categories and indicators that traced ideological elements within the Framework. The analytical process was documented across four appendices to ensure transparency and methodological rigor.

Multiple ideological markers were identified, with neoliberal discourse emerging as dominant and colonial discourse also strongly present. English was framed simultaneously as a colonial imposition and as an economic or marketable asset. Standards-based and competency-driven approaches were prioritized over critical or humanistic pedagogies. As a result, the Framework emerged as a document that embeds political and economic agendas within its pedagogical structure. The normalization of neoliberal and colonial discourses was evident through repetition, borrowed authority, and blended rhetorical strategies. In response, a critical decolonial stance was proposed, emphasizing culture, autonomy, and authentic assessment practices.

Finally, after addressing the study's limitations, a series of recommendations was presented for the official documents of the English Program. Recommendations for future research were also outlined. Additionally, the author articulated an Ideological Statement on the Content and Pedagogy of English as a Second Language within the Puerto Rico Department of Education (PRDE).

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Chapter I.

Introduction: Statement of the Research Problem

This qualitative research analyzed ideology within the 2022–2023 English Program Curriculum Framework (PRDE, 2022) using a Critical Discourse Analysis (CDA) methodology. Previous research has demonstrated that official documents produced by a department or governmental agency carry the ideological discourse of the government and its leadership (Rapley, 2018). Texts and documents prepared by leaders may convey discrimination and distorted perceptions of reality (van Dijk, 1994). The discourse embedded in these texts provides a rich site of analysis for identifying the ideological intentions of policy writers, whether consciously or unconsciously expressed.

As applied in this study, discourse is defined at a more abstract level to examine the meanings and intentions conveyed through text while considering broader social and historical contexts (Fairclough, 1993). Scholars such as van Dijk (2004), Mooney (2014), and Fairclough (2003) have proposed models for analyzing official government documents. Fairclough and Wodak (1997) conceptualize discourse as a social practice in which linguistic context plays a central role. Accordingly, the language of the English Program Curriculum Framework (PRDE, 2022) is examined in this investigation.

This chapter provides the background of the study, including the research problem and its purpose, as well as the research questions addressed in the investigation. The chapter also presents the justification for the study and outlines the theoretical and conceptual frameworks. Finally, key categories and terms are defined.

Background

Analyzing discourse can reveal a set of cognitive processes that assist in understanding the meanings embedded within a specific text (Fairclough, 1992). However, several scholars have extensively debated the variety of methodologies that can be applied to the analysis of speeches and texts (van Dijk, 1993). From the perspective of a language educator and researcher, considering the significant implications of language use, applying one of these methodologies to examine language policy implementation can be both productive and illuminating. Multiple ideologies may permeate such texts. Ideologies such as colonialism and neoliberalism are fundamental to these discourses (Apple, 2004); accordingly, their presence was examined and confirmed through the analysis of the discourse framework applied in this study.

This section presents the background of the problem under investigation and includes studies related to the topic of interest. The literature reviewed is organized chronologically and encompasses studies conducted in Puerto Rico, the United States, and international contexts, with particular emphasis on educational and language-related settings.

Discourse analysis and Puerto Ricans

According to Negrón de Montilla (1975), following the forced implementation of the English language in Puerto Rico in 1898 as a result of the invasion by United States forces during the Cuban–Spanish–American War, the first appointed Commissioners of Education in Puerto Rico proposed a series of policies aimed at achieving consensus between two competing interests: the ideology of Americanization and its advocates, and the acceptance and satisfaction of administrators, school directors, and teachers

responsible for implementing these policies. The implementation of such policies has remained a subject of controversy for more than a century. By the time of Negrón de Montilla's research, seven language policies had been implemented since the beginning of the 20th century. Therefore, when examining discourse on the Island, these policy implementations must be considered, as they provide a foundation for understanding language-related discourse in later analyses.

Morris (1981) conducted a study examining the status of English among Puerto Ricans, arguing that neither Spanish nor English had developed adequately. His ethnographic research analyzed spoken discourse in conversations between male and female participants in selected areas of the San Juan metropolitan region. Morris contended that discourse should be examined through specific episodes or moments in which speakers appear to misrecognize elements of their own discourse and express contradictory ideas regarding their understanding. This monograph illustrates how discourse conventions may reflect or encode social values and previously established frameworks of meaning.

It is important to note that Pousada (1983, 1999) critically challenged Morris's findings. She argued that the study was methodologically flawed because its analytical framework was grounded in Morris's North American cultural model rather than in the sociolinguistic realities developed on the Island. According to Pousada, discourse practices vary across communities; therefore, Morris's study lacks objectivity from its outset due to an inappropriate cultural starting point.

Irizarry (1986) studied Sunday Bible schools in Protestant churches and their mediation process. According to the author, the mediation process allows interpretations

from other institutions or organizations. Given that humans construct their perceptions of reality, the author investigated these instances of teaching and the contexts in which they occurred. The author understands that this mediation process is an undeniable part of the educational concept. In discussing the findings, the investigator stated that the educational process cannot be neutral. The process will depend on the expectations and visualizations held by the power group. These processes may promote students' learning by offering a borrowed perspective on one side, while providing a critical and liberating perspective on the other. A study such as this one aligns with the objectives of the present investigation. It demonstrates that, even in contexts involving mediators, there may exist sources of power that consciously or unconsciously shape individuals' ideas, as perception ultimately shapes reality. Consequently, educators may carry discourses that permeate their instructional practices when teaching the selected content.

Rivera (2006) expresses concern regarding the discourse carried by Puerto Ricans about race, gender, and the sexualized body. She examines these issues and the expectation among island residents that all members of the Puerto Rican community exist on an equal racial footing and are treated accordingly. In practice, however, this is not the case. The author asserts that community members with darker skin are consistently subjected to discrimination and exist within a racially stratified environment. According to Rivera, one of the most troubling aspects of this discrimination is its passive acceptance by the educational system, which perpetuates these misconceptions within children's formative learning environments. Racist discourse is evident in this context, as language can function to normalize and reinforce discriminatory practices.

In an ethnographic study, Torres (2010) examined linguistic traits and discourse within a Puerto Rican neighborhood in the state of New York. She gathered community members and asked them to narrate past life events. The study was conducted in informal settings over a two-year period. Puerto Rican community members who speak a native language while living in an English-speaking country may experience constraints in using their language. These limitations may result from social treatment and the language produced by those around them; therefore, Torres acknowledged that such conditions could influence language development.

Torres concluded that younger community members tended to speak Spanish at home but used it less frequently outside the family environment. Additionally, the stronger the development of the official language—English, in this context—the greater the ease with which participants demonstrated creativity in generating terms that facilitated understanding. She also found that participants' discourse reflected resistance when addressing issues of sexism and racism.

Attempts to reform the education system in Puerto Rico were ideologically charged and received limited public support (Pousada, 1996). Puerto Rican governors and agency secretaries carry ideological discourse through both their speeches and the official documents they produce (Cintrón-López, 2011). That study analyzed the discourse embedded in educational reforms implemented between 1980 and 1990 under former Governor Rafael Hernández Colón and the Secretaries of Education during that period. This decade was characterized by a bipartisan political landscape, with governance alternating between the Popular Democratic Party (PPD, Spanish acronym) led by Governor Hernández Colón and the New Progressive Party (PNP, Spanish acronym).

Public opinion was also examined and revealed widespread dissatisfaction, reflecting the education system's limited capacity to implement policies that effectively improved outcomes for students in the public school system.

Shenk (2012) examined the perspectives of a community located in the mountainous corridor that traverses the island's ridge from north to south. This region is not frequently exposed to English through tourism or federal agencies, unlike other areas of the island. The researcher sought to understand community members' positions regarding the use of English. A Critical Discourse Analysis (CDA) methodology was employed to examine the ideologies surrounding language officialization and perceptions of government language policy approaches. The study focused on a small religious community and utilized interviews, informal conversations, observations, and a brief survey as data collection methods. The findings indicated that participants recognized both English and Spanish as official languages, and their attitudes toward these languages did not appear to be directly linked to their Puerto Rican identity.

Fuentes Gutiérrez (2013) investigated the hidden curriculum of ideologies associated with sexism and racism, including typifying schemes related to family models. The study examined textbooks containing illustrations used for fourth- through sixth-grade students in elementary schools within the Puerto Rico Department of Education (PRDE) during the 2011–2012 academic year. A random sample of stories and their accompanying illustrations was selected. The findings revealed instances of racism in six of the nine stories (66.7%) and sexism in eight of the nine stories (88.9%). The traditional nuclear family structure appeared in five of the nine analyzed stories, representing 55.5% of the sample. These results demonstrated the presence of ideological content that, in

some cases, reinforced and, in others, challenged these norms, while also revealing a tendency to promote the traditional nuclear family as the ideal family model.

Den Tandt (2019) presented an investigation into the experiences of Puerto Ricans and Québécois, examining discourse related to the original processes of language implementation in both territories. Both regions have experienced the forced imposition of English by a hegemonic or more politically influential state. In the case of Quebec, the territory was surrounded by groups deemed undesirable by Britain, many of whom were relocated there. After the United States gained independence from England, a number of these individuals migrated from the United States to Canadian territory. These movements contributed to the emergence of separatist sentiments among French Canadians and Canadian American groups.

In the case of Puerto Rico, two languages were imposed on the population: Spanish, following Spanish colonization of the island in 1493, and English after the Treaty of Paris in 1898. As a result, Puerto Rican inhabitants have historically been compelled to learn two imposed languages. Den Tandt emphasized the importance of acknowledging the negative consequences that arise when language implementation and language skill development are imposed on a population. In contrast, Quebec, as a province within Canada, has long sought to address its political and linguistic status. While it maintains a colonial relationship, it continues to pursue greater autonomy, making it a comparable case to Puerto Rico.

Within this analysis, Den Tandt highlighted the central concept of assimilation. Spanish was the primary language of Puerto Ricans following Spanish colonization; however, as the island became a United States territory, English was subsequently

introduced. Den Tandt's (2019) study illustrates how language policies imposed for political purposes can evolve into complex challenges for legislation and, consequently, for curriculum planning. This perspective directly supports and aligns with the primary purpose of the present study. Understanding the language used in curriculum planning—such as that found in the PRDE Curriculum Framework—provides insight into both curriculum implementation processes and the attainment of educational objectives.

Martínez (2020) analyzed political documentation in Puerto Rico by examining its contextual conditions and the discourse emerging from semiotic structures. Her objective was to identify the meanings and purposes embedded in the political language used by politicians and government employees over time. The analytical context included the setting in which discourse occurs (Song, 2010, as cited in Martínez, 2020). Martínez's findings identified Critical Discourse Analysis as an effective strategy for understanding discourse across varied contexts. The study further demonstrated how language has been strategically employed to advance political agendas and policies in pursuit of greater influence within the political arena.

Discourse analysis in the United States of America

Santa Ana (2002) examined diverse media sources, applying theories from cognitive science to newspapers such as the *Los Angeles Times*. His analysis revealed the presence of public discourse directed against the Latino population. Journalists employed recurrent metaphors in which Latino communities were described as a "brown" population, and their demographic growth was framed as a "brown tide." Santa Ana demonstrated how these metaphors permeated media communication and shaped public perceptions of these groups.

One example presented by the author involves racist discourse in workplace contexts, where an individual anticipates a job promotion. If the promotion is ultimately denied, individuals from marginalized racial backgrounds may interpret the outcome as being attributable to racial bias. Another example discussed in the study is the normalization of racialized assumptions, such as the belief that members of the Black racial group are inherently more adept at sports. These examples illustrate how exposure to particular forms of discourse can shape perceptions of reality and become persistent when such discourse is not critically examined or evaluated.

Fernández-Arnesto (2014) examined historical accounts of Hispanics in the United States from their arrival in the Americas in the 16th century. Acknowledging that Spanish-speaking settlers arrived alongside other groups, the author analyzed the discourse displayed by Americans regarding these populations. He argued that all settlers were perceived as having had the same experiences and, consequently, the same opportunities to view themselves as original colonizers upon arrival. However, historical narratives have become accustomed to privileging English-speaking groups as the original settlers, while others have been positioned as outsiders or visitors. This discourse has shaped the lived reality of Hispanics in the United States historically and continues to influence it today.

Another form of discourse that has permeated public perception is reflected in the expectations held by college professors who teach students from these communities (Pérez et al., 2015). In a research report that included Latino, Asian, and other student populations, the investigators concluded that educational practices may perpetuate racism within academic settings. The study evaluated curricula, classroom content, and

professors' perceptions of students. The findings indicated that school subjects often lack cultural diversity and that educators may be more inclined to associate minority students with ambiguous or presumed criminal behavior. Conducted in California, the study included students from pre-kindergarten through 12th grade. Although these communities have experienced significant population growth, this increase has not been matched by equitable educational opportunities. As a result, students from these communities often face low expectations from educators, which, in turn, foster diminished expectations among the students themselves.

Johnston (2001) examined narrative and discourse in education. In her analysis, she defined structural narratology, explored discourse and narratives across multiple disciplines, and discussed the state of the field at the time. She further emphasized the importance of understanding the discourse underlying storytelling, as such discourse constructs and shapes individual thinking and social perspectives.

Using Critical Discourse Analysis and Systemic Functional Linguistics, Kim (2022) investigated the dominance of English monolingualism in the United States, particularly within educational policies that disadvantage language minority (LM) students. The study emphasized the role of teachers in implementing these policies and the ways in which educators may internalize and reproduce ideologies that prioritize a single language in their pedagogical practices. Teacher discourse in an online forum was examined, with a focus on how language, multilingualism, and monolingualism were discussed. Van Leeuwen's categorization of legitimation strategies was applied to demonstrate how such discourses contribute to the marginalization of LM students. The analysis also identified instances of counter-discourse from teachers who supported more

inclusive, bilingual, or multilingual approaches. These counter-discourses challenged the dominant monolingual narrative by promoting broader language inclusion. Overall, the study highlighted the significant role of teachers' discursive practices in either maintaining or contesting dominant monolingual ideologies and underscored the need for more inclusive language policies and educational practices.

Discourse analysis in the global society

van Dijk (1994) analyzed the discourse of elite groups, identifying social actors with greater influence and dominance over other sectors of society. His research was conducted in contexts such as Great Britain, the Netherlands, and India. Through this analysis, van Dijk identified patterns of social inequality and racism embedded in elite discourse. These texts often marginalized minority groups and contributed to the normalization of prejudiced representations. Such discursive practices promote discrimination and foster distorted perceptions of social reality.

In the educational domain, Temple Adger (2001) analyzed a series of classroom dialogues by recording and examining interactions related to literacy development, second-language acquisition, and social dimensions of learning. With respect to second-language development, she explained that opportunities for biliteracy emerge when students are allowed to use both languages, as learners may produce speech in one language while thinking in another. Her findings also demonstrated that classroom interactions are shaped by evaluative expectations, instructional schedules, and contextual norms, and that they involve the intersection of multiple discourses. By attending educator discourse and students' interpretations of it, teachers can more effectively foster language development. These classroom interactions represent valuable

experiential sites that can inform research aimed at improving teaching and learning processes.

Blommaert (2005) devoted his work to the development of discourse and its relationship to lived experience. He argued that meaning in language is generated through the human mind and its accumulated experiences. Accordingly, the study of language must necessarily involve discourse and discourse analysis. Blommaert maintained that discourse emerges from all forms of human communication and is deeply connected to historical, social, and cultural dimensions, as well as practical applications. He further emphasized that powerful nations exert influence over language use, often diminishing the linguistic authority of other communities that share the same vernacular. In response, he called on governments to challenge this imbalance and actively engage in protecting and shaping their linguistic practices.

Wodak (2006) conveyed through her study the connection between discourse and society. She discussed the concept that language cannot exist without society. This concept can be observed at various societal levels, including political, social, and economic. Individuals in each area will behave similarly in terms of language and conduct, but differently from those at the same level. Therefore, it will be noticed in its discourse. Society expects a particular pattern in the discourse of each social group; then, its members will usually deliver accordingly.

Hewitt (2009) argued that discourses manifest in policy rhetoric, documents, narratives, and speeches. Her study proposed the use of interpretative discourse analysis and the historical discourse approach to comprehend and address policy predicaments.

Soler (2011) selected three documents representing national, regional, and international levels to analyze their discourse. The study examined public policy documents from Colombia, with a focus on identifying discursive strategies embedded within sections addressing objectives, mission, and vision, as these components often reflect governmental ideological orientations. Through discourse analysis, Soler identified an initially ideological and idealistic perspective guiding the government's proposed initiatives. However, the findings indicated that, over time, these policies increasingly shifted toward addressing the interests of more powerful social groups and adopted a more pragmatic orientation.

Conversely, Gee (2015) emphasized that the social dimension is essential to language and discourse, as both are products of social interaction and social histories. Whether operating within groups or as individuals, discourse responds to social expectations and norms. Individuals tend to display behaviors that align with the roles they currently occupy. Gee further discussed how government institutions function as primary carriers of discourse, shaping the language that defines what is expected of community members. For this reason, governmental agencies warrant careful examinations, particularly with regard to their language use and discursive practices.

Lerch and Buchner (2015) analyzed approximately 400 documents within educational contexts to identify the discourse promoted by UNESCO. Their findings revealed that earlier documents emphasized a culture of peace and nonviolence. However, more recent documents addressing global education reflect a discourse increasingly focused on conflict. This shift suggests a transformation in UNESCO's

original objectives, influenced by persistent global conflicts and emerging threats, including environmental challenges.

Bennani (2017) examined the Tunisian English as a Foreign Language (EFL) curriculum, highlighting its stated emphasis on linguistic and cultural equality. Using Critical Discourse Analysis, the study critiqued the curriculum for simultaneously promoting nationalist ideologies through its privileging of native-speaker models of English. Culture was presented as fixed and unquestionable, thereby marginalizing linguistic and cultural diversity. Although the curriculum prioritized native English-speaking norms, it failed to acknowledge the global and heterogeneous development of English. In response, Bennani advocated for a post-structural approach that embraces greater diversity and fluidity in language and culture.

Li (2020) conducted a mixed-methods investigation using both quantitative and qualitative methods. He selected news reports that were classified by linguistic features. CDA was the tool used to expose the areas of discourse and socio-cultural models. In this case, specifically, the investigation focused on China, Britain, and the United States, as well as their trade relations. The author found that the reports often fail to reflect each country's political landscape accurately, and the ideological biases of their reporters are evident. Their lexical choices lack objectivity across all three selected reports.

Mfum-Mensah (2020) examined multiple policies implemented by countries in Europe and the Americas. The policies analyzed consistently portrayed Africa as a region in a state of permanent crisis. Because educators often transmit these representations, such discourse reinforces the idea that Africa, as a whole, remains perpetually unstable. While such conditions may indeed apply to certain regions of the continent, Mfum-

Mensah argued that it is unreasonable and inaccurate to generalize this characterization across all areas at all times. Consequently, the author expressed concern and criticism regarding the persistence of this discourse, particularly as it is produced and sustained by dominant regions such as Europe and the Americas.

Lingle (2021) analyzed agentless passive constructions across various text types, including government reports, news articles, and corporate statements. He argued that these constructions obscure meaning and remove agency from discourse. This phenomenon, referred to as *mystification* (Hart, 2014), makes it difficult to identify responsible social actors within texts. Of the 61 cases examined, 10 contained such obscured constructions. Based on these findings, Lingle urged practitioners of Critical Discourse Analysis (CDA) to remain attentive to these linguistic features when analyzing documents and other forms of textual material.

The everyday use of language—whether by a Sunday school teacher, students standing in a lunch line, or a governor speaking on television—quietly conveys ideas about who counts and who does not. A close examination of Puerto Rican conversations reveals that long-standing struggles related to race, gender, and colonial rule continue to persist in everyday speech (Morris, 1981; Rivera, 2006; Torres, 2010). In this context, Critical Discourse Analysis (CDA) functions as a magnifying lens, bringing into focus who is authorized to speak, who is silenced, and how subtle linguistic choices shape perceptions and, ultimately, actions.

When scholars apply this analytical lens to official texts—such as school reforms, language policies, or elementary-level instructional materials—they often uncover agendas that appear neutral on the surface but advance colonial, partisan, or market-

driven ideologies (Cintrón-López, 2011; Shenk, 2012; Fuentes Gutiérrez, 2014). Linguistic strategies such as agentless passive constructions can further obscure responsibility for decision-making processes (Lingle, 2021). Identifying these hidden narratives enables stakeholders—including educators, students, and community members—to critically assess whether a curriculum or policy genuinely serves its intended population; if not, such documents must be reconsidered and revised.

Research Problem

This dissertation examined the following research problem: *How does the 2022 PRDE English Program Curriculum Framework encode ideology shaped by Puerto Rico's colonial history and neoliberal reforms, as evidenced through Critical Discourse Analysis (CDA)?* Prior scholarship reviewed in the background section highlighted persistent patterns of assimilation and inequality; therefore, CDA was applied to uncover the power relations embedded within language.

Language policies shape what Apple (2006) conceptualizes as *official knowledge* and often embed market-oriented power relations within the curriculum. Pousada (2017) examined language policies implemented in Puerto Rico and argued that political agendas have exerted greater influence than critical thinking or pedagogical considerations. As a consequence, these policies may have hindered the development of students' language skills. The imposition of English as part of political or economic agendas may also have contributed to resistance and diminished student motivation.

According to the 2020 U.S. Census, fewer than 23% of Puerto Ricans report speaking English proficiently, despite the Puerto Rico Department of Education's adoption of a bilingual language policy across the K–12 curriculum (PRDE, 2022a). This

figure suggests that the original objectives associated with the implementation of English instruction have not been fully achieved.

It is essential to note that English-language policies began to be implemented at the start of the 20th century with the arrival of the US Army (Pousada, 1996). Considering that the Island was becoming a US territory and the US was the hegemonic state, one of their strategies to accept this new territory as American was to implement their language as soon as possible (Pousada, 1996). It is with this determination that the language policy and its implementation were not an educational decision from the beginning but a political one (Pousada, 1996). These types of determinations suggest that language policy implementation often responds to partisan politics or changes in US government administrations rather than educational needs. (Pousada, 2017) An example of this occurred in 2012 with former Governor Luis Fortuño, who implemented a bilingualism strategy at multiple levels within the Department of Education**.** This strategy was terminated once the following governor took office. (Arroyo, 2016)

The lack of an educational foundation or theoretical models guiding decision-making processes related to language policy implementation—often influenced by partisan politics—may contribute to deficiencies in language acquisition across populations (Apple, 2019; van Dijk, 1998). When politicians run for office and assume leadership positions, they tend to prioritize issues they consider essential for achieving their objectives (Foucault, 1977). These objectives may be concrete, abstract, or intangible (Foucault, 1980). Consequently, given that all goals necessarily carry ideological dimensions (Apple, 2004; van Dijk, 1998), it becomes evident that policies

implemented by a given administration will reflect these ideologies, whether consciously or unconsciously (van Dijk, 2006).

Ball, Maguire, and Braun (2012) argued that educational policy functions as a process of interpreting shared notions among schools and educators while accounting for contextual factors. However, such policies are often idealistic and implemented from an overly optimistic perspective shaped by inexperienced decision-makers. Therefore, if all texts carry ideology, a critical step is to examine their context, language, and the consequences that may arise once policies are enacted. These ideological influences are subsequently reflected in curriculum design by appointed leaders and in lesson planning by school administrators and teachers, who are expected to follow officially sanctioned materials.

Tollefson and Pérez (2015) argued that "historical processes are linked to language policies that contribute to (or undermine) language-related hierarchies" (p. 141). Accordingly, understanding the historical relationship between Puerto Rico and the United States provides a broader and clearer interpretive framework. Puerto Rico represents a prominent example of language implementation driven by political forces (Pousada, 2017). Furthermore, given the current global status of English and the growing influence of economic factors (van Dijk, 2001), English language implementation is likely to continue receiving widespread institutional support and to be sustained with limited critical examination (Rahman & Singh, 2021).

Even more remarkable is the top-down language implementation by governments when they pursue a political agenda (Apple, 2014). Governments prepare documents to support this agenda even when facing opposition from a community that has been raised

and holds another language as their first (Lundberg, 2020). Hewitt (2009) emphasizes that it is essential to identify the discourse carried by policymakers, as it permeates governmental documents assigned to school leaders and educators. In identifying discourse, educators may become aware of what they are trying to achieve, now with a broader perspective.

Thus, based on the background outlined above, the research problem emerged. This study addressed the following research question: *According to critical discourse analysis, what ideology is present in the Curriculum Framework: English Program (2022) of the Puerto Rico Department of Education for the 2022–2023 academic year (PRDE)?* To answer this question, every line of the document was examined to conduct a thorough analysis of its discourse, as well as to develop a comprehensive understanding of the document as a whole.

As previously discussed, it is essential to recognize that governmental agencies, such as the Puerto Rico Department of Education, play a central role in disseminating knowledge and fostering critical thinking skills among future members of society (Ball, Maguire, & Braun, 2012; Hewitt, 2009). The development of analytical and critical thinking abilities aims to equip students from diverse social and economic backgrounds with essential skills for participation in society. Critical analysis at the community level evolves through processes of problem identification and social transformation. In the context of the PRDE, the examination and advancement of this process also constitute a responsibility of higher education institutions (Fuentes Gutiérrez, 2013; Negrón de Montilla, 1975; Pousada, 1999, 2000).

When considering the documents and materials issued by the Puerto Rico Department of Education (PRDE), a thorough analysis conducted by an external reviewer may be particularly beneficial. When governments prepare, disseminate, and implement official documentation, such texts inevitably carry institutional agendas (Apple, 2014). This is understandable, as leaders bring their beliefs and priorities into their professional roles. However, from the perspective of a former educator of teacher candidates, it is essential to acknowledge the importance of understanding the underlying assumptions and expectations that inform public policies (Apple, 2006). Educators of future professionals, including future teachers, must be aware of these assumptions and be critically prepared to situate them within an appropriate analytical framework.

To examine the document in question, this study focused on both the language used in its construction and the presence of two overarching ideologies. According to scholars such as Fairclough (2003), Apple (2006), van Dijk (2013), and Foucault (1972), ideology, or "systems of knowledge," can be understood as cognitive representations that may solidify into beliefs depending on contextual conditions. These representations can shape individuals' attitudes, influence decision-making processes, and remain dynamic rather than fixed. Critical Discourse Analysis (CDA) was applied to examine the ideologies permeating the Department of Education's policies. Through this approach, the analysis considered language use, its functions, and the social interactions it enables.

For example, CDA allows for close examination of the terminology used within a document to assess how meaning and guidance are conveyed to readers. Similarly, analyzing sentence structures can reveal whether the document promotes the acceptance

of certain ideas while marginalizing or discouraging others. Such analytical moves provide insight into how ideological positions are subtly embedded within policy texts.

This study used the following discourse items: legitimizations of political powers, metaphorical (non-congruent) representations of processes, voice, and nominalizations. For example, studying representations of processes reveals whether an educational program is market-oriented when it portrays knowledge as a commodity. The constant use of nominalizations and the passive voice can indicate a lack of student involvement in their learning, allowing leadership to exert greater control over them. On the other hand, legitimizations of power present the policies to the reader or audience with the authority that endorses their decisions. (Fairclough, 2003). These items will be defined and explained in further detail later in this chapter.

Purpose of the Study

This research employs the Critical Discourse Analysis (CDA) methodology to identify and analyze the ideology present in the Curriculum Framework: English Program (2022) of the Puerto Rico Department of Education (PRDE). This analysis was carried out to answer the following research questions:

1. What ideologies are portrayed in the discourse of the *Curriculum Framework: English Program* (2022) at the PRDE?
2. What social and political aspects can be identified among the ideologies found in the *Curriculum Framework: English Program* (2022) at the PRDE?
3. How does the discourse in the *Curriculum Framework: English Program* (2022) at the PRDE exhibit the politics (ideology) of pedagogy?

4. What is the researcher´s ideological statement on the content and pedagogy of English as a Second Language in the Puerto Rico Department of Education (PRDE)?

Justification

Hernández Sampieri, Fernández Collado, and Baptista Lucio (2014) identified five criteria for justifying this qualitative study. These are explained as follows.

Convenience

As previously noted, Rapley (2018) emphasized the fundamental importance of examining documents and materials issued by governments or other entities that exercise leadership over populations. He argued that discourse provides substantial insight into the social and ideological foundations of such texts. This qualitative investigation is particularly well suited to identifying discourse within the official documents of the Puerto Rico Department of Education (PRDE). The body of literature reviewed for this study contributes to an understanding of how discourse operates at multiple levels and how it shapes social constructs and their consequences.

This study offers meaningful contributions for English educators at all educational levels. The analysis of discourse provides a macro-level perspective that enhances educators' ability to identify and interpret discursive structures across diverse contexts (Wodak, 2006). The findings are especially relevant for those involved in the preparation of teacher candidates. Curriculum design and instructional planning become more authentic and purposeful when grounded in knowledge derived from empirical research. Examining the ideology and discourse embedded in language programs, such as the

PRDE English Program, fosters critical awareness and deepens understanding of their foundational assumptions.

A language program or curriculum must be developed around clearly defined objectives and goals, which serve as a guiding framework for educators and school leaders. This research examined the curriculum and policies available to educators, enabling them to make more informed instructional decisions, including the selection of texts and topics, the application of pedagogical strategies, and consideration of contextual factors. While a curriculum framework may provide mandated materials for implementation, recognizing the underlying ideology of these documents allows educators to engage with them more critically and make instructional choices with greater clarity and intentionality.

Social Relevance

Analyzing the ideology and discourse embedded in official documents issued by the Puerto Rico Department of Education (PRDE), which currently guide and regulate the English Program within Puerto Rico's public school system, allows for the illumination of underlying assumptions and subtle notions that may originate in partisan political agendas. van Dijk (2008) argues that discourse operates as a form of social power, as policy texts construct shared mental models that reinforce dominant ideologies. From this perspective, this dissertation examined the 2022 Curriculum Framework for the English Program of the Puerto Rico Department of Education by analyzing both its macro- and microstructures. This analysis revealed how the Framework subtly embeds neoliberal ideals of efficiency and deference to United States authority while diminishing the influence of other agencies.

van Dijk's concept of macrostructures explains why high-level semantic summaries shape teachers' interpretations before they reach clause-level textual analysis, a dynamic that aligns with Fairclough's emphasis on the interconnection among text, interaction, and broader social context (van Dijk, 2014; Fairclough, 1992). van Dijk further contends that elites use official documents to regulate access to knowledge, a claim that supports this study's argument that the Framework functions less as a neutral instructional guide and more as an instrument that extends colonial governance into classroom practices (van Dijk, 2006).

van Dijk (1998) also addresses the meaning embedded in discourse, noting that discourse is typically produced by social groups seeking to fulfill their own expectations. These groups pursue specific goals, even when such goals are not explicitly articulated or coherently organized. They conceptualize these expectations as interests and work to protect and regulate them, allowing ideology to surface through discourse. Recognizing these dynamic underscores the importance of studying discourse and its powerful connection to social control. Power is frequently intertwined with ideology; by identifying underlying agendas, these forces can be examined and challenged to promote more balanced and critically informed decision-making processes.

The contributions of this study highlight the importance of understanding ideological discourse and determining how it is reflected within official policy documents. The study also examines the clarity and persuasiveness with which such discourse has been presented. A clearer understanding of discourse and its objectives is essential when developing problem-solving strategies and interventions in complex contexts, such as those confronting Puerto Rico.

Clarifying discourse for PRDE personnel and the broader school community supports social integration, which is fundamental for identifying complex challenges, designing effective strategies, and developing resilient institutional systems. Social problems are often most accurately identified by individuals directly embedded within their contexts. For example, issues such as substance abuse are most clearly recognized by those who navigate these realities daily. Similarly, within educational settings, inadequate student development is first observed by educators and later confirmed by postsecondary institutions or employers. Understanding and interrogating policy discourse, therefore, serves as a critical step in strengthening educational practice and societal outcomes.

Practical Implications

Contemporary society requires researchers capable of examining issues holistically in order to promote informed discussion and viable solutions. Educational contexts are particularly well suited for studying complex phenomena, establishing meaningful connections, and collaboratively generating knowledge. One of the key practical implications of understanding language, discourse, and analysis is that future educators can apply pedagogical methodologies that guide students toward problem-solving rather than limiting instruction to theoretical discussion (Leach & Moon, 2008).

This study presents an opportunity to examine the official English Program document from linguistic, social, and political perspectives. Such an examination offers an updated understanding informed by current research on ideology and discourse. Discourse studies have constituted a central component of linguistic inquiry for more than six decades and remain essential for analyzing power and ideology within texts (van

Dijk, 1994). This analytical approach enables the interrogation of social phenomena, such as inequality, by bringing attention to biased or normalized forms of discourse. Dominant social groups and their ideologies often exert influence over marginalized populations, while frequently remaining unaware of the discrimination and exclusion these dynamics perpetuate (Fairclough, 2003).

For example, Simburger and Donoso (2020) examined the naturalized acceptance of neoliberal discourse within higher education language and institutional processes. Their findings identified three core elements that revealed a specific discursive configuration, thereby enabling a deeper examination and fostering more constructive outcomes for Chilean society. Similarly, Manyukhina (2022) applied Critical Discourse Analysis to the English National Curriculum, focusing on whether students were positioned as agents of their own learning—capable of making independent decisions and taking action when necessary. Although the findings revealed acknowledgment of this expectation, it was not explicitly articulated within the curriculum. These results highlight the need for educators to intentionally design learning experiences that promote what the author describes as children's agency.

Accordingly, this investigation has practical relevance across multiple dimensions. Its empirical and methodological contributions extend to various disciplines by illustrating how the study of group discourse can reveal the underlying purposes of texts and speeches. Government policies and official documents frequently contain implicit meanings that shape perceptions and behaviors in subtle ways (Gee, 2005). Once such meanings are identified and critically examined, policymakers and educators are better positioned to develop clearer, more transparent policies that transform theoretical

concerns into actionable strategies. These insights may serve as illuminating reference points for pre-service teachers, practicing educators, and researchers engaged in the analysis of language, discourse, and educational policy.

Theoretical Value

Although there is an extensive body of research addressing Critical Discourse Analysis (CDA) (Kopytowska, 2012), the application of CDA to the analysis of official documents across multiple levels or contexts remains limited within the Puerto Rico Department of Education (PRDE). Documents issued by governmental agencies are rarely examined through critical analytical frameworks; more often, they are simply revised or implemented. This study contributes to the field by elucidating the connections among language use, ideology, and discourse, as well as by demonstrating how such insights can provide substantive support for curriculum design, instructional planning, and the development of educational proposals. Additionally, the study facilitates the transferability of this methodological approach to other disciplines interested in examining discourse.

Most disciplines and institutions rely on official documents and materials to guide practice and decision-making. On the island, the Puerto Rico Department of Education produces documents and instructional materials for each academic discipline. In this investigation, the Curriculum Framework for the English Program was selected for analysis. This Framework functions as the structural foundation of Puerto Rico's public school system by establishing shared learning goals, content sequencing, and assessment expectations that educators across the island are required to follow, regardless of local resources. This pattern is consistent across governmental agencies, institutions, and

private corporations, all of which rely on guiding documents to direct constituents, stakeholders, or employees. Nonetheless, discourse inevitably underlies speech, text, and behavior (Wodak, 2006). Consequently, the analytical strategies employed in this study may serve as a model for examining discourse in a wide range of institutional contexts.

The study of discourse and linguistics has been formally recognized since the 1960s, making engagement with foundational theorists essential. In this regard, Foucault's work, as discussed by Fairclough (2003), remains especially influential. Foucault (1972) examined the underlying principles that shape human behavior, emphasizing the roles of history and the conditions under which discourses emerge. His theoretical framework clarifies the analysis of texts by situating them within their historical and structural contexts. Similarly, Apple's concept of *Official Knowledge* (2014) offers a critical lens for understanding how educational systems reflect broader political and social struggles. Finally, Fairclough's (2003) approach to text analysis as a form of social research provides practical tools for identifying when, where, and how discourse becomes most visible. Collectively, these theorists establish a coherent theoretical foundation for the issues examined in this study.

Methodological Contribution

This investigation analyzed the discourse embedded in a foundational document issued by the Puerto Rico Department of Education (PRDE, 2022, 2023). A comprehensive review of the literature on discourse was conducted to develop a broader understanding of existing scholarships in this area. The findings of the investigation, in turn, contribute to expanding the scope of the topic under study. Because Critical Discourse Analysis (CDA) provides a robust framework for examining language, this

study examined texts to identify ideologies that shape students' mindsets and influence decision-making processes.

This type of investigation enables researchers to account for the socio-economic, historical, and political contexts in which policies are produced and implemented. By doing so, the study helps uncover ideological constructs, enhance instructional practices, and promote principles of social justice. Given that educational programs require continuous evaluation and revision, this research offers a critical perspective on the discourse permeating the PRDE's guiding documents and instructional materials. Additionally, the analytical instruments developed for this investigation may be adapted and applied to other fields of study.

Theoretical and Conceptual Framework

The theoretical and conceptual framework for this study is based on the discourse analysis and power relations found in the language of Foucault (1972, 2010), van Dijk's (2011) identification of ideologies, Fairclough's social research when analyzing texts (2003), and Apple's (2014) analysis of skill and content selection in government curricula. Their theories and models are hereby described. Ultimately, a synthesis of their ideas is presented.

Discourse, Ideology, and Power (Foucault, 1972, 2010)

Foucault (1972, 2010) strongly advocated the malleability of ideas and discourse. His work extended beyond the political sphere and emphasized the power of language, discourse, and what he termed *discursive practices*, a concept closely associated with ideology.

Power. Foucault's (1972) conception of power is intrinsically linked to discourse and is constructed through discursive formations. These formations consist of principles that govern how words are organized and interpreted. He argued that such formations shift in meaning depending on the context in which they are examined. Consequently, meaning is not fixed but malleable, shaped by both the subject and its historical moment. For this reason, Foucault engaged with ideology but reframed it as a system of knowledge rather than a static belief structure.

Foucault maintained that semantic structures, or discursive formations, acquire different meanings depending on the historical moment in which they are articulated. These formations are dispersed and shaped by human actors and social circumstances. As a result, power itself shifts across social arenas. Power is neither inherently negative nor positive; rather, it operates as a neutral force that produces reality according to those who oversee a given system. When a system establishes expectations for specific behaviors among groups or individuals, those expectations can become reality, as individuals tend to act in accordance with them. Identifying discourses within semantic structures, therefore, enables their critical examination and clarifies what is expected of social actors.

Accordingly, Foucault asserted that groups or individuals in positions of authority develop specific discourses to serve their interests and deploy them to influence or regulate others. Discourse functions as a mechanism through which dominance is established, even as it undergoes continual transformation. By linking power and knowledge, discourse becomes normalized and accepted by members of society as reality. The mere use of language, in this sense, produces discourse. Thus, analyzing

discourse across different contexts provides a more effective means of understanding power as a social construct (Chomsky–Foucault Debate on Power vs. Justice, 1971).

Discourse and Ideology. Foucault's (1972, 2010) ideas on discourse address the relationship between knowledge and society. He argued that discourse is intrinsically linked to power, influence, and the construction of knowledge. One of his most prominent examples concerns sexuality, through which he demonstrated how human behavior is shaped by social constructs and expectations. Individuals' acknowledgment or resistance can either reinforce or challenge dominant discourses. However, people often act in accordance with what is socially expected of them, allowing discourse to function as a primary determinant of behavior. These expectations emerge from contemporary discourse or from the enduring influence of prior discourses. From this perspective, history becomes a critical lens for understanding human behavior, as individuals must be examined within their specific social and historical contexts. Expected behavior is thus initiated and regulated by power mechanisms embedded in the social constructs of a particular historical moment (Foucault, 1972).

Another illustration of Foucault's conception of power concerns the individual as an agent who carries power. When individuals become conscious of their capacity to exercise power—whether within or beyond institutional structures—they may influence and shape their surroundings. In educational contexts, this awareness is especially significant, as individuals can access knowledge and develop autonomy, thereby becoming agents capable of shaping social reality (İliter et al., 2022).

Foucault's Methodology. Foucault conceptualized discourse as an interactive experience through which holistic speech and its underlying systems can transcend time

(Foucault, 2010). These experiences consist of language and discourse operating together, and one of his central scholarly contributions involved identifying patterns within what he termed *systems of formation*. These systems explain how meaning is organized, reproduced, and transformed across historical contexts.

To analyze such experiences and patterns, Foucault focused on objects, subjects, concepts, and strategies. In this analytical framework, it is essential to recognize that these elements may function independently while remaining mutually interdependent, much like components within a reciprocal relationship. The examination of these interdependencies constituted a central focus of Foucault's work. His analyses revealed patterns of tension and discontinuity among concepts, forms, objects, and their underlying theoretical assumptions. Although discourse serves as a shared ground for these elements, it also introduces disruption, as meanings are continually reshaped. Consequently, the social dimension becomes fundamental to systems of formation, interacting with discourse even when direct dependence is not apparent (Foucault, 1972).

For this reason, Foucault placed particular emphasis on the study of documents. Historically, documents have been regarded as evidence of specific moments in time; however, Foucault reconceptualized them as monuments of the past. He argued that examining documents produces several significant consequences. First, such analysis reveals breaks or gaps—*discontinuities*—within the history of ideas and highlights the emergence of what is considered officially recorded history. Second, these discontinuities extend across multiple dimensions of historical development. Third, they lead to the dissolution of unified narratives, which Foucault referred to as *total history*. Finally, this

process invites the construction of new historical interpretations, as prior narratives become disconnected from those now articulated.

Understanding these disconnections between original historical accounts and contemporary interpretations offers insight into how meaning is reconstructed over time. It also invites exploration of intersections with other domains, such as economics or linguistics. Within this context, historical analysis becomes a critical site in which the application of Critical Discourse Analysis proves especially valuable.

Ideologies (van Dijk, 1998, 2001, 2006)

To van Dijk (1993), as cited by Turcanu-Carutiu (2020), "ideologies are particular ways of representing and constructing a society that reproduces distributed power relations" (in Introduction). Accordingly, van Dijk (1998) explained that:

> Ideologies allow people, as group members, to organize the multitude of social beliefs about what is the case —good or bad, right or wrong —for them and to act accordingly. …In most (but not all) cases, ideologies are self-serving and serve the material and symbolic interests of the group. Among these interests, power over other groups (or resistance against domination by other groups) may play a central role and thus serve as a major condition and purpose for the development of ideologies. Ideologies thus operate both at the global level of social structure —for instance, as the socially shared mental 'monitor' of social competition, conflict, struggle, and inequality —and at the local level of situated social practices in everyday life (p. 8).

More specifically, van Dijk (1998) advocated for what he expressed as "a productive integration of the cognitive and the social, the individual and the collective.

That both discourse and ideology are social constructs, and accomplishments should by now be a truism, and it also informs the approach" (p. 9-10) in his proposed analysis methodology. He explained that his approach focuses on cognition (and discourse) rather than on the (more familiar) social dimensions of ideologies, but that does not mean these are less important. No adequate theory of discourse or ideology can be developed without examining the role of socio-cultural knowledge and other shared beliefs that provide the 'common ground' of all discourse and social interaction. My point is that these 'representations' are both social and mental (p. 10).

As observed, van Dijk (2001) is concerned with social issues and the search for their identification. Critical Discourse Analysis (CDA), a tool for this purpose, has been applied to many texts and talks by investigators, including him. Areas such as abuse of power and social unfairness can be identified or acknowledged using the tool. van Dijk examined language and discourse with a rebellious optic from the beginning. To reveal a social malady, CDA is a valuable tool against the status quo, even when the document under investigation carries overt or covert ideologies.

van Dijk demonstrates his worth across disciplines, including the social sciences, education, and communication. More specifically, it becomes even more explicit when applied to areas such as speech, narratives, and pragmatics. Its usefulness is even more crucial when they recognize the fundamental role in society. Van Dijk also mentions recognizing that the discourse developed through a scientific approach is influenced, produced, and controlled by social structures. Hence, the considerations that may seem negatively charged are those that the whole process and every step of the theory construction may be born and die at the expense of the socio-political scenarios and their

constant strain. For this reason, discourse analysis must become an inherent part of our profession; however, considering the traditional groups that dominate at that moment, it is an integral part of this intrinsic task. van Dijk clearly states five obligations for those who apply it. First, the research must be of the highest quality. Second, its focus must remain on social challenges. Third, appropriate research is frequently multidisciplinary. Fourth, another of its foci must be centered on social interactions and structures rather than straightforward descriptions of discourse, and the fifth obligation to apply the tool effectively is to concentrate its strengths on confirming the dominant sectors of our society.

According to van Dijk (2006), CDA is primarily motivated by uncovering the pressing aspects of our society that can be exposed and addressed. Others have also emphasized the necessity of working across disciplines to study language and discourse further, examining how they function in transmitting and exposing certain ideologies. This effort opens up new opportunities for insights into understanding the structure of society and its institutions. (Wodak & Mayer, 2009)

Institutional Power. van Dijk (2001) is concerned with how powerful groups control discourse and the consequences of such discourse for dominated groups. Examining information and knowledge produced by individuals in positions of power—such as court employees, police officers, government officials, or political leaders—is essential. These actors produce authoritative forms of discourse that shift according to the roles they occupy and the functions they perform. Educators and school leaders exert control within the educational domain; journalists shape discourse within the media; lawyers, advocates, and judges influence legal discourse within courts and among their

constituencies; and similar dynamics operate across other social fields. As a result, control is exercised not only over texts but also over the contexts in which they are produced and interpreted.

Discourse of Language and Ideology (Fairclough, 2003)

Fairclough (2003) contemplates the discourse of language and its relation to ideology. A connection exists between the ideas presented in the text and the discourse, as well as the individual's or individuals' expectations.

Language and Ideology. Fairclough (2003) conceptualized discourse and language as intrinsically connected. This relationship operates within individuals' cognitive frameworks and shapes how they interpret lived experience. Perception is therefore closely tied to social events and realities. From Fairclough's perspective, the study of speech and language constitutes a crucial step toward understanding discourse and the ideologies it conveys. Although language is constantly evolving, these ideas often become stabilized as symbols within social interaction. Cognitive processes must be transformed into sounds or utterances for meaning to be communicated. Given the diversity of human experience, the study of discourse remains a productive avenue for analyzing variation in interpretation and meaning-making. Fairclough's methodological approach attends to the technical structures of language, recognizing that while linguistic patterns may emerge, they vary according to individuals' backgrounds and social positions. This relationship proves valuable for understanding human interaction and broader social dynamics. Text-oriented discourse analysis draws on shared social knowledge to examine these connections more deeply (Fairclough, 2003). Such connections are directly linked to individuals' thoughts and interpretations of reality.

Because these cognitive and interpretive processes lie at the core of human experience, the relationship between ideology and text can be examined through how perception is articulated in both speech and writing. Language plays a central role in this process, as it is the medium through which ideas are converted into meaningful symbols.

Language is in continuous transformation, functioning as a dynamic system that evolves as it moves from neural processes to articulated expression. Individuals' intentions and perceptions contribute to subtle variations in language use. Consequently, interdisciplinary fields such as linguistics, anthropology, and psychology are essential for a more comprehensive understanding of discourse. Examining these domains allows for a deeper analysis of the relationship between social interaction, language, and culture. For example, political discourse can reveal how language contributes to the construction of cultural identity, while media analysis may uncover differential representations of social groups. Similarly, in educational contexts, discourse analysis can illuminate how pedagogical language either facilitates or constrains student participation and engagement.

A critical approach such as Critical Discourse Analysis (CDA) is effective for analyzing both spoken and written texts. CDA focuses on examining language and its relationships with ideology, power, and discourse, emphasizing language use within authentic social contexts, texts, and lived experiences (Al Ghazali, 2007). As a transdisciplinary approach, CDA encompasses seven interrelated dimensions. The first dimension addresses language as it occurs in real situations, while the second focuses on meaningful linguistic units—such as texts and discourses—rather than isolated words or sentences. The third and fourth dimensions extend the analysis to grammatical structures

and nonverbal elements, as well as how these features function in practice. The fifth and sixth dimensions consider interactional dynamics and the contextual conditions in which language is used. The seventh and final dimension examines how textual grammar operates within authentic circumstances and how language is enacted in real-world settings. Collectively, these dimensions characterize the methodological foundations of CDA.

Within Fairclough's framework, CDA adopts a dialectical-relational approach to social research (Wodak & Meyer, 2012). This approach explores semiosis and its relationship to the social world, emphasizing how meaning is produced and interpreted within specific social environments. The dialectical-relational perspective highlights the dynamic relationship between meaning and social practice. Accordingly, the terms *dialectical* and *relational* refer to the examination of connections, tensions, and positionalities among social actors, institutions, and organizations, as well as the influence of temporal and spatial conditions.

Fairclough (2003) further argues that Foucault's conceptualization of discourse distinguishes between the rules governing texts and those governing utterances, while simultaneously framing discourse as a symbolic representation of social reality. He emphasized the close relationship between discourse, individuals, and social expectations, demonstrating how discourse mediates ideology and lived experience. For Fairclough, the social dimension of language and discourse is essential to understanding meaning production, as they are deeply embedded within human cognition. Language is in constant transformation, emerging through neural processes and materializing in meaningful utterances. Individual purposes and perceptions contribute to subtle variations

in language use. Consequently, interdisciplinary perspectives from linguistics, anthropology, and psychology are essential for a comprehensive understanding of discourse. These interconnected domains provide a broad foundation for analyzing how discourse structures and transforms social reality.

Critical Theory (Apple, 2014)

Apple (2014) argues that curriculum development does not occur in isolation. Effective curriculum design requires systematic research, thoughtful planning and organization, and an informed understanding of—or consultation with—domains such as politics, society, culture, and cognitive development. Consequently, when governments appoint educational leaders to design policy and curriculum, ideology—whether subtle or explicit, conscious or unconscious—is inevitably embedded within the process. The selection of textbook content, the skills deemed worthy of development, and the attitudes promoted within curricula inevitably reflect the ideological orientations of those responsible for authoring these documents.

Curriculum construction is never entirely objective, as subjectivity is an inherent aspect of human decision-making. Individuals are continuously shaped by social constructs, including social conflict, cultural traditions, preconceived notions, and collective expectations. These influences impart a particular orientation to curricular programs and designs. Economic forces and market interests also play a significant role in this process. Just as governments rely on lobbyists to advance political agendas, private enterprises seek to influence institutions at multiple levels by promoting their services or products. Additionally, curriculum developers bring personal experiences, biases, and struggles that may permeate curricular decisions as part of prevailing

discourse. Within this context, dynamics of control and dominance become evident. The influence of socially powerful and widely accepted perspectives—alongside those deemed lenient or normative—can lead to curricular representations that privilege certain viewpoints while marginalizing others. Accordingly, when governments delegate the responsibility of curriculum design, these ideological dimensions are woven into curricular structures and ultimately transformed into what Apple (2014) defines as *official knowledge*. This official knowledge represents the learning objectives to be achieved, the content to be mastered, and the skills students are expected to develop. It subsequently permeates all policy-related documents, including policy memoranda, curriculum frameworks, standards and expectations, curriculum maps, and other materials produced by educational leaders. Such documents inevitably reflect the priorities of the governing administration and the ideologies of the groups that shape educational policy.

As a framework that sustains social structures, context becomes a critical element in the formation of discourse. Apple's (2014) question regarding who selects the knowledge or content taught in schools exemplifies this form of discursive control. Who determines what constitutes official knowledge? Consequently, the ideologies held by educators in leadership positions permeate the selection of instructional materials and shape the official curriculum.

Official Knowledge and Politics. Apple's (2014) ideological analysis centers on the social class positions held by individuals or groups and how these positions shape educational knowledge. He argues that dominant beliefs once widely accepted by elite groups have undergone a significant shift, as previously marginalized or less influential

groups increasingly challenge and reject them. What were once taken-for-granted assumptions have experienced a paradigm shift. Although elite groups initially controlled and disseminated these ideologies, contemporary transformations are increasingly modeled by groups that do not hold the same level of power or influence as their predecessors.

To contextualize this shift, Apple (2014) places strong emphasis on language and its use within specific social contexts. Language is fundamental because it serves as the primary vehicle through which education and politics are articulated and negotiated. These domains are constantly evolving and remain deeply intertwined with ideological struggles. Within education, groups holding more conservative perspectives and advancing particular agendas seek to redefine the overarching goals of schooling. Education has thus become a contested space and a strategic platform for directing curricula toward specific ideological ends.

Apple (2014) further contends that the economy is experiencing a profound crisis. In response to global pressures, industrial structures are being reorganized, while advancements in areas such as healthcare, affirmative action, social welfare, and legal rights have generated substantial financial demands. He argues that education cannot be disentangled from economic conditions, cultural practices, or the influence of governmental institutions and leadership. According to Apple, conservative movements are actively attempting to redefine the purpose of schooling and restructure curricular priorities. He urges the public to critically recognize these intentions and respond accordingly. Apple situates these dynamics within a broader neoliberal movement—one

that has emerged as a dominant force and is closely linked to conceptions of economic stability and long-term governance.

Official Knowledge and Textbooks. Apple (2014) examines literacy by emphasizing what it lacks, arguing that literacy is neither unbiased nor objective, nor free from moral assumptions. Consequently, when determining what constitutes essential knowledge in schools, the ideology of those making curricular decisions will inevitably permeate the process. The content selected as essential learning reflects the knowledge students are expected to acquire. As Fiske (1989, as cited in Apple, 2014) states, "Knowledge is never neutral; it never exists in an empiricist, objective relationship to the real. Knowledge is power, and the circulation of knowledge is part of the social distribution of power" (p. 46). Fiske contends that knowledge and power are inextricably linked. He discusses discursive power and its role in shaping reality, as well as the struggle to disseminate that reality as accepted knowledge across different sectors of society. As a result, those responsible for decision-making exert control over knowledge, determining what is taught, when it is taught, and how it is presented. Policymakers advance this exercise of power, making the analysis of dominant discourse a critical scholarly task. Another key dimension of textbook selection is its intrinsic relationship to the market (Apple, 2014). While textbooks function as repositories of knowledge and cultural artifacts, they also represent economic products that require substantial investment of time and financial resources.

Consequently, authors and publishers depend on market viability, which is influenced by political agendas, dominant topics, and policy priorities. More than any other factor, political forces and educational policies shape which textbooks ultimately

reach classrooms. This issue has become increasingly controversial in various regions. Decisions that were once made by schools or library committees are now largely governed by state adoption policies. These policies filter instructional materials through ideological frameworks and institutional priorities.

In his analysis of textbook adoption, Apple further argues that these decision-making processes can marginalize minority groups. Although such groups may be included in curricular content, their representation often reflects the perspective of policymakers rather than the lived experiences or voices of the communities themselves.

Official Knowledge and the Teaching Profession. Moreover, the program established by the right-wing (the politics of pedagogy) has been open about its purpose for the schools: to make them profitable. Schools have become centers for standardized testing, where teachers are often blamed when the desired results are not achieved. Some states are implementing performance pay, teaching for the test, and invasive managerialism. Teachers have been dispossessed of their methodological skills, as the content has changed from what they have been presenting for years, and their original tasks are constantly interrupted by the need to teach for the test (Apple, 2014).

Nonetheless, Apple (2014) also mentions that not everything has been controlled by the right wing. Influential movements have transformed social structures, changing specific spaces to achieve a more democratic arrangement. Some of these more significant social movements have become powerful, making a difference and holding their own discourse.

Apple (2014) employed critical pedagogy in his approach to teaching and theorizing. He claims that educational institutions and their governance manipulate

people and meaning in different scenarios. Public system leaders determine what knowledge students in an academic public system should acquire and what skills they should develop. They control cultural aspects when selecting content to be learned. Therefore, they manipulate the economic and cultural state of this system.

Curriculum design requires examining all sectors of society to achieve a more effective program. Therefore, Apple states that one way to understand policies and the authenticity of the fundamental ideologies behind them is through discourse analysis. The government makes policy decisions and appoints individuals to educational roles, primarily for supervisory positions. As mentioned before, these leaders will appoint their trusted individuals to advance their preferred discourse. Then, understanding Apple's pedagogical considerations brings many areas to light and allows for a better interpretation of these domains. He has demonstrated the importance of understanding politics and their relationship to education. State regulations permit governmental leaders to make decisions and choices regarding the education sector. They will have a say in text selection, teacher planning, curriculum development, and standardized testing.

Synthesis of the Research Framework

This investigation is grounded in Foucault's Theory of Power and Discourse on Language (1972, 2010), van Dijk's Sociocognitive Approach (2001), Apple's Critical Pedagogy (2014), and Fairclough's theory of Language, Discourse, and Ideology (2003). Fairclough (2003) argues across multiple studies that ideologies—such as those examined in Apple's work, Foucault's analyses of power, and van Dijk's sociocognitive framework—can be more effectively understood through the application of Critical Discourse Analysis (CDA) within social research across disciplines.

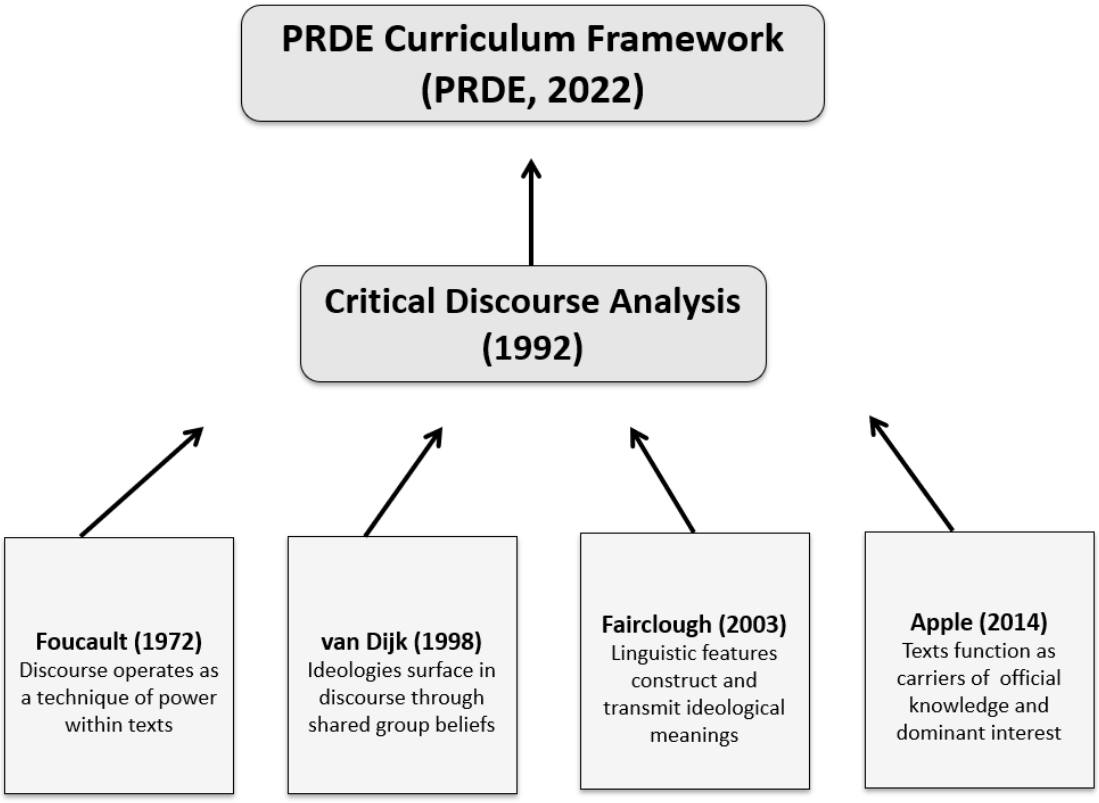
Apple's (2014) concept of *Official Knowledge* and his contributions to critical pedagogy establish a foundation for understanding the role of critical thinking in addressing social and political issues. Education intersects with all dimensions of society and with the various contexts in which individuals interact. Given that education functions as a foundational structure of social life, examining the discourse produced by governments—through official documents and policymaking processes—becomes a responsibility shared by educators. Accordingly, when future thinkers and leaders are shaped by these discursive frameworks, it becomes imperative to identify the forms of power embedded within semantic structures and the discourse they produce (Foucault, 1972, 2010; van Dijk, 2001).

Within this framework, CDA is acknowledged as a fundamental analytical tool for examining language and its ideological functions (Fairclough, 2003). The application of CDA may reveal emerging paradigms or conceptual models that deepen understanding of curriculum discourse. Consistent with the qualitative nature of this study, Grounded Theory was employed as the guiding methodological approach to address the research questions. This methodology enables the systematic examination of ideology while allowing for analytic insights into the implications of discourse for curriculum design and educational implementation.

Figure 1 provides an illustrative presentation of the theoretical and conceptual framework of the study. It establishes the indictive analysis made to understand and analyze the research problem and the categories of the study.

Figure 1

Theoretical and Conceptual Framework



This study's framework focuses on the educational framework that educators and supervisors use at the PRDE to guide and support their teaching. Four scholars: Foucault (1976), Apple (2014), van Dijk (2011), and Fairclough (2003) shed light on the dynamics of power, knowledge, curriculum, ideology, language, and social institutions.

Foucault's Archaeology of Knowledge (1976) provides the foundation for this study, as does van Dijk's (2008) analysis of the macro- and microstructures approach to language and discourse. This macro perspective on discourse, power, history, and the socio-cognitive aspects can be identified in various forms of communication. Foucault's methodology was never determined; however, Fairclough (2003) also focused on discourse and social research and has identified three dimensions that shed light on the

analysis of this investigation: textual dimension (focusing on language structure and its contribution to meaning), discursive practice dimension (focusing on the production and the consumption of the text), and social practice dimension (focusing on the social context of the text and its power relations). This perspective becomes micro and can be applied to various disciplines. More specifically, in education, Apple (2014) has discussed the neoliberal ideology that permeates government decisions, thereby influencing the guiding documents and materials that instruct our educators and shape students in the public education system.

Operational Definitions and Terms of the Study

This investigation examined the *Curriculum Framework: English Program* (2022) of the Puerto Rico Department of Education (PRDE). For the purposes of this study, it is assumed that the language employed in the curriculum is situated within a specific ideological framework (Apple, 2004). The research sought to identify ideological traces through the application of Critical Discourse Analysis (CDA). This analytical approach enables a systematic examination of the lexicon used in official documents, as well as the relationships among linguistic elements and their broader meanings.

The distinctiveness of this examination lies in its focus on linguistic constructions and the relationships among their constituent elements. The analysis interrogates language to identify traces of neoliberal or colonial ideologies. As part of the operationalization process, analytical logs were created to document words and expressions at the micro level, alongside their contextual functions at the macro level. Indicators were then established to categorize the findings into neoliberal or colonial ideological frameworks.

Neoliberal ideology may be embedded in policy documents through concepts such as entrepreneurship, individual responsibility, heightened competition, market- or workforce-oriented opportunities, and the hegemonic positioning of English as the primary language of economic and social success. Within this framework, terms such as *international*, *cultural diversity*, and *communication technologies* may be associated with neoliberal discourse.

Conversely, colonial ideology may be reflected through the continued privileging of English as a hegemonic language, coupled with limited consideration of bilingual education, cultural assimilation, or the centrality of Puerto Rican culture and the Spanish language in second-language learning. This dynamic may result in the erosion of local linguistic identity and constraints on self-determination. Accordingly, concepts and phrases such as English-only classroom practices, native-speaker proficiency, cultural integration, Western values, monocultural curricula, centralized educational control, and standardized state mandates are examined within this ideological framework.

The study's categories, subcategories, and indicators are identified and defined as follows:

Category 1. Ideologies portrayed in the discourse

According to van Dijk (2004, para. 5), ideology constitutes the foundation of the social representations shared by members of a social group. These representations may be evaluated positively or negatively depending on individual perspectives, group affiliations, or ethical positions. Thus, ideologies are not exclusively associated with dominant groups; subordinated or marginalized groups may also develop ideologies of

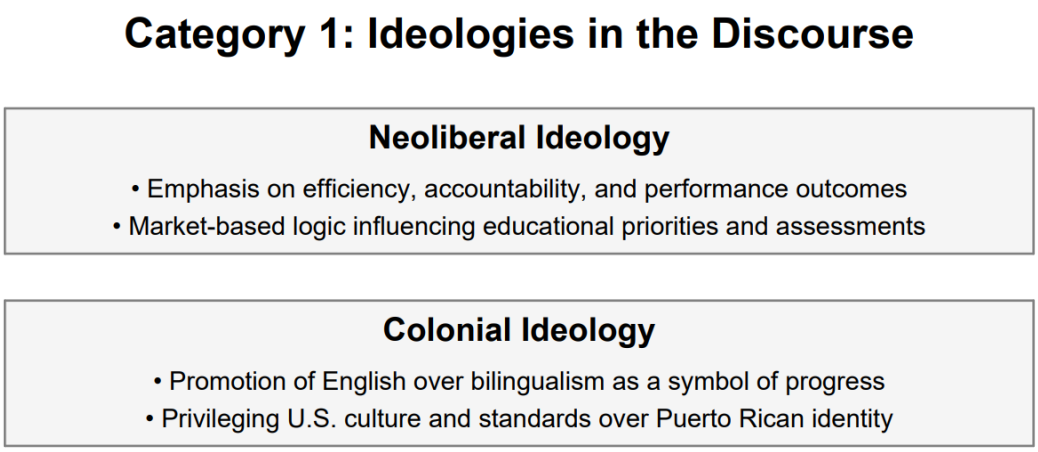
resistance and opposition. In general, ideologies are linked to social groups, classes, castes, or communities, as they articulate and defend their fundamental interests.

Discourse refers to a particular interpretation of language that is intrinsically connected to social dimensions and contextual conditions of speech or text (Fairclough, 2003). The term may be applied in either a broad or a specific sense. In this study, *discourse* denotes the interpretive framework used to examine the ideologies embedded in official documents and resources produced by the Puerto Rico Department of Education (PRDE). These materials establish the educational policies guiding the English Program through articulated missions, visions, goals, and prescribed curricular content.

Figure 2 presents the relationship between Category 1 with its subcategories. It also indicates the relationship between Subcategories and their Indicators.

Figure 2

Graphic organizer for Category 1, Subcategories, and Indicators



Subcategories for Category 1: Ideological position. For the study, this subcategory refers to the ideologies observed in the papers (explicit or implicit). The ideologies were:

SC 1.1 Neoliberalism. Apple (2005) and Virella (2023) have indicated that a neoliberal perspective shapes the American view of education. Neoliberal ideology has established itself globally; more impressively, it does not need justifiable reasons to do so. Market movements push these neoliberal trends, so they attach to daily life without people's knowledge. Even after multiple international controversies, it continues to rule the market at those levels. The result here is the extrapolation of the system; if it is established at those levels, it is also the model that will be accepted at the social level in any community. It carries a corporate vision that has been demonstrated to be inhumane, vicious, and money-oriented. Thus, humans are not at the center of their goals. Here, two opposing aspects may be found. The discourse and language of consumers and workers are not moving in the same direction. Workers need humanistic treatment, while consumers demand a more mechanistic product for the efficiency of processes and a money-oriented market (Apple, 2004).

At the educational level, Virella (2023) argues that the neoliberal perspective holds that schools will benefit from market competition and help communities at the economic level. However, Apple (2006) mentions that research has found that directors and teachers experience a heavier workload. It has been proven that markets do not encourage diversity under this ideology, but quite the opposite. It promotes dominant and robust models.

According to Apple (2004), a system of education that has allowed the permeability of a neoliberal ideology in its rooms is focused on broader economic and social welfare objectives. This situation entails a considerable expansion of the free market, a lack of accountability from governing bodies, and openness and awareness of

competition when trying to climb the ladder. The upward or downward movements of social mobility within the educational system or workplace. Additionally, education lowers societal expectations regarding economic security, imposes discipline on culture and the body, and propagates a form of social Darwinism. This last point is evident in the widespread acceptance of works such as The Bell Curve, which exemplifies the troubling normalization of these ideologies. What is worse, markets promote more advantages to communities with higher socioeconomic status. It is easy to determine where the powerful and dominant structures will be situated in these cases: the pursuit of money and material resources, which in turn bring power and manipulation. More than anything, teacher preparation programs must return to an ethical, safe, and trustworthy approach grounded in collaboration and support. (Sahlberg, 2010) The Global Education Reform Movement exemplifies this. This reality is tied to the neoliberal proposals and their impact on education. It is a movement characterized by standardization, individual competition, and accountability —for example, in Canada. Some institutes have implemented neoliberal reforms through standardization and specialization. (Yoon, 2024)

The neoliberal ideology and its actions include, for example, government strategies in education, public discussions regarding standards, and changes in funding systems. These aspects have shaped the educational perspective for more than four decades. Some authors describe this perspective as a new and challenging influence that is difficult to define. Students become targets for measurement at the individual and group levels. (Beck in Davis & Bansel, 2007) They also explain that all these movements toward the implementation of a neo-liberal ideology have been hidden and unplanned. Therefore, it is hard to study as a whole theory because it is elusive and challenging to

identify. Then, even if it has changed the educational path and the perception of its components, it has been challenging even to notice, to say the least. The authors also noted that these narratives exhibit a discourse of a globalized, unavoidable scenario regarding people's choices or realizations.

The old view of relying on collective risk management no longer exists. The neoliberal movement has made individuals care for themselves and their well-being. The state no longer carries the same weight in society's health, security, and education as before. Then, the social and economic realms are now opposites. These are not working together for the community's well-being. Entrepreneurship is a primary goal because it is self-sufficient in meeting individual needs and helps create jobs outside the government sector.

This orientation has generated heightened expectations regarding market alignment and material gains. A related objective, a technocratic orientation in education, rests on the assumption that expert-driven and managerial approaches offer the most effective solutions to complex pedagogical and social challenges. As Foucault (1977) demonstrated, the deployment of technical expertise often functions as a subtle mechanism of governance, whereby authority is legitimized through specialized discourse rather than participatory processes. This dynamic is evident in Puerto Rico's *Curriculum Framework* (PRDE, 2022), which consistently relies on technical instruments—such as standards, expectations, competencies, and performance profiles—to guide teachers' practice. Apple (2004) cautions that such reliance on technical rationality obscures the ideological nature of educational decision-making by presenting reforms as neutral, despite their deeply political character. Similarly, van Dijk (1993)

identifies discourse as the mechanism through which authority is embedded, rendering technical vocabulary ostensibly objective while simultaneously concealing underlying power asymmetries.

In this way, the Framework's emphasis on aligning lessons with "standards and competencies" exemplifies a technocratic ideology that privileges procedural expertise over local knowledge or community input, aligning with a neoliberal discourse. This neoliberal discourse merges with a technocratic rationality, and in practice, the two work hand in hand. Neoliberalism requires quantifiable output such as standardized testing, performance indicators, and measurable competencies to operationalize its principles of efficiency, accountability, and competitiveness (Fairclough, 2003). Technocracy provides the tools for this quantification, supplying the managerial language that makes neoliberal reforms appear rational and inevitable.

Indicator 1.1.1 Standardization of educational goals and globalization. In his book Educating the "Right" Way: Markets, Standards, God, and Inequality (2006), Michael W. Apple argues that the push for globally uniform standards, evident in international assessments and high-stakes testing, both reflects and reinforces a neoliberal, market-driven vision of education. He shows how this form of standardization treats learning as a commodity, reshaping curricula to serve the demands of global capital rather than local democratic or cultural goals. Apple also warns that these universal benchmarks chip away at teachers' professional autonomy and obscure the political choices involved in deciding whose knowledge counts in different contexts.

Indicator 1.1.2 Efficient/measurable/marketization/finance. The concept of measurability is connected to the standardization of the acquired knowledge

and the development of skills. Standardized education is used to measure teacher efficiency. This concept transforms education into a commodity or a service. Therefore, it can become accountable to the financial area and the market workforce.

SC 1.2 Colonialism. According to the Stanford Encyclopedia of Philosophy (2023), colonialism is "a practice of domination, which involves the subjugation of one people to another" (parr. 1). Shaibu & Ogoh (2015) defined colonialism as

> the policy and practice of a strong power extending its control territorially over a weaker nation or people. …The typical aspects of colonialism include racial and cultural inequality between ruling and subject people, political and legal domination by the imperial power, and exploitation of the subject people. … The purposes of colonialism include economic exploitation of the colony's natural resources, creation of new markets for the colonizer, and extension of the colonizer's way of life beyond its national borders (p. 118).

For Cabán (2005), Puerto Rico has been under the USA's colonial rule for over a hundred years and is characterized by the absence of sovereignty for its people. People are deprived of the fundamental right of self-governance. Therefore, the American Congress handles multiple island affairs without considering its own views on many matters, including law implementation, immigration policies, international representation, and, most decisively, the forced implementation of the English language at the beginning of the century.

The English language and the island's Americanization are essential to a well-established colonial scenario (Del Moral, 2019). Del Moral's (2019) investigation found that Puerto Ricans were now part of a normalized view of submission to the white-Anglo-

Saxon-protestant current colonizers and the assimilation of their culture. Indigenous and black heritages were hardly discussed as being a fundamental element of being Puerto Rican.

According to Del Moral (2005), much of the documentation portrayed Puerto Ricans as malleable and docile, using customized local descriptions of the island's main charms, such as its scenery and traditions. Written stories supported Caucasian and American ideology and the continuation of colonial status. However, those who opposed this harsh language imposition were seen as insurgents or protesters, while those in favor were assimilating into the political position (Lopez Laguerre, 1997).

Indicator 1.2.1. English is often positioned as superior or essential for success, often in contrast to Spanish. Negrón de Montilla (1975) critically examines the colonial relationship with the U.S. and the educational policies in Puerto Rico that imposed Anglo-American cultural, linguistic, and ideological norms. She was opposed to promoting American culture and imposing English on the Public School System. She also claims that the use of the Spanish language was discouraged, and the US Protestant values and ideals were instilled in the culture. The curriculum and assigned materials would promote American history, democracy, and economic systems as superior to those of Puerto Ricans.

Indicator 1.2.2 U.S. Laws, benchmarks, and educational standards. Apple argues that U.S. laws, benchmarks, and educational standards act as forms of official knowledge that turn learning into something that can measured. Although they claim to be neutral, they really uphold existing power structures by deciding which subjects matter, who gets to set the rules, and how teachers must teach (Apple, 2006).

Pousada, furthermore, sees these same policies as political tools designed to push colonial and party agendas rather than serve Puerto Rican students. She points out that they often ignore local language traditions and community goals, insisting instead on Anglo-American models that weaken bilingual education and sideline Puerto Rican culture (Pousada, 2017).

Category 2. Ideology at social and political levels

According to Foucault (1972), human behavior must be examined within its historical context in order to understand ideology as it operates at a given moment. Social and political structures are shaped by individuals' conduct as well as by the expectations imposed by groups in positions of power, such as political parties and social institutions. Accordingly, this study will characterize the economic, social, and political contexts of Puerto Rico and the United States during the period from 2016 to 2023, as well as the historical circumstances surrounding the drafting and implementation of the official PRDE documents analyzed in this research. The literature review serves as the primary foundation for this contextual analysis.

Figure 3 presents the relationship between Category 2 with its subcategories. It also indicates the relationship between Subcategories and their Indicators.

Figure 3

Graphic Organizer for Category2, Subcategories, and Indicators

Subcategories for Category 2: Ideology at social and political levels. The subcategories and their indicators for the Ideology at Social and Political Levels are:

Subcategory 2.1 Governance and Administrative Control. U.S. Political dependence and crisis-driven economic narratives combine to administer control over Puerto Rico's English Program Curriculum. Fairclough (2003) reminds us that policy documents are social practices: they not only describe reality but actively reshape it. The discourse of dependency and administrative efficiency functions as a legitimation strategy, linking text (the Framework) to broader institutional and political contexts that marginalize local voices.

Indicator 2.1.1. Erasure of local stakeholders. According to Apple (2006), the erasure of local stakeholders occurs when standardized benchmarks and market-driven curricula—presented as "official knowledge"—marginalize community voices and replace locally grounded priorities with global economic agendas. Pousada (1999) adds that in Puerto Rico, this dynamic is deepened by colonial language policies

that mask imposed educational models as neutral, thereby silencing Puerto Rican educators and cultural perspectives.

Subcategory 2.2. Colonial and Political Dependency. According to Negrón de Montilla (1975), colonial and political dependency appear when U.S. authorities impose language policies on Puerto Rico's schools, effectively transferring decision-making power away from local educators and eroding the island's educational sovereignty. Pousada (1999) further contends that these mandates serve partisan interests by privileging Anglo-American norms over Puerto Rican cultural and bilingual traditions, thus reinforcing a dependency that marginalizes local voices and undermines genuine pedagogical autonomy.

Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.

Negrón de Montilla (1975) examines the ways in which U.S. authorities imposed language mandates and curricular directives that effectively regulated Puerto Rico's educational system, displacing local decision-making and undermining educational sovereignty.

Subcategory 2.3. Economic and administrative control. According to Negrón de Montilla (1975), economic and administrative control in Puerto Rico's schools is exercised through U.S.-dictated funding allocations and top-down curricular mandates that align educational practices with mainland economic priorities, thereby displacing local decision-making. Pousada (1999) critiques these processes for reinforcing a managerial regime that imposes accountability metrics and standardized procedures, marginalizes Puerto Rican educators, and entrenches dependency on external administrative models.

Indicator 2.3.1. Discourse framing of crisis management. According to Foucault (1977), framing a situation as a "crisis" is itself a technique of governmentality. By labeling educational challenges as emergencies, authorities legitimize exceptional administrative interventions and expand their power under the guise of necessity. This crisis discourse masks political agendas by presenting policy changes as neutral, technical fixes rather than contested choices. In the PRDE context, invoking "crisis management" thus becomes a way to depoliticize curricular reforms and reinforce top-down control.

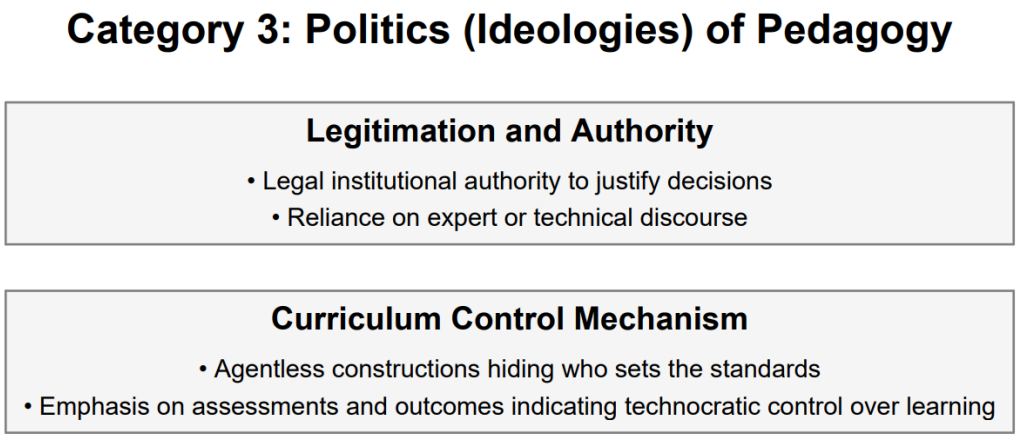
Category 3. Politics (ideology) of pedagogy

The politics of pedagogy refers to the exercise of power by governments and their leaders in shaping educational decisions (Apple, 2004). These decisions typically determine what content will be taught, which textbooks will be selected, and which ideas or concepts will be designated as essential knowledge. Issues such as sexuality, gender, and other social dimensions are often defined through educational discourse, and particular groups promote these frameworks as authoritative or legitimate understandings within the community (Apple, 2014).

Figure 4 presents the relationship between Category 3 with its subcategories. It also indicates the relationship between Subcategories and their Indicators.

Figure 4

Graphic Organizer for Category 3, Subcategories, and Indicators



Subcategories for Category 3: Politics (Ideologies) of Pedagogy. The concept "politics of pedagogy" refers to the ways in which teaching and curriculum decisions are inherently political acts that reflect and reproduce dominant social and economic interests. He demonstrates how choices regarding what constitutes legitimate knowledge, which teaching methods are favored, and how assessment is conducted all serve to maintain existing power structures rather than being neutral educational practices (Apple, 2004).

Subcategory* 3.1 *Ideological control through curriculum design. Michael Apple conceptualizes the curriculum as a primary site of ideological control, wherein dominant groups embed their values and perspectives through what he terms *official knowledge*. This knowledge is legitimized by institutions and experts, thereby appearing neutral or objective, even though it reflects specific power interests. Through curricular mechanisms such as standards, assessments, and textbook selection, authority is sustained and social inequalities are reproduced in subtle yet structural ways (Apple, 2000).

Indicator 3.1.1. Legal institutional authority to justify decisions. Fairclough (2003) describes authorization as a legitimating strategy in which discourse invokes laws, regulations, professional norms, or institutional mandates to justify and validate decisions. By embedding references to statutory requirements or official guidelines, texts present policy choices as necessary and beyond contestation. In educational frameworks, appeals to legal or departmental authority thus make curricular reforms seem like neutral obligations rather than the outcome of political negotiation (Fairclough, 2003).

Indicator 3.2.2. Reliance on expert or technical discourse. Van Dijk (1998) describes reliance on expert or technical discourse as an authority-based legitimation strategy, whereby specialized terminology and appeals to "expertise" present ideological positions as objective truths, thereby concealing their underlying power interests. Apple (2004) similarly critiques how managerial jargon and carefully crafted pedagogical standards in curriculum policies are deployed to make reforms appear professionally driven and neutral, even as they advance specific neoliberal and colonial agendas.

Subcategory 3.2. Curriculum Control Mechanism. Curriculum control mechanisms are the institutional and discursive strategies by which policymakers regulate what counts as legitimate knowledge, how it is organized, and how it must be taught. These include standardized assessments, managerial jargon, agentless constructions, and appeals to expert or legal authority that present curricular decisions as neutral necessities—thereby embedding specific ideological and power interests in everyday educational practice (Fairclough, 2003; Apple, 2004).

Indicator 3.2.1. Agentless constructions hiding who sets the standards. van Dijk's discussion of microstructures (1998) highlights how local grammatical choices, especially the use of passive voice and nominalizations, can delete or obscure actors, effectively hiding who is responsible for actions or decisions. These "actor-deletion" strategies serve to conceal the source of power and make policies like curriculum standards appear as neutral requirements rather than choices imposed by specific authorities.

Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning. Apple (2006) explains how the turn toward high-stakes testing and outcome-based accountability transforms education into a technocratic enterprise, where what gets measured becomes what gets taught and where learning is managed through metrics rather than pedagogical judgment.

Subcategory 4. Interconnections. Interconnections refer to "the union, link or connection between two elements, networks or systems so that a direct transfer or communication is established or made possible between them" (Sarasola, 2024). For the research, interconnectedness is defined as the union, link, or connection between content within a document. The indicators for this subcategory were:

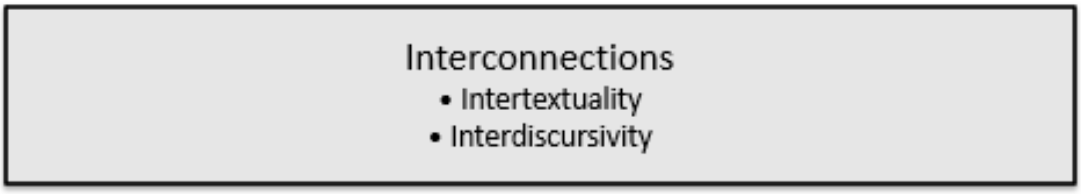
Indicator 4.1 Intertextuality. Intertextuality refers to how a text explicitly or implicitly incorporates elements from other texts. For instance, a government policy document on education might include direct references to previous policies, academic research, or international standards, illustrating how the text draws upon existing sources to construct its arguments. This process can manifest as direct quotes, citations, or explicit references, a form known as manifest intertextuality.

Indicator 4.2 Interdiscursivity. Interdiscursivity is the interaction and blending of different discourses within a single text. A practical example is an educational policy document that combines neoliberal discourse—emphasizing concepts like efficiency and marketization—with colonial discourse, which might stress cultural assimilation and English hegemony. This mix of discourses demonstrates how a text can simultaneously draw on diverse ideological frameworks. This way, it would influence its interpretation and reinforce complex social and political narratives. Interdiscursivity, therefore, highlights the multifaceted nature of language and reveals how texts engage with multiple power structures at once.

Figure 5 presents the relationship between Category 4 with its subcategory. It also indicates the relationship between Subcategory and their Indicators.

Figure 5

Graphic Organizer for Category 3, Subcategory, and Indicators



The Critical Discourse Analysis (CDA) methodology was applied to analyze ideology in the Curriculum Framework: English Program (PRDE, 2022b), an official document of PRDE (2022-2023), using four different logs (Appendices B, C, D, and E). CDA offers the opportunity to use various techniques, depending on the available tools and the researcher's perspective (Wodak & Meyer, 2009). In this investigation, content analysis focused on the primary resource guiding the department and, therefore, the teachers in creating their classes, daily plans, strategies, and evaluations. To carry out this

investigation, some of the tools recommended by Fairclough and van Dijk for CDA were used.

Terms of the Study

In this section, a list of terms is defined as follows:

Term 1. Official documents of the English Program at the Puerto Rico Department of Education. These are the documents a public server grants, in accordance with its competence and the law (*Enciclopedia Jurídica*, 2014). For this investigation, the Puerto Rico Department of Education (PRDE) created and published these documents. For the present study, the official document analyzed was the *Curriculum Framework: English Program* (PRDE, 2022b).

Term 2. English Program at Puerto Rico Department of Education (PRDE). The School Public System oversees a series of programs that develop a variety of selected disciplines considered essential to the effective growth of Puerto Rican students. The English Program falls under this department, which is part of the Assistant Secretary for Academic and Programmatic Services. The English Program compiles and emphasizes its underpinnings and approaches, outlining its vision, mission, and objectives. It also offers guidance in evaluation and teaching strategies (PRDE, 2022).

Term 3. Social aspects of language. As defined by Richards (1972), the social aspects of language refer to how language reflects social processes. These processes involve language learning and interaction among different groups. There are various vernaculars, and these are sometimes associated with immigrants, minorities, and other groups. The social aspects of the language studied were:

Term 3.1 Agentless Constructions. **–** Agency is defined as the attribution of acting in a specific moment. These agents can also be referred to as social actors. When, to the contrary, the language is used to hide, obscure, or position the agent or social actor in a place that is not easily visible when speaking or reading a text, this is called an agentless construction. These constructions relegate the actions, so the social actors are not easily recognized. The focus is decentralized, and responsibility may become secondary. (Fairclough, 2003)

3.1.1 Metaphorical (non-congruent) representations of processes. - Metaphors are used to express actions or events in ways that differ from their literal or "congruent" representation. The process is now focused in a way that the language construction explicitly influences how it is perceived. It often carries social, political, or ideological implications. (Halliday, 1994) Instead of directly describing a process as follows, "the teacher instructed the students," the metaphor may express, "An inspiring act of teaching opened the doors to new knowledge in the students." These metaphorical representations transfer the focus of the process.

3.1.2 Passivization-Nominalization. - Nominalization refers to the process of transforming verbs or adjectives into nouns or phrases that conjointly work to shift the ones acting. These constructions can make actions, events, or qualities appear static. This linguistic technique builds processes that seem less dynamic and more detached from specific agents. Passivization is often used alongside nominalization. When passive, the sentence's subject ceases to be the agent or social actor and becomes the recipient of the action. These two linguistic tools depersonalize, reduce agency, and depoliticize discourse, shifting focus away from the actors and toward the process.

(Fairclough, 2003) Ex. “The teacher invalidated the test.” Instead, “The tests were invalidated immediately.” The teacher's immediate action can now be perceived without the agent, and adding the adjective to the construction helps focus on the positive action rather than the teacher’s situation.

Term 3.2 Legitimizations of political powers. Legitimizing a social order means that the way it is structured and followed must be justified by explanations or justifications. There are several types of legitimations, but Fairclough (2003) and Apple (2004) have identified four key ones. These are the ones selected for this study: a. Authorization, b. Rationalization, c. Moral Evaluation and Mythopoesis.

3.2.1 Authorization – This legitimization refers to customs, legislation, or the institution that carries the authority. (Fairclough, 2003)

3.2.2 Rationalization—This type of legitimation refers to the value of institutionalized actions. Society has developed the concept that any action taken by an institution or a government agency must be legitimate. Rationalizing the actions will permit official acceptance by those who read or listen to them.

3.2.3 Moral Evaluation – Another type of legitimation is related to ethical decisions. Referring to a value system frequently presents a more solid and credible action.

3.2.4 Mythopoesis – Constructing a myth using the technique of narration can be a valuable way of legitimizing an action or a decision. According to Fairclough (2003), a story about the institution or the individual establishes a visualization representing power.

Chapter II.

The Literature Review

This chapter presents the literature review for the qualitative study. The purpose of the research is to analyze the discourse embedded in an official English Program document of the Puerto Rico Department of Education (PRDE) and to examine how this discourse reflects ideological positions and social dynamics. The topics addressed in this chapter include the historical background of the English Program at the Puerto Rico Department of Education, the English language and its implementation in Puerto Rico, discourse analysis as a framework for social research, and the relationship between discourse analysis and language structure. The chapter concludes with a synthesis of the reviewed literature.

Historical Background of the English Program at the Puerto Rico Department of Education (PRDE)

This section provides a brief overview of the historical background of the English Program of the Puerto Rico Department of Education (PRDE). It addresses the establishment of English for political purposes and examines how Puerto Ricans have negotiated its role, first as a primary language of instruction and later as a second language. The studies included in this section are reviewed in chronological order.

According to Negrón de Montilla (1975), in 1898, the United States of America declared war on Spain following an incident involving a sunken American battleship in the Caribbean. Several months later, Spain was defeated, and the two nations signed the Treaty of Paris. The treaty formally ended the war and transferred Spain's overseas territories to United States control. As a result, English was introduced as a new subject

across all grade levels within the former Puerto Rico Department of Public Instruction (PRDPI).

Negrón de Montilla's (1975) doctoral research examined three decades of educational and linguistic changes following the establishment of U.S. governance in Puerto Rico in 1898. U.S. colonial officials implemented English language policies as part of a broader colonial project. During this period, the history of the United States increasingly became intertwined with the island's educational narrative, and Puerto Rican students were expected to assimilate this perspective. As Del Moral (2019) suggests, a subtle but persistent discourse of assimilation began to emerge.

Spanish has historically been—and continues to be—the primary language spoken in Puerto Rico, while English has been positioned as the island's second language (Pousada, 2000). At the time of the U.S. takeover, Puerto Rico was in the early stages of establishing a public education system. The U.S. Congress placed the military government in charge of designing and implementing this system, making schooling compulsory and free of cost for the local population. As part of this effort, teachers were recruited from the mainland United States and instructed to teach all subjects in English (García Martínez, 1976, as cited in Pousada, 1999).

During the initial phase of these sociopolitical transformations, the Secretaries of Education functioned as Commissioners of Education. One of the first Commissioners, General John Eaton, was tasked with promoting Americanization through the instruction of English and the organization of a formal educational institution for the island's population. His policies required teachers to be native English speakers and mandated that students be assessed in English upon graduating from high school. Subsequently,

Eaton enlisted Victor Clark to continue advancing these practices, with the aim of fostering acceptance of English instruction and furthering the Americanization agenda (López Yustos, 2016).

At the beginning of the twentieth century, the Foraker Act established a civil government and formally created the Department of Public Instruction (Mellado Parsons, 1979, as cited in Pousada, 1999). Martin Brumbaugh was appointed the first Commissioner of Education in Puerto Rico, serving from 1900 to 1902 (López Yustos, 2016). In response to widespread resistance to language policies, Brumbaugh reinstated Spanish as the language of instruction across schools, while English continued to develop primarily as a commercial and social language (López Laguerre, 1997).

In the broader social sphere, newly introduced American holidays were officially celebrated, and American teachers continued to arrive on the island to teach English, reinforcing its position as an official language. After a decade, members of the educational community reacted strongly against the imposition of a new culture through colonial educational practices (Pousada, 1999).

Following Brumbaugh's tenure, Dr. Samuel Lindsay served as Commissioner of Education from 1902 to 1904. He largely maintained the policies introduced by his predecessor. During this period, concerns arose regarding the need to strengthen English instruction, particularly as many American teachers had left the island and were reluctant to return due to low salaries. In response, the Department implemented a summer study program for Puerto Rican teachers at Harvard and Cornell Universities. Upon their return, these teachers were evaluated on their English language development, a practice that generated considerable discontent. During Lindsay's administration, the institution

responsible for teacher preparation—the Insular Normal School—was also transformed into a higher education institution, which later became the University of Puerto Rico (Negrón de Montilla, 1975).

The following commissioner served for three years, from 1904 to 1907. His name was Roland P. Falkner. This commissioner was focused on tackling the island's needs and the quality of education. During his term, Commissioner Falkner looked for sensible resources for Puerto Ricans. Resources like books consider life in the tropics, and teaching the English language is not just a discipline but also a tool for instruction. The latter encountered much resistance. Using the language as a tool for instruction was not easily accessible or, for that matter, accepted. A set of statistics was also established successfully (Negrón de Montilla, 1975).

In 1907, Commissioner Edwin G. Dexter assumed office, initiating a period marked by numerous administrative and policy changes. During his tenure, Dexter emphasized the production of official reports to justify ongoing reforms, including the reorganization of school districts and the allocation of funds to support Puerto Rican students studying abroad. According to Dexter, one of the most significant policy shifts during his administration was the intensification of English-language testing, as he believed that previous policies had been insufficient to achieve their intended objectives (Negrón de Montilla, 1975).

Edward M. Bainter succeeded Dexter as Commissioner of Education, serving from 1912 to 1915. Throughout his administration, English instruction remained a central priority. Bainter asserted that one of the objectives of U.S. governance in Puerto Rico was the development of a bilingual educational system. However, during the final year of

his term, growing opposition emerged (Rodríguez-Pacheco, 1975). Educators and parents increasingly viewed the language policies as ineffective and impractical, leading to widespread resistance and the gradual suppression of these programs (Negrón de Montilla, 1975).

Commissioner Paul G. Miller assumed office in 1915. He was widely respected and welcomed by the Puerto Rican population, having previously served in various educational roles on the island. Through these experiences, he developed strong professional relationships and, notably, achieved fluency in Spanish. Miller demonstrated a marked respect for Puerto Rican culture and its people; a stance reflected in his policy decisions. His administration emphasized the expansion of education in rural areas and prioritized the preparation of teachers during summer programs to support this initiative. However, not all educators were willing to accept these assignments.

Two significant events occurred during Miller's tenure. In 1917, the U.S. Congress passed the New Organic Bill, granting American citizenship to Puerto Rican residents. Soon after, the United States entered World War I. These events unfolded consecutively and had profound political and social implications for the island (Negrón de Montilla, 1975).

Following Miller's resignation, Juan B. Huyke—the first Puerto Rican to hold the position—assumed the role of Commissioner of Education, continuing the policies initiated in 1915. Huyke studied at the *Escuela Normal* of the University of Puerto Rico and later earned a law degree. He maintained that the acquisition of English was essential for Puerto Ricans granted U.S. citizenship, and his administration therefore reinforced the

process of Americanization through education. Huyke's term concluded in 1930 (Rodríguez-Pacheco, 1975).

The last years of the twenties and the beginning of the thirties were difficult times. Hurricanes San Felipe, San Nicolás, and San Ciprián destroyed many buildings, including urban and city schools. Also, during those years, the Great Depression of 1929 impacted the United States significantly. Commissioner José Padín, also Puerto Rican, served from 1930 to 1936. He firmly believed in keeping both languages and both cultures. He criticized American procedures and the ineffective policies that were not working. He accomplished many constructive changes, such as integrating disciplines and adding agriculture and moral values (López Yustos, 2016).

In 1937, José M. Gallardo, the third Puerto Rican, was selected for the position. On this occasion, the President of the United States handed the commissioner a personalized letter with specific instructions on dealing with the language policy. He was incisive in expressing his disappointment that a territory granted American citizenship was not acquiring the language as they had expected upon their arrival 39 years before. Commissioner Gallardo was aware of the delicate project he had been entrusted with. The US Government wanted Puerto Rican residents to speak English. However, Puerto Rican residents had adopted a reluctant attitude to learning the language, which exhibited the characteristics of a political statement. Gallardo began a gradual transition from Spanish to English instruction. It was lively criticized. His term finished in 1946 (López Yustos, 2016).

Afterward, in 1946, Commissioner of Education Mariano Villaronga, the fourth Puerto Rican, established Spanish as the language of instruction but left English as a

second language. Governor Muñoz Marín took office in political matters and carried a unified message during those years. The message was titled "The Discourse of Consent." He knew that to achieve specific goals, he needed a unified territory (Villaronga, 2004). Commissioner Villaronga served from 1946 to 1947 and was re-elected by the Puerto Rican Senate in 1948, serving as the first Secretary of the Department of Public Instruction. This term lasted until 1957. He established the Spanish language as the official language of the Public System of Education. An authentic Puerto Rican school had surfaced (López Yustos, 2016).

In 1957, Dr. Efraín Sánchez Hidalgo succeeded Secretary Villaronga. A professor of psychology at the University of Puerto Rico, Sánchez Hidalgo was a published scholar who authored multiple books in his field. During his tenure, a comprehensive study was conducted to review the department's policies with the goal of initiating a series of institutional reforms aimed at improving the agency's effectiveness. He also reorganized several administrative areas, emphasizing their importance for regionalization. Under his leadership, the department's budget accounted for approximately 26% of the island's total budget. His term concluded in 1960 (López Yustos, 2016).

Succeeding Dr. Sánchez Hidalgo, Cándido Oliveras assumed the role of Secretary of Education. Oliveras had previously served as Director of the Puerto Rico Planning Board. Upon taking office, he established a series of new educational objectives and designated the period as the *Década de la Educación* (Decade of Education). These initiatives aimed to enhance the overall quality of educational programs. One notable reform involved postponing the traditional summer vacation from June and July to November and December. However, this change was short-lived due to challenges in

coordinating the academic calendar with other sectors. Despite this setback, several areas of the educational system experienced notable improvements during the period from 1960 to 1964 (López Yustos, 2016).

In January 1965, Dr. Ángel Quintero Alfaro was appointed Secretary of Public Instruction. He is the first deputy secretary of public instruction to be appointed as secretary of public instruction. He could see his projects work and implement innovative ideas, which he had found when he started as Oliveras's right hand. This movement established that the Office of the Deputy Secretary would oversee public school systems. At the same time, the Secretary would oversee the educational policies that would take shape during their four years. During his term, many programs continued, including curriculum centers, guidance for district programs, and exemplary schools, among others (López Yustos, 2016). Since Villaronga in 1948, the Secretary of Public Instruction has been Puerto Rican. They were designated by the Governor of the Commonwealth of Puerto Rico, established in 1952, and by the Democratic Popular Party (PPD, in its Spanish acronym).

In 1969, Ramón Mellado, a retiring professor from the Pedagogy Department at the University of Puerto Rico (UPR), was appointed Secretary of Public Instruction by Governor Luis A. Ferré. Mellado became the first Secretary of Public Instruction affiliated with the New Progressive Party (PNP, Spanish acronym). His term concluded in 1971. Under his leadership, the Department adopted a more conservative orientation. He reinstated introductory courses, setting aside some of the innovative initiatives promoted during prior administrations.

Mellado proposed a revised and higher salary scale for teachers and placed particular emphasis on the teaching of English and the recruitment of bilingual professionals. Additionally, his administration prioritized the identification and acquisition of federal grants and funding. During his tenure, a State Board of Education was established with the objective of formulating an educational philosophy and developing problem-solving committees. However, the Board failed to produce tangible outcomes and eventually dissolved (López Yustos, 2016).

Between 1972 and the early 2000s, the Puerto Rico Department of Education experienced frequent administrative turnover, with numerous Secretaries appointed over relatively short periods. Among those appointed during this era were Tania Vera (1972), Celeste Benítez Rivera (1973), Ramón A. Cruz Aponte (1973–1976), Herman Sulsona (1977), Carlos Chardón (1977–1980), María Socorro Lacot (1980–1984), Awilda Aponte Roque (1985–1988), Rafael Cartagena (1989), José Lema Moyá (1989–1991), Celeste Benítez Rivera (1991–1992), Annabelle Padilla Rodríguez (1993), José Arsenio Torres (1993–1994), and Víctor Fajardo (1994–2000).

Subsequent appointments continued this pattern of change, including César Rey Hernández (2001–2004), Rafael Aragunde Torres (2005–2008), Carlos A. Chardón (2009), Odette Piñeiro Caballero (2009–2010), Jesús Rivera Sánchez (2010–2011), Edward Moreno (2011–2012), Rafael Román Meléndez (2013–2017), Julia Keleher (2017–2019), Eligio Hernández Pérez (2019–2020), Elba Aponte Santos and Magaly Rivera Rivera (2021), Eliezer Ramos Parés (2021–2023), Yanira Raíces Vega (2023–2025), and the current Secretary, Eliezer Ramos Parés.

This sustained turnover reflects ongoing political dynamics, including electoral changes between political parties, internal party transitions, and individual circumstances affecting appointments. Despite administrative instability, several significant initiatives and reforms emerged during these decades. These included the introduction of new instructional planning policies, the implementation of previously approved special education legislation, expanded professional development opportunities for teachers—supported by funding for advanced studies—the growing incorporation of technology in education, recurring efforts toward educational restructuring, the development of community outreach programs, and the establishment and expansion of Community Schools (*Las Escuelas de la Comunidad*) (López Yustos, 2016).

English Language and Policy Implementation in Puerto Rico

The historical developments surrounding educational reforms, Americanization, and the establishment of English as a second language in Puerto Rico are well documented. Puerto Rico's legal framework formally institutionalizes English as a second language within the public school system. This policy first appears in the *Ley Orgánica del Departamento de Educación* of 1990, which stipulates that instruction shall be provided in Spanish and that English shall be taught as a second language. The policy is reaffirmed in the *Ley de los Idiomas Oficiales* of 1993, which again designates Spanish as the primary language of instruction while mandating English as a required second language within the curriculum.

The expansion of the public school system to both rural and urban areas, alongside the persistent efforts of the United States to integrate Puerto Rico more fully

into the nation, constituted a defining reality for many decades (Negrón de Montilla, 1975).

As Puerto Ricans were granted American citizenship, English acquisition was framed as a necessary requirement for participation in civic life (Cafferty & Rivera-Martínez, 1981). However, deep cultural and linguistic differences generated significant resistance, confusion, and instability in policy implementation. As a result, language policies shifted repeatedly for nearly five decades (Rodríguez-Pacheco, 1975).

During the early stages of implementation, the Puerto Rico Department of Public Instruction (PRDPI) mandated English as the exclusive language of instruction. In the following decade, policy shifted to establish Spanish as the medium of instruction at the elementary level, while English was reserved for secondary education. Subsequent administrations reversed these policies multiple times, alternately imposing English or Spanish across different grade levels. In some instances, Spanish was designated for grades three through eight, while English instruction was introduced in the early grades.

Successive political leaders exerted pressure on appointed commissioners to ensure English language acquisition, often for ideological rather than pedagogical reasons. Although these policies achieved visibility and symbolic success in political discourse, English failed to gain sustained acceptance within the educational system. Consequently, more than seven distinct language policies have been implemented in Puerto Rico over the past century, reflecting a persistent tension between political objectives and educational realities.

The first policy was implemented from 1898 to 1900. They tried to implement English as the medium of instruction across all grades. Then, from 1900 to 1904, the

second policy implemented Spanish as the medium of instruction at the elementary level and as a subject at the secondary level. Puerto Rican teachers were sent to the States to study the English language during the summer. The third language policy was similar to the first, but this time, the Spanish language would be the subject. The English classes for teachers would continue and would reward them if they achieved the goals. This policy also implemented military instruction in rural areas with few resources or methodologies. For policy number four, both languages would alternate, with the medium of instruction being Spanish from first grade through fourth, and fifth grade serving as a transition year. All other grades would be taught in English. During the implementation of this fourth policy, high school students were required to take a proficiency test upon graduation. Language Policy Five was implemented in 1934, and for this one, teachers would use Spanish as the medium of instruction at the elementary level and English at the secondary level. The following policy, Policy Number Six, would implement Spanish for first and second graders, while English would be the language for students in third through eighth grade. After that, some subjects would alternate between languages. The seventh policy, implemented in 1948, emphasized the Spanish language in schools because a movement criticized the current secretary for allowing the weakening of the island's native language. These decisions regarding the implementation of English and its teaching have been internal processes, and they can be changed according to the leadership and the secretary at the time (Rodríguez-Arroyo, 2013).

All of these policy implementations have been shaped by enduring power dynamics operating from multiple perspectives. While educational leaders often viewed English language instruction as essential, many policymakers, educators, and community

members expressed concern that an excessive emphasis on English would undermine Puerto Ricans' native language, Spanish. This tension has fueled persistent public and academic debates regarding language policy and implementation.

In response, various reforms have been attempted. Private schools expanded rapidly, offering full English immersion programs supported by English-only textbooks. Within the public system, instructional time dedicated to English has been increased, English-language textbooks have been introduced in non-language subjects, and exchange programs bringing English-speaking specialists to the island have been implemented. Despite these efforts, many of these initiatives have been met with criticism, particularly regarding cultural relevance, pedagogical effectiveness, and sustainability.

Ultimately, although numerous changes have been proposed, chronic limitations in resources, insufficient institutional support, and inconsistent policy implementation have prevented these reforms from producing meaningful or lasting improvements in English language outcomes (Rodríguez-Arroyo, 2013).

The Puerto Rico Department of Education (PRDE) maintains Spanish as its official language (Pousada, 2008). However, due to the nature of the discipline under study in this investigation, most written transmissions about said discipline are in English. Documents or resources, such as the Curricular Framework for the English Program and the Puerto Rico Content Standards Grade Level Expectations, are written in English (PRDE, 2022, 2021). Nonetheless, the English Program Policy Letter is written in Spanish (PRDE, 2020).

Ideology and Discourse

Ideologies may be conceptualized through multiple theoretical frameworks. They can be understood as stable systems of beliefs, structured sets of ideas, or shared social representations that reflect the collective thinking of a group, often carrying a pejorative or critical connotation (van Dijk, 2006; Wodak & Meyer, 2012). In examining the PRDE Curriculum Framework, this study analyzes linguistic constructions by tracing textual cues that signal dominant ideological perspectives (Fairclough, 2003).

Such beliefs frequently appear as neutral, common sense, or unbiased assumptions that a particular group has normalized. Once naturalized, these perspectives are widely accepted by the broader population and rarely questioned. Through this process, dominant groups consolidate their authority and maintain control, as ideology operates subtly through discourse rather than overt coercion (Fairclough, 2003).

Foucault (1972) suggests that the opposites are not the ideologies that carry more substantial and controlling ideas over others, but rather the emergence of non-discursive practices or technologies. Processes such as monetary expansion, access to essential goods, and commercial trade shape the discursive formations in different areas. These fundamental processes promote transformations into a language that carries the discursive formations and is naturally evolving. This insight helped in framing the Framework's social-political context by showing how policy texts both reflect and enact broader systems of control.

Foucault (1975) introduced the concept of *discursive formations* to explain how knowledge and power are produced and maintained within society. These formations function as organizing principles through which particular ways of thinking, speaking,

and acting become possible. Rather than treating ideology as fixed or stable, Foucault argued that discursive formations are continuously reshaped over time. They do not adhere to rigid or unified structures; instead, they emerge through shifting patterns of statements that respond to historically situated "truths."

Because these truths are neither absolute nor permanent, they cannot be understood as universal certainties. Instead, they operate as contingent forms of knowledge that acquire legitimacy within specific contexts. For Foucault, such knowledge constitutes power, as it determines what is considered acceptable, rational, or true at a given historical moment. Consequently, if certainties are subject to transformation, power itself must also be understood as fluid rather than fixed.

This fluidity of power can be traced historically, revealing how dominant discourses rise, evolve, and dissolve over time. Power, therefore, does not exist as a stable or monolithic force but as a dynamic and historically contingent process that shifts alongside discursive formations (Foucault, 1972).

Tracking this fluidity makes it possible to observe how the PRDE's standards may be presented as immutable or objective truths while, in practice, serving shifting political agendas. Foucault illustrates this dynamic through his discussion of science: even within well-established or empirically supported fields, subjectivity, interpretation, and error persist. Scientific knowledge is not produced within a fixed or predetermined structure; rather, it is articulated through discursive formations that evolve over time and are shaped by the observer's position, assumptions, and historical moment. As these formations change, so too do the truths they generate and legitimize.

Apple (2006) similarly acknowledges what he terms “the need for transcendental values, for absolute truths” (p. 13), particularly within educational systems. However, he argues that schools have been profoundly affected by the neoliberal transformation of the American market, which prioritizes efficiency, competition, and economic utility over ethical or communal considerations. While Apple does not dismiss the importance of enduring values, he cautions that a fully liberalized education system is ill-equipped to sustain them. He is especially critical of attempts to impose Christian virtues or moral absolutes through education, noting that such efforts are often advanced by elite groups seeking to preserve their own ideological authority.

Despite these concerns, neoliberal reforms have demonstrated functional efficiency, which explains their durability and appeal within education policy. Apple therefore seeks to interpret the dominant ideological frameworks rather than simply reject them. Within this model, the market operates as a powerful discourse that assigns individuals to specific socio-economic positions, shaping not only educational opportunities but also expectations regarding acceptable living conditions and life trajectories. These positions become normalized through repeated exposure, such that individuals come to experience and internalize this discourse as natural, inevitable, and legitimate.

Education is inherently linked to transformation, and processes of reconstruction are expected to follow. It is a dynamic enterprise in which change is constant, making it essential to examine language within its social and historical context in order to understand its shifts. Education is inseparable from society and the economy, and one of the most effective tools for understanding its trajectory is careful attention to the

language it employs. Language reveals the tensions education navigates and the ideologies that permeate its structures and policies. This awareness enables observers to recognize underlying dynamics and, in turn, to provide society with a broader, macro-level understanding aimed at advancing equity and social justice (Apple, 2006).

Foucault (1972) explains why discourse analysis is essential for studies of this nature. For Foucault, power and knowledge are inseparable: what is accepted as truth or legitimate knowledge is always shaped by institutions that hold authority. By combining archaeological and genealogical methods, Foucault offers tools to trace how discourses emerge, stabilize, and transform over time. His work emphasizes both the material and systemic dimensions of discourse, making it particularly useful for examining how institutional practices reinforce specific norms and expectations.

Within educational contexts, this perspective helps reveal that dominant discourses—such as the privileging of English proficiency—are not neutral or purely pedagogical choices. Instead, they are embedded within broader colonial and neoliberal power structures that shape curriculum, policy, and classroom practice. Understanding these discursive formations allows researchers and educators to critically interrogate how educational systems reproduce particular hierarchies while presenting them as natural, necessary, or inevitable.

Discourse Analysis in Social Research

Discourse analysis for social research brings together scholarships that examine how social structures, power relations, and institutions can be critically understood through language. This body of research offers substantial insight into the multiple social, political, and educational topics investigated across disciplines. Critical Discourse

Analysis (CDA), in particular, provides analytical tools for interrogating texts that may appear *neutral* on the surface yet carry significant ideological weight (Rapley, 2018).

By attending to both micro-level linguistic features—such as passive constructions, nominalizations, and lexical choices—and macro-level discursive patterns—such as thematic structuring and framing—CDA exposes the subtle ways in which power, authority, and ideology are embedded within policy texts. This approach is especially effective in the analysis of official documents, where language functions to legitimize decisions while obscuring their political or social origins. Accordingly, CDA was applied in this study to examine the Curriculum Framework of the Puerto Rico Department of Education, revealing how discourse operates to shape educational practice and institutional expectations.

Discourse Analysis and the Puerto Rican Society

Morris (1981) investigated the discourse that characterizes Puerto Rican conversational practices. The nature of the Spanish spoken by Puerto Ricans motivated his research, which he described as "a Spanish with a huge appetite for English words" (p. 4). The researcher lived on the island for five and a half years and was already fluent in Spanish prior to his arrival. He had traveled extensively throughout Spanish-speaking countries and taught Spanish at two universities in the United States.

The study was conducted at the University of Puerto Rico, Río Piedras campus, and in surrounding areas. It examined the status of the official languages in Puerto Rico, with particular attention to what islanders say and what they mean. Morris argued that neither Spanish nor English has fully developed in the Puerto Rican context. His ethnographic study analyzed speech as it occurred in real conversations between Puerto

Ricans and individuals from other countries. He focused on episodes in which Puerto Ricans appeared to overlook certain aspects of their own discourse and expressed contradictory ideas when articulating their interpretations and understandings.

He recorded episodes of conversations between subjects in their twenties and mid-sixties in social or daily functions. In these episodes, he observed inattention, imprecision, lack of specificity, misunderstandings, overspecifications, and contradictions. He claimed that there was a disjunction between meaning and speech. He expressed dismay about each individual's language usage and the actual meaning behind their speech. He concludes that his work has been done respectfully, examining the lack of accuracy in the Spanish language used by Puerto Ricans. He urges other investigators to continue studying it and uncover its meanings (Morris, 1981).

Pousada (1983) reflects on a variety of ethnographic studies that analyze speech in different communities: “Communities vary considerably in how they use language and how speech forms are perceived” (p. 262). Then, comparing the meaning of one study with another cannot be done because of their differing development and background. Her insistence on contextual sensitivity informs the politics of pedagogy analysis, reminding whether the PRDE Framework respects or overrides community linguistic values. Therefore, Morris's study’s original frame of reference is ineffective when he does not present the findings establishing this aspect from the beginning. The author's constant attention to his original U.S. standards confirms his oversimplification of concepts and manipulation of aspects, among other areas. She also disapproved of his behavior considerations because he cannot approve or disapprove them from another country. The

author researched similar settings in New York, finding some dissociation in the interviewees' sayings and meanings.

Rivera (2006) examines the discourse of customs and history in relation to gender, sexuality, and race in Puerto Rico and the United States through an autoethnographic study. Having lived in both contexts, she reports experiencing discrimination across all three dimensions: gender, sexuality, and race. Rivera situates these experiences within a complex racial system in which race is socially constructed and collectively accepted through dominant narratives. One such narrative promotes the idea that Puerto Ricans, as a mixed population, are neither Black, White, nor Indigenous, but rather an amalgamation of all three. This discourse, she argues, disregards the lived reality of skin color and racialized treatment.

Rivera contends that this ideology functions as a mechanism that both enables discrimination against certain groups and conceals prejudice under the guise of racial harmony. This narrative is further normalized and reproduced within educational settings, which may have serious consequences, particularly for children’s identity formation. One of the central discursive constructions she identifies is the denial of racial differences in favor of a homogeneous mixed-race identity, a position that ultimately suppresses racial realities rather than addressing them. Through reflecting on her experiences, Rivera concludes that identity is not fixed but malleable, shifting according to context, social interactions, and power relations.

Therefore, by analyzing a text or speech, an investigator can gain a deeper understanding of the language's true discourse. This work shows how policy texts can

mask inequality as an objective standard, directly informing our examination of ideology portrayals in the PRDE document.

Different from the previous researcher, Darling Hammond (2010) offers a perspective that contrasts with one of the main arguments in this dissertation because she views standards and accountability systems as possible instruments of educational equity rather than mechanisms of control. Her work proposes that shared benchmarks may enhance fairness by reducing disparities in instruction and outcomes, while this study raises concerns that similar structures in the PRDE Framework may reinforce neoliberal priorities that narrow learning. Darling Hammond's position invites a different reading of standardization, one that emphasizes opportunity and support rather than ideological regulation.

Rodriguez (2009) randomly selected 50 children's television episodes transmitted in Puerto Rican channels. This study aimed to investigate the ideologies that permeate the content of said episodes. The study aimed to identify typifying schemes, model behavior, and understand boys' and girls' ethical comprehension and social responsibility. The findings indicated a reproduction of hegemonic ideology in the areas of racism, sexism, and militarism. Typified schemes were defined in a discriminating way for older people and people with mental disabilities.

Cintrón-López (2011) studied the discourse identified in the Educational Reform Project in Puerto Rico from 1980 to 1990. The author analyzed the discourse, taking into account the bipartisan government system, and attempted to establish the government's ideological inclination toward education. The reform should reflect the ideology in the political arena and the way it should be implemented. A shared government characterized

the decade, but leaders needed to guarantee constitutional rights and implement programs together. Cintrón-López analyzed the speeches delivered during that decade. The sources studied included laws, handbooks, governors' speeches, and various reports. The author pinpoints the conceptions in ideology and politics. These considerations aimed to understand how reform is implemented to accomplish better results and fulfill the people's mandate. The study found that Puerto Ricans disagreed on how the implementation was proceeding. The writer concludes that this educational reform responds to socio-political demands and the desire to fulfill electoral promises. She also concludes that the state has failed to implement the policies effectively. (Cintrón-López, 2011) The implementation of a policy may sometimes be easy to recognize. However, other times, it is accepted as given, and discourse analysis may become key in comprehending a case like this.

Shenk (2012) examined impressions gathered from a community in the central region of Puerto Rico. English-speaking tourists do not usually visit this region. More touristy areas with a higher concentration of English-speaking visitors are located along the island's coast, where tourism is particularly prevalent. Then, the author decided to investigate the community’s impressions of the English language and its acquisition as a second language, in light of the official legislation and the ensuing political debate. Nonetheless, this community was in direct contact with English-speaking U.S. missionaries who visited the region as volunteers in the 1940s and 1970s. This study focused on critically analyzing participants' responses to issues regarding Spanish as the official language and whether Spanish and English are of equal importance to islanders. The author mentions the importance of recognizing a legitimate language. This

recognition is typically established by legislation; however, experience has shown that there are other ways for a language to gain legitimacy. These different ways can be the everyday language that promotes code-switching and borrowing, or students in an educational setting rejecting the standard or official designation. The methodology for this study involved comparing and contrasting data collected from interviews, informal conversations, a survey, and community documents. The author concludes that participants positively support the officialization of Spanish and English as languages that should be established at the same level. They recognized the vitality of English as a language for economic and global development, but always understood that Spanish is central to maintaining Puerto Ricans' cultural identity.

The Critical Discourse Analysis of a text can be fundamental to understanding the dominant discourse. When studying speech, body language is also considered to aid the recipient's understanding. However, when studying written text, body language is absent. According to van Dijk (2004), contextualization can enrich the analysis of a written text by providing the characteristics of the moment it was created. Therefore, Fuentes Gutiérrez (2014) did not study body language because she did not focus on speech. Au contraire, she learned the hidden curriculum of ideologies that were identified with sexism and racism. This study focused on textbooks with illustrations for 4th to 6th grade students at the elementary level of the PRDE for the academic year 2011-2012. These stories were analyzed, and family model typifying schemes were also considered. A random sample, along with its illustrations, was selected. The findings of this investigation identified instances of racism in six out of nine and instances of sexism in eight out of nine. The typifying scheme of the nuclear family was documented in five of

nine analyzed stories, representing 55.5% of the sample. These results demonstrated the presence of these ideologies, with some cases supporting and others rejecting them. The investigation's results also showed a tendency to promote the traditional nuclear family as the ideal for all families.

Den Tandt (2019) examined the discourse of Puerto Ricans and language implementation, comparing it with a similar case in Quebec, Canada. Quebecois have witnessed the forced imposition of English in their territory. This forced implementation involves the influence of powerful, hegemonic states over weaker ones. Both territories share this in common, considering their past and present conditions as colonies. The author decided to study a poem by a Puerto Rican writer and a newspaper article by a Québécois journalist to gain a better understanding of the discourse and its ideology regarding the hegemonic position of English on the island of Puerto Rico.

In the comparison, the researcher found that the Puerto Rican writer's "fear of assimilation and cultural extinction" unfolds throughout the poem. Nevertheless, the author also mentions some Québécois who describe Puerto Rico as having a hybrid personality that differs from that of Quebec. The author frequently notes that, through the study of discourse, it is easy to recognize the ambiguous relationship between the Puerto Rican population and the United States. This comparison sheds light on the interconnection analysis in this study's mapping of global patterns of linguistic hegemonic selection. Another comparison in which intertextuality has been key is the political analysis by Martínez (Martinez, 2020). This author analyzed the political ideology and the language ideology in Puerto Rico. The studied documents were an advertisement, a campaign platform, and legislation. She provided an in-depth

examination of the historical context, language, identity, and political tactics, employing a range of analytical approaches. More specifically, her study area focused on context, intertextuality, and interdiscursivity in discourse and semiotic structures. When considering context, the setting in which the discourse takes place is the context to be studied. Her study examines the use of language to deepen understanding of the ideological agenda in politics. Her investigation examines the way language shapes history. Historical context and identity are aspects that need to be analyzed, and for this analysis, she employed a series of approaches to evaluate context and critical discourse. Her findings revealed that Critical Discourse Analysis can effectively understand discourse within different contexts, particularly in political contexts. Language, she claims, has been used to develop political relationships and to better them toward achieving political goals rather than linguistic ones. Her analysis found that two political parties in Puerto Rico have effectively identified their usage in different formats or modes to continue a positive relationship with the United States or Spain, relegating the valuable task of developing a more practical language to the island's inhabitants.

Discourse Analysis in the USA

Santa Ana (1999) has gathered public discourse of Americans toward Latinos and Latinas, exposing their everyday practices and ideology. He also compiled news and analyzed the understanding of these subjects through the application of cognitive science theories. The author identified a series of metaphors that have long shaped society's views. Metaphors like "brown tide rising" are used to refer to the growing Latino population, which is the title of his book. The study focused on hundreds of articles that contained the metaphors journalists used in their writing. They have portrayed the Latino

population as invaders and burdens. This portrait conveys how Californians—and, by extension, other groups within the state—came to be represented and perceived through public discourse. Daily newspaper coverage supplies readers with a constant flow of messages that are cognitively absorbed and processed, gradually consolidating discriminatory assumptions. Santa Ana highlights how such representations were advanced by journalists through recurring metaphors that framed Latino communities in threatening terms. One of the most striking examples he discusses is California's Proposition 187, which sought to deny access to education, health care, and other essential public services to undocumented immigrants and their families. Although the proposition ultimately failed and was not implemented, the public discourse surrounding it revealed entrenched assumptions about citizenship, belonging, and social worth.

Santa Ana's analysis demonstrates how media discourse both reflects and shapes dominant national ideologies and public perceptions. These findings underscore the importance of attending carefully to textual choices, metaphorical framing, and linguistic patterns in media and policy documents, given their power to legitimize exclusionary practices. Extending this analytical lens to the PRDE Curriculum Framework allows for the identification of similar discursive strategies—such as naturalizing particular educational priorities while marginalizing others—that may appear neutral but function ideologically. Mapping these metaphorical and framing mechanisms onto the PRDE Framework enables anticipation of how language may normalize specific policy agendas while obscuring their social consequences.

A study examining Latino populations and their associated discourse within educational settings found that professors may reproduce and sustain racist practices

through language and institutional expectations. Pérez et al. (2015) produced a comprehensive report that identified critical situations affecting Latino students and offered corresponding recommendations. Data were collected from school-aged students in California, spanning kindergarten through Grade 12. Although the Latino population in California has increased exponentially, this growth has not been matched by a proportional expansion of educational opportunities.

The study reported that Latino students constitute approximately 54% of California's public school population, while White students account for 25% and Asian American students for 10%. However, these proportions are not reflected equitably within the Los Angeles County Public School System, where Latino students are frequently concentrated in segregated schools and thus experience systemic discrimination. The authors also documented evidence of gender-based discrimination within these contexts. Despite demographic growth, Latino students continue to display lower rates of high school graduation and college admission when compared to their peers.

Importantly, Pérez et al. (2015) found that educators' discourse often conveys low expectations toward Latino students, a practice that reinforces racialized assumptions and contributes to academic underachievement. These projected attitudes are internalized by many Latino students, leading to diminished academic expectations and self-perceptions. Such findings highlight the role of educator discourse as a mechanism through which inequality is reproduced in educational systems.

By examining how expectations are encoded in official policy language, the present study seeks to determine whether the PRDE Curriculum Framework similarly

embeds ideological assumptions that shape pedagogical practices and student identities. Through Critical Discourse Analysis, this investigation analyzes whether such discursive patterns function to normalize inequality while presenting educational policy as neutral or objective.

Fullan (2011) offers a contrasting interpretation of system reform by arguing that coherence, coordinated leadership, and purposeful drivers can strengthen educational experiences rather than restrict them. While this dissertation identifies managerial discourse in the PRDE Framework as a marker of technocratic control, Fullan sees similar organizational structures as essential for meaningful and sustained improvement. His view shifts the conversation by suggesting that centralized direction may support rather than diminish professional practice when it is grounded in moral purpose.

The following example highlights the importance of examining intertextual silences. In the PRDE text, omissions or reframing of Puerto Rican history may reveal whose knowledge is deemed official and whose is excluded. In the following case, discourse is evident in how Americans treat Hispanics living in the continental United States (Fernández-Arnesto, 2016). Hispanics set foot in America in the 16th century. However, the history of the original settlers holds that the arrival of the British colonizers carried a more substantial discourse, in which Hispanics were viewed as visitors rather than original colonizers or settlers. Fernández-Arnesto presents a documented history of the original settlers and their movements, providing evidence to support his claims. Discourse can shape even the actual events depending on the eye of the beholder. Fernández-Arnesto dedicates a large portion of his book to explaining the colonization that occurred upon the arrival of the Spaniards in Florida and the surrounding regions. He

also explains the struggles of Spanish- and English-speaking people. He emphasized to the reader that an alternate story has been relegated and must be brought to light. He described the constant focus on an ethnocentric view of the British colonizer. He reminded the audience of the importance of recognizing Hispanics as the primary culture that has populated the United States' territories since colonization began.

Li (2020) conducted a mixed-methods investigation employing both qualitative and quantitative methodologies. The study analyzed news reports published by *China Daily*, *The New York Times*, and *The Guardian*, authored by Chinese, American, and British journalists, respectively. Using Critical Discourse Analysis (CDA), Li examined the ideological dimensions embedded in the reports and identified how each journalist's ideological orientation permeated their coverage. The findings suggested that the analyzed reports were not fully objective, as ideological positioning influenced framing, lexical choices, and narrative emphasis.

During the first year of the COVID-19 pandemic, Li, Zhao, and Lou (2023) conducted a comparative analysis of 50 news texts published over a three-month period addressing the global public health crisis. The authors employed a concordance analysis instrument to examine patterns in language use. In contrast to Li's (2020) findings, this investigation concluded that the reports demonstrated a high degree of objectivity and assertiveness. The authors emphasized the importance of objective reporting during emergencies, particularly when addressing international audiences that rely on accurate and timely information.

Slavin (2002) presents a counterpoint by arguing that educational decision-making should be grounded in programs supported by strong empirical evidence rather

than sociopolitical interpretation. He maintains that research-based instructional models provide reliability and effectiveness rather than ideological constraint. This position challenges the critical argument advanced in the present dissertation, which contends that technocratic and evaluative language in policy texts may obscure underlying ideological commitments. Slavin's emphasis on evidence-based structures stands in contrast to the critical orientation adopted toward the PRDE Curriculum Framework, highlighting a tension between technocratic rationality and critical discourse approaches in educational policy analysis.

Discourse Analysis in the Global Society

van Dijk (1994) also focuses on discourse, specifically examining the discourse of elite groups. These elite groups consist of individuals or collectives positioned at higher levels of society, a status defined by their control over resources, material wealth, institutional power, or demographic privilege. In the case of younger professionals, van Dijk notes that they may fear for their jobs or professional standing, particularly because Critical Discourse Analysis is a relatively recent field when compared to disciplines that have been established for centuries. Nevertheless, younger investigators are also significant subjects of analysis, as their behavior and language may reproduce or challenge dominant discourses.

This perspective allows for a more cohesive understanding of power positions and the language associated with them. van Dijk explains the permeability of elite discourse across political, academic, educational, corporate, and media contexts in countries such as Great Britain, the Netherlands, and India. In academic textbooks, he identified patterns of social inequality and racist justifications used to explain perceived differences between

racial groups. Such discourse promotes discrimination and systematically ignores minority populations.

These findings were drawn from sociological texts that foster biased perspectives and, consequently, contribute to discriminatory perceptions of reality. van Dijk emphasizes that analyzing elements such as pronoun use, discourse coherence, and other discursive strategies is essential. This type of analysis remains closely tied to context and is often more demanding than examining overt content alone, as it requires uncovering implicit meanings and power relations embedded within language.

Temple Adger (2001) focused on the educational setting. The investigator focused on linguistic practices in schools. She explained that in the 1970s, language studies focused on specific chunks of language; however, in the early years of the 21st century, the shift was toward a more holistic approach, considering how students communicate as a whole or universal level. The author focuses on elicitation sequences, which enabled the investigation to take place in the classroom through more authentic social interactions. In this study, a series of classroom dialogues is presented for analysis. From these dialogues, she discovered many features.

First, in spoken interactions, students tend to continue a conversation when they are not being evaluated in some way. Second, interactions are governed by an established schedule and are strongly dependent on context. Third, multiple discourses may intersect depending on the nature of the activity taking place. Other areas addressed in her article include literacy and second-language development, as well as the social aspects of classroom interactions that facilitate learning. From this perspective, interaction is

negotiated, sustained, or avoided depending on prior experiences and the objectives of the participants.

Regarding second-language development, Temple Adger explains that biliteracy can emerge through multiple processes. When students actively practice two languages, they may produce language in one while cognitively reflecting in the other. She concludes that "classroom discourse can also be characterized as applied research" (p. 512). These moments, in which classroom interactions are documented and analyzed, provide invaluable data for improving teaching practices and learning outcomes.

Hattie (2009) brings forward a perspective that differs from this study by framing educational improvement around the systematic use of evidence, effect sizes, and measurable practices. His argument suggests that performance indicators can illuminate what truly supports student learning, whereas this dissertation cautions that similar measurement systems in the PRDE Framework may narrow pedagogical purpose. Hattie's emphasis on visibility and data challenges the claim that quantification primarily serves managerial agendas by proposing that it can also guide thoughtful instructional decisions.

To continue in education, Johnston (2001) examined the concept of narratives. Narratives are a fundamental topic for the Humanities, Science, and the Social Sciences. It has been established that humans have a strong capacity for storytelling. Then, storytelling is an innate characteristic of human beings, so applying critical analysis to its evaluation was not strange. It was one of the first genres to be studied by investigators. This study examined the structure of some American pieces and defined structuralist narratology. She reviews the most influential works in American linguistics, discusses

narrative and discourse in other disciplines, and then examines the state of the art in this field. Johnston explains in her analysis how storytelling is inserted in its context. Research in this field enables investigators to observe social actions in these stories and understand how the reader is engaged in their construction. The author concludes by restating the value of narratives in human life, their political impact, and their power to construct in language. She is confident that narratives create community, control, and resistance, as well as cohesion, negotiation, and language creation. Telling a story carries communal and epistemic features that provide the path for individual and collective experiences.

Language teaching and development have been areas of study for many years (Olshtain and Celce-Murcia, 2001). Therefore, using discourse to understand how learners and educators behave within the context of their interaction seems wise. According to the authors of this article, discourse analysis should provide the most essential framework for decision-making in language teaching. They explain the fundamental relationship between discourse analysis and pragmatics. Discourse is described as intended from when language is produced, and pragmatics is the actual interpretation of what was created. Then, researchers must focus on both sides: studying the discourse obtained and its interpretations afterward. The topics mentioned here also included considerations of the characteristics of both the educator and the learner.

Characteristics like age and social status are vital to consider when real-life interactions are expected to become an essential activity in the classroom. Developed during the seventies, the communicative approach is expected to be used in schools. This approach emphasizes using language in two ways: as a means of communication and as a

form of communication. The original purpose of this approach was to recognize that, even when students may not fully develop their language skills, they are still provided with tools to compensate for areas where they are missing. Topics also discussed in this article are lesson planning, prior knowledge, context and skills, content knowledge, metacognition on language learning, and language arts. Olshtain and Celce-Murcia (2001) emphasize the need to adopt a discourse-oriented curriculum, as it guides educators in integrating research into their daily teaching practices.

Boxer (2008) suggests that second-language learning can occur through both verbal and nonverbal communication, as well as through planned and unplanned instruction. When discourse is analyzed, the findings can inform instructional planning, teaching practices, and a deeper understanding of the individual or collective processes involved in language acquisition. The author invites readers to reflect on two primary approaches to language learning: the social and the cognitive. Tension exists between proponents of each perspective. Some scholars argue that language acquisition and development are fundamentally social processes, while others maintain that, although the social dimension cannot be separated from language learning, cognitive processes play a more central role. Within this dynamic, learners' behavior ultimately adapts to social expectations.

Soler (2011) states that to understand the real purpose of governments in their discourses, investigators should analyze public documents to identify the discursive techniques used by leaders. Her methodology aimed to provide a methodical explanation of discursive construction approaches and their underlying structure. These discursive constructs should take place in authentic scenarios. The idea is to identify the semantic

construct. Discourse constructs or strategies that can lead to discrimination are selected when speakers interact with one another. She also explains that she drew fundamental linguistic analysis to superstructures, adopting a more discursive tone in her study. Three documents were selected: one at the international level, another at the regional level, and another at the national level. She focused on objectives, missions, and visions because these are the sections that must convey ideology more clearly. The study concluded that the documents initially carry a romantic ideology but eventually evolve into a more commercial, marketable view. These were all trying to promote ideas from the dominating classes.

Fitzgibbon (2013) conducted a critical study of *Top Notch 2*, a commercial English textbook widely used in South Korean universities, employing both Critical Discourse Analysis (CDA) and Critical Image Analysis (CIA) to examine how language and visuals reinforce ideology. Through an analysis of textual features—such as lexical choices, thematic framing, and representational patterns—alongside images and illustrations, the study revealed the persistent privileging of U.S. cultural norms. English was positioned not as a neutral global tool but as an Americanized standard.

The findings demonstrated that the textbook naturalized U.S. perspectives, linguistic imperialism, and colonial ideologies, frequently equating English learning with cultural assimilation into Western lifestyles. Fitzgibbon argued that such curricular materials are far from neutral; instead, they actively shape learners' worldviews and reproduce English centrism by presenting American culture as the normative benchmark against which other cultures are measured.

Importantly, Fitzgibbon (2013) showed that ideology in curriculum texts is rarely located in isolated words or phrases. Rather, it emerges through broader patterns of emphasis, omission, and association constructed throughout the materials. What may initially appear to be neutral or everyday classroom English becomes ideologically charged when content consistently privileges a specific cultural perspective. In this case, American norms and lifestyles were foregrounded, while alternative cultural references were marginalized or rendered invisible. For instance, American names, consumer products, and social practices were repeatedly framed as the natural and unquestioned contexts for communication.

At the same time, other cultures were either absent or depicted in limited and stereotypical ways. These recurring linguistic and visual choices signaled that the textbook was not simply teaching functional English but was embedding English centrism and U.S. cultural dominance as unquestioned standards. In this way, ideology was identified through the systematic privilege of one worldview and the alignment of classroom discourse with larger global power structures.

Mooney's (2014) critical discourse analysis of Ireland's Junior Cycle reform offers a useful point of comparison for understanding how neoliberal rationalities become embedded in curriculum policy texts. Her examination of the policy's language—particularly its emphasis on measurable outcomes, performativity, and evidence-based governance—reveals how educational reforms can subtly yet consequentially reconfigure teachers' work and professional identities.

What makes this investigation especially relevant to the present study is its demonstration that curriculum documents often function not merely as instructional

guides but as ideological instruments that recast educational actors in alignment with broader political agendas. Within the literature, studies such as this one contribute to understanding how discourse operates within official texts, provide methodological models for analyzing policy language, and illuminate the socio-political conditions under which reforms emerge.

Mooney's findings also serve as a cautionary reminder that policy innovations framed as student-centered or progressive may nonetheless reproduce managerialist and market-driven logics that constrain educators' agency rather than expand it.

This insight strengthens the foundation for examining similar ideological shifts within the PRDE's English Program documents and supports the need for a CDA approach that interrogates power, legitimation, and hidden assumptions. By situating the Puerto Rico curriculum within a broader international pattern of neoliberal policy discourse, her work helps illuminate how local reforms may reflect global trends rather than context-specific educational needs. Ultimately, this study enriches the conceptual terrain of the dissertation by underscoring the importance of reading curriculum texts as political artifacts shaped by competing visions of schooling.

Authors Lerch and Buchner (2015) note that UNESCO and the global community have shifted from promoting education for peace to addressing education in the context of conflict. An analysis of more than 400 documents was done. The topic of peace remains a fundamental concept in them. However, it has shifted to acknowledge that a conflictive world has pressured them to view belligerence as a threat to educating the youth. The concept of peace has moved from an expected outcome of education to a prerequisite for achieving educational goals. They also note in their article that conflicts

around the world are not the only factors driving this shift; natural phenomena are also contributing to it (Lerch and Buchner, 2015).

Kryzhanivska (2017) conducted a study on the genre. All forms of communication are present in every community. The ease with which they spread is apparent when considering the personal narratives found in these means. Many studies have focused on understanding the female gender and have identified the language, distinctive patterns to be expected, and vocabulary that must be used to create a hook for engaging this gender in the reading material of specific magazines. The author randomly compiled 50 texts with personal narratives. The writer also adopted a functional approach, applying specific styles typical of women in the Eastern European context. This study found four fixed sections; all structured the same way. The first move they make is to ensure the headline and sub-headlines summarize and provide proper orientation on what they want to achieve. Then, they complicate the actions, following an evaluation and the resolution, and lastly, a closing that often offers recommendations on what to do. Kryzhanivska concluded that analyzing these magazines provides insight into how malleable the audience is.

Bennani (2017) examined the Tunisian English-as-a-foreign-language curriculum to reveal ideologies that promote linguistic and cultural uniformity. Using Critical Discourse Analysis, the study critiques the curriculum's reinforcement of nationalist ideologies. This curriculum favors native-speaker models of English and treats culture as a monumental entity. The author explains that this approach essentializes culture and reinforces hegemonic norms, marginalizing diverse linguistic and cultural identities. The analysis's focal point is how the curriculum prioritizes native English-speaking norms,

aligning with traditional views of communicative competence. However, it overlooks the global nature of English and its diverse forms.

Additionally, the cultural content presented in the analyzed textbooks tends to be primarily knowledge-focused. This approach to content selection limits students' opportunities to engage with cultural complexity and to develop intercultural competence. The author encourages educators and policymakers to reconsider curriculum design by adopting approaches that embrace linguistic diversity and cultural heterogeneity. Specifically, a post-structural orientation is advocated—one that fosters critical awareness and equips learners with the ability to navigate intercultural communication in meaningful and reflective ways.

Babaii and Sheikhi (2018) investigated how neoliberal ideologies are embedded in English textbooks. This study identified themes of individualism, competition, and market-driven values that shape students into future workers rather than developing them into critical thinkers. Using the framework of Critical Discourse Analysis, they employed the passive voice as a tool to uncover ideology. They found that this linguistic construction has been strategically used in these materials to obscure agency, particularly when discussing economic success and employment. For example, phrases like "opportunities are provided to those who work hard" shift focus away from those who control these opportunities, reinforcing meritocratic beliefs. The paper presents, in its discussion, considerations for a more analytical approach to curriculum design. Curriculum technicians should make a more objective selection of materials that promote social awareness and challenge neoliberal assumptions.

De Toledo e Toledo, Knijnik, and Valero (2018) critically examined the integration of mathematics education in Brazilian agricultural high schools within the context of neoliberal and corporate agendas. The study examines the pedagogical principle of "learning by research" guiding the curriculum, arguing that it reinforces mathematical formalism and abstraction, aligning with neoliberal market values, particularly in biotechnology production. Through the analysis of policy documents, interviews with former students, and educational materials, the authors highlight how the curriculum prioritizes abstract mathematical reasoning linked to techno-scientific knowledge aimed at enhancing competitive production. This focus shapes students into techno-scientific individuals, preparing them to fit into the neoliberal framework of human capital. The study also critiques the curriculum's market-oriented emphasis, which may limit the broader educational value of mathematics. The authors raise ethical concerns, questioning the reduction of mathematics to a mere tool for economic goals that overshadows its role in fostering critical thinking and social awareness. Ultimately, the study advocates for reevaluating mathematics education, urging an approach that resists neoliberal narrowing and promotes a more integral understanding of the subject's societal relevance.

Puspita and Indarti (2020) investigated the news media in Myanmar, and among their considerations was that it is frequently not objective. The media is well aware of its control over the public's opinion. Public opinion is malleable, and they take advantage of it. The Rohingya people live in one of the provinces of Myanmar. This community has received a lot of media attention because some of its female members accused the Myanmar Army of murder and rape.

The authors aimed to analyze news articles by examining the language used to portray a particular community. The analysis employed van Dijk's discourse structure methodology, which was specifically developed for the study of news texts. This framework operates at two levels: macrostructure and microstructure. These levels address how language constructs news as a global topic and how the overall schema of the report is organized and interpreted.

The study analyzed both the news articles and the reader comments they generated. The authors argued that news is not merely reported but actively produced and shaped. Their analysis revealed discursive strategies through which media outlets manipulate the presentation of information. By selectively foregrounding or backgrounding details in different sections of a report, journalists exercise the power to influence audience perceptions. This strategy is particularly effective given the malleability of public opinion.

The findings also indicated that reporters often manipulated the positioning of victims in ways that supported a preferred narrative. Furthermore, the newspaper was observed to side with certain groups rather than presenting findings neutrally. Notably, the term *illegal* was used to describe individuals in several instances, a classification that is grammatically and ethically inappropriate, as human beings cannot be defined as "illegal" (Johnston, 2019).

Another study by Mfum-Mensah (2020) examines the persistent discourse produced in American and European contexts regarding Africa and its political status, which is repeatedly framed as being in a constant state of crisis. While the author does not deny the existence of conflict in certain regions, he argues that this portrayal is neither accurate nor representative of the African continent as a whole. Instead, Mfum-Mensah

characterizes this depiction as a form of violent discourse directed against African communities.

This dominant representation, along with the perceptions it sustains, hinders the development of equitable educational policies and research agendas aimed at African regions. One major concern lies in how professors and educators reproduce these discourses for their students. When such narratives shape malleable minds, they are likely to persist into students' professional lives, limiting opportunities for African nations to challenge or dismantle these assumptions. Consequently, this misrepresentation has contributed to the marginalization of Africans within global society and to the acceptance of transnational policies that are imposed rather than locally grounded.

The situation becomes more troubling when African researchers themselves participate in reproducing this discourse, thereby reshaping the self-image of their own countries. The problem is exacerbated when scholars are asked to address issues rooted not in lived realities but in externally constructed visualizations and stereotypes. Mfum-Mensah ultimately defines this discourse as one of injustice—misguided in intent, anachronistic in content, and reflective of ideas that no longer align with contemporary global realities. He frames this phenomenon as a global crisis in representation.

Lingle (2021) studied the use of agentless passive construction in discourse. This passive construction is considered to obscure the comprehension of the text. This means social actors will be difficult to recognize based on the reader's perception of the reading material or speech. This process has been called mystification. (Hart, 2014) This study examined a range of texts, including government reports, news articles, and corporate statements. The researcher identified specific criteria with potential mystifications so the

study subjects could find them. These criteria were: first, if the passive contained the by-phrase; second, an agent was incorporated in the context of the passive construction; third, if the passive construction had significant selection constraints; fourth, prior knowledge; fifth, the affirmative answers to these questions, and the multiplicity of interpretations. Ten of 61 cases were identified as mystifications. The researcher's discussion recommended that CDA users be mindful of the selected investigations and the grounds on which they occur.

Kim (2022) employs Critical Discourse Analysis (CDA) and Systemic Functional Linguistics to investigate the prevalence of English monolingualism in the United States, particularly within educational policies that disadvantage language minority (LM) students. The study highlights the central role teachers play in enacting these policies and in potentially internalizing and reproducing monolingual ideologies through their instructional practices.

By analyzing teacher discourse in an online forum, the research examines how educators discuss language, multilingualism, and the practice of speaking more than one language. The analysis draws on van Leeuwen's categorization of legitimation strategies to demonstrate how these discursive practices contribute to the marginalization of LM students. At the same time, the study identifies counter-discourses from teachers who advocate for bilingual or multilingual approaches, thereby challenging the dominant monolingual norm.

Overall, the study emphasizes the importance of teachers' discursive practices in either reinforcing or contesting prevailing monolingual ideologies and underscores the need for more inclusive language policies and pedagogical practices in education.

Kahn et al. (2024) examined the power dynamics between Punjabi, Urdu, and English in Pakistan through a Critical Discourse Analysis. Focused on linguistic imperialism, the study found how English presents itself as the language of prestige and socioeconomic mobility. Despite being the national language, Urdu serves as a tool of linguistic homogenization, suppressing regional languages such as Punjabi. Punjabi is also used in more familiar or informal settings. The research argues that language policies and educational structures sustain this framework. The researchers found that metaphors such as "English as the ladder to success" and "Punjabi as a forgotten heritage" are used to expose the uneven status of languages and the ideological forces that maintain linguistic hegemony. Criticism moves toward the colonial legacy that continues to shape language policies, granting many concessions to English-speaking elites. This study demonstrated how the study of language can be used to uncover the mechanisms of control, perpetuating the old colonial perception.

Sounoglou (2024) examined the primary education curriculum and legislation from 2019 to 2024. He established that the texts developed their guidelines and policies using a neoliberal and neoconservative approach. Using CDA and the legitimation strategy, the author found that the curriculum employed a student-centered approach, emphasizing assessment and accountability, and aligned with market needs while shifting toward neoliberal educational ideologies. The curriculum's contents and objectives emphasize individualism, constant competition, prioritizing the economy, and the cultivation of specific skills needed in the free market. She expressed that the environment contributes to the devaluation of public education and the teaching profession.

Language as Social Practice

Language is the primary means through which humans connect with one another (Rabiah, 2012). Individuals exist within societies that assign meaning to language; therefore, language is intrinsically linked to other dimensions of social life. These dimensions include interpersonal interaction, tradition, culture, the interpretation of events, attitudes, ethics, and the broader human experience (Gee, 2008). This perspective allows for an examination of how the PRDE Framework's language choices structure who is positioned as a legitimate speaker and whose knowledge is validated, thereby providing a foundation for uncovering the ideologies embedded within the text.

Berger and Luckmann (1966) explain how reality is socially produced through interactions that generate shared meanings, which are institutionalized as accepted knowledge. They describe the processes of externalization, objectification, and internalization, in which individuals create social structures that, in turn, constrain them and make knowledge appear natural and taken for granted. Institutions such as schools are not neutral; rather, they operate as frameworks that organize and legitimize specific forms of knowledge, embedding them within the social fabric. What is considered "valid" knowledge in education is therefore not universal but socially constructed through power relations and historical contexts. This perspective is particularly relevant to the present dissertation, as the *Curriculum Framework: English Program* (2022) functions as an institutional text that constructs and legitimizes particular discourses predominantly neoliberal and colonial while marginalizing others. By understanding curriculum as socially built, their work highlights how educational frameworks in Puerto Rico normalize dominant ideologies under the guise of neutrality.

Vygotsky (1978) stated that culture and society are essential to human development. According to his theory, the environment, the people in it, and their interactions influence human growth and, in turn, the person's cognitive process. Studying an individual's upbringing and environment is imperative for understanding their behavior. Then, the individual will absorb their surroundings and act accordingly, not entirely. This concept is also explained in the Zone of Proximal Development. An individual exhibits a range of behaviors. These behaviors are most often a continuation or a response to the environment. The same has been observed in language development. Additionally, according to Vygotsky, human language is developed through listening to others, repetition, and association. By acknowledging the social aspects of language, it is crucial to trace how curriculum discourse mediates students' access to official knowledge and shapes their interpretive frameworks, guiding our analysis of how the PRDE's Framework positions learners within particular ideological narratives.

Marzano (2003) approaches educational structure from a direction that diverges from the critique advanced in this dissertation. He argues that clear goals, consistent benchmarks, and uniform instructional practices can elevate student performance and strengthen teaching rather than impose a limiting framework. His interpretation suggests that structured expectations provide coherence and support, a view that contrasts with the concern raised here that similar structures in the PRDE Framework may narrow teacher autonomy and reinforce external control.

Therefore, the patterns of the acquired basic knowledge are offered to induce a response from familiar notions in the proximal zone (Burkholder and Peláez, 2000). Burkholder and Peláez (2000) delve more deeply into language and culture in their

article. The authors restate Vygotsky's theory that cognitive development and the ideas produced in the brain are socially dependent. The development of language and cognitive processes appears to be happening simultaneously, but not necessarily in a connected manner. Over time, as children realize they have access to social tools, language becomes linked to mental processes. Then, social interactions become a vital key for language acquisition. This theory is also recognized as social constructivism. It becomes a fundamental concept when considering language and discourse: language serves as a means of communication, and discourse conveys specific ideas.

Language theories should provide the foundations for analyzing the structure and use of language in documents or written discourse (Gee, 2015). Depending on the group or institution producing a text, conveying the discourse will have specific characteristics. These are socially shaped personalities, and a particular behavior is expected of them. Thus, discourse can express the group's expected identity, or vice versa. The expected identity can shape the message rooted in the creation of the discourse. According to Gee (2015), these are products of social interactions and social histories. Then, for social groups or individuals, the expected discourse from each will be tied to the characteristics expected of that individual or institution. Even when the individual represents an institution, they will behave differently depending on the role they are playing at the moment. Therefore, scrutinizing these role-making discourses in the PRDE document permits the visualization of how pedagogical authority and student agency are constructed, shedding light on the politics of pedagogy inherent in curriculum language.

Gee (2015) also discusses that language is used to transmit ideas, advocate societal accomplishments, such as activities and identities, and sustain and connect

people, cultures, and institutions. Political aspects are crucial for achieving society's goals. The language used to create and contribute to networking and, therefore, to the foundation that supports and protects human lives must be taken seriously. The government is the institution that carries the discourse and the underlying language of what is expected from the community. That is why governmental agencies should be examined, considering their language usage and its discourse.

According to Blommaert (2005), discourse is intricately attached to collective life events. Then, any research in the linguistic area must examine discourse closely. Language discourse is closely tied to human activity, lending significance to signs and symbols and deeply connected to human culture, history, and society. His book identified three crucial contributions after defining discourse. For him, discourse is all human communications linked to socio-cultural and historical precedents and their application. Then, he stated that the first aspect is locating language acquisition in the middle of globalization. One advantage of a globalized community is the recognition of diverse languages. Then, the study of English does not have to focus on British or American English; Tanzanian English can also become a central body of study for the international population.

He states that a hegemonic view of a language happens when a country is powerful. It considers its vernacular superior to other languages or dialects. It is encouraging for countries without political or economic recognition to see themselves on the same linguistic level as any other. The second contribution is the analytical approach and methodology he developed for critical discourse analysis, which he views as a potential and critical study of language. His third contribution is that he establishes the

dynamics that have prevailed throughout history in the analysis of texts and neutralizes the objectification of a corpus of language. In this one, he emphasizes the vitality of indexicality. This concept deals with the connections between text and context (Blommaert, 2005). These global yet local dynamics alerts about the colonial and neoliberal forces that underlie government documents, such as the PRDE Framework's adoption of international standards that frame English not just as a subject but as a vehicle of power.

Wodak (2006) states that discourse analysis will entail consideration of the fields of sociology and language. Language is attached to social aspects. To understand language, discourse must be taken into account. Social groups may be compared, but more specifically, juxtaposed, and discourse in the language would be a clear example of their differences. Police officers' word selection and jargon differ from those of prison inmates. Urban citizens communicate using words that differ from those of those living in the countryside. A specific group consists of members who belong to a single discourse, whereas an individual can be a member of multiple discourses. Every individual will behave as expected from their role. Latin American children exhibit different behaviors from Asian children.

On the other hand, a Latin American child's behavior in the classroom often differs from that at home, surrounded by family. More specifically, when parents have inculcated a particular social behavior and the motivating desire to become a competent member of society, these are components.

Moreover, discourse becomes a strong influence that manipulates or makes individuals malleable (Gee, 2015). It allows categorization and indoctrinated patterns to

obtain a rightful place among members of said society. The same behavior expected in determining situations is anticipated from preparing texts in particular contexts. Discourse from an academic journal will differ significantly from instructions to more technical instructions in a handbook. Therefore, in this context, identifying the evident discourse is crucial, but understanding the reality of human beings carrying a discourse is also vital, as it will allow for increased, more effective communication in the proper context.

On the other hand, psychology is defined as a science that studies human conduct at the individual level (Henriquez, 2005). However, Slife (2005), a psychologist, adds to Henriquez's definition by considering connections with social and cultural aspects. He recognizes that overarching or central definitions tend to oversimplify disciplines that must determine the connections between human conduct and all the related disciplines or areas.

Fairclough (2003) has examined spoken and written language in its social context. He has contributed to establishing and advancing the study of the connection between the analysis of language in the context of social context and language discourse. A complex trait in humans, such as language, is also linked to many aspects of social life. People live in communities and interact with one another constantly. The interactions occur under specific circumstances or during particular events. These circumstances demand a variety of languages. Language may be one, but it has many registers.

When discussing registers, authors define them as differences in how ideas are expressed depending on the system and the individual considerations that fit the specific

instance (Volckaert, Bernicot, and Bert, 2009). It is also defined as language variation that fluctuates depending on perceived context (Biber and Conrad, 2001).

Therefore, if the complex nature of traits and the undeniable connection between language and human interaction are evident, research on language varieties must be conducted in a social context. Context analysis becomes a fundamental strategy in studying language discourse. A critical strategy like this one is effective for both spoken speech and written text. Fairclough (2003) also connects language structures to constant transformation, resulting in more valuable texts than those that are not revisited frequently.

In education and academics, the writing process has multiple phases. Students must engage in mental processes involving envisioning, organizing, and composing. Writing often demands a reflective phase in which memory recreates moments from previous experiences (Ronsen and Smith, 2014). There are several ways to attain a specific goal in a writing assignment. No one is better than the other; it is about establishing an effective method.

Chanel, Rose, and Coneway (2017) explain that writing is a language art and is typically included in the state and national standards of various countries. Four modes of discourse are used to categorize the final product of the writing process: persuasive, informative, descriptive, and narrative. Discourse is also included in those standards. Materials are available in all modes. The task is to present many examples across all four areas to show students a model, then teach them to write following the specified characteristics of the selected mode. Samples of each mode will not necessarily define the mode clearly. Therefore, it may be challenging to find a single sample that fits the

exemplary description of each. Sometimes, educators write or create one to suit their needs. However, this task is time-consuming and onerous.

Chanel et al. (2017) also consider students' time in college. It is a time in which new knowledge is acquired. Knowledge of a diversity of disciplines, their contents, topics, and subtopics about these disciplines, and, on the other hand, skill development. Developing skills may become a hardship when students attend classes with minimal preparation, or when professors assume they must bring a pre-established skill set. Hence, these can become years of laborious study or just a total drop in higher-level courses. Then, professors' discourses and their materials on educational philosophy should consider this skill development and offer subtle guidance.

Wu (2013) also explores the field of undergraduate education. Students may feel frustrated and ineffective. It is even more challenging for international students. International students face significant challenges in various areas. They experience a new culture and economic situation, but more than anything, they encounter a lack of comprehension when processing academic lectures. This is the moment when discourse analysis comes in handy. The compilation of the texts can be examined. This strategy identifies the macro and the micro aspects of these structures. Linguistic behavior is due to the context in which it occurs, the power relationship in which the persons find themselves, and the mode or subtleties in which speech and text differ. The study finishes by explaining the significance of phasing. Phases in lectures will help students take notes. Phases such as concept explanation, synthesizing smaller concepts, and providing examples of what has been explained will form a solid structure to teach students. This

strategy may facilitate their understanding and, therefore, their performance at the university.

Determining the meaning of verbal utterances in context makes discourse an area of investigation, offering numerous insights into this field. Rapley (2018) discusses data compilation, ethics and confidentiality, recording audio and texts, expected structures, interaction, and how to analyze discursive materials. The author begins by explaining the many meanings of the term ‘discourse analysis’. However, a general definition may be language usage in specific contexts or moments. The concept of social constructionism surfaces here. Discourse can reflect individuals' learned ideas or notions in an interactive environment. In this book, chapters present discourse definition, investigation generation, recommendations on ethical aspects, transcription and video recordings, the methodology of analyzing corpses, the background of texts and their preparation, dilemmas when analyzing, and coding material analyses. The book concludes with recommendations suggesting that it is more productive to offer alternatives to studying the texts than to criticize the work of others.

Schiffrin et al. (2001) express that discourse formulations occupy several mental areas. It must consider grammar, form, phonetics, and semantics. Social and personal aspects of interaction deliver what the individual is trying to do. Discourse encompasses both verbal and mental skills to convey a powerful message. Schiffrin's (2019) analysis examined certain prepositions and their respective locations. Her study found that their role is not just one. They can have structural and additive roles. It is common to think that connecting individuals offers significance as they surface. However, some of these will come from intention, not from circumstance. Among her findings, she found that the

investigator analyzes the texts and different positions of speaking or listening. She also mentions that many subjects have been developing their approaches to studying discourse. Therefore, the diversity of methods prevents authors from focusing on only one analysis. They outline a single overarching framework encompassing the available techniques or instruments. In studying discourse, these methods have become essential for establishing it in speech and text. Areas of study in language structure, including pragmatics, semantics, morphology, and syntax, have become crucial for understanding discourse. Pragmatics, for instance, examines the task of any expression in the assigned context and the way language is used. Discourse or verbal utterances include intonation, lexicon, syntactic structure, and meaning. Then, discourse serves language more than anything related to persuasion. (Schiffrin, 2019)

Le and Short (2009) discuss the role of sociolinguistics in relation to discourse. In this article, the authors focus on pragmatics and Critical Discourse Analysis. They consider linguistics a critical mode, not just a system but a social exercise. Therefore, through his methodology, he found that speech conveys information and demonstrates action in context; that speakers have access to multiple linguistic meanings, not just one; and that speech also requires a specific precondition to function effectively. Then, instead of being studied as a body of academic knowledge, it must be studied in a social frame. This area is part of linguistics but is more concerned with language in social contexts. Pragmatics is the purpose, what is intended and expected from the language. The author emphasizes the importance of viewing language as a fundamental practice. It is a social tool for achieving purpose and understanding social issues. Issues such as injustices,

poverty, and state hegemony can be studied, thereby changing the perspective on this field.

A study by Lee and Otsuji (2009) examines the detection of ideological, institutional, and social perspectives in discourse. The authors note the significance of the Frankfurt School's critical theory, neo-Marxism, and poststructuralism. In their study, the authors analyze questions related to discourse analysis and its relevance. Like other authors mentioned in the preceding paragraphs, they investigate within a social frame of reference and the relationships within their contexts. Reflexivity in this study serves as a valuable tool for identifying power and unity within social groups, enabling further analysis. This study critiques social investigation and its reflections, questioning its methods and calling for further investigation.

O'Regan and MacDonald (2009), on the other hand, argue that Foucault's original ideas center on the construction of manipulative discourse. The authors discuss the antinomies of power, distinguishing between power understood as dominance and power understood as knowledge. These forms are often interpreted as harmful and productive powers, respectively. O'Regan and MacDonald express concern about how power and control operate through discourse and how they are reproduced through language.

They argue that power and control become embedded in linguistic mechanisms through processes such as naturalized indoctrination. As a result, discourse can subtly shape perception and influence collective thinking. The authors emphasize the importance of developing a clear understanding of language characteristics and their malleability, particularly in relation to how discourse can be used to shape or control the beliefs of large populations. They contend that this critical awareness of language and

power should be accessible to all and actively taught in schools and educational institutions.

An article written by Lê and Lê (2009) examines the procedures for considering meaning as a concept in different research paradigms. They seek ways to understand how data is collected and analyzed, as well as the relationship between the data and the meaning-making process. This process behaves differently depending on the level at which it is occurring. Linguistics and discourse have distinct levels, each with its own conception of meaning-making. Their analysis revealed that assigning value or meaning to verbal utterances or actions can sometimes be mechanical. It lacks reflective processes for attaining authentic meaning. They claimed this is frequently an obviated process, maybe because it is time-consuming.

Moreover, Lê and Xuefeng (2009) discuss Systemic Functional Linguistics. Systemic Functional Linguistics (SFL) and Functional Grammar are also used to study discourse. The first focuses on language functions and semantics, and the latter focuses on what language is. These are also concerned with the levels of language usage, such as register, genre, and ideology. Language function is one of the essentials of human language, while semantics is the other. SFL focuses on the way languages behave and their effects on speakers. Then, the social aspect of this one becomes vital in its analysis. The study concludes that SFL is an exceptional strategy for analysis, primarily because it focuses on the functionality of grammar.

Critical Discourse Analysis is also a cross-cutting approach. It can be utilized to analyze discourse in any discipline or subject. Therefore, Lo Bianco (2009) has explored the relationship between critical discourse analysis and language planning, as well as the

oscillations between the two disciplines. These two areas are linked to sociolinguistics. These two can unite to analyze tasks that involve language policy. The most robust assumption to make when linking these subtopics is that improving discourse is crucial when considering projects embedded in society and involving policymakers. Areas discussed here are poverty and social and economic inequalities. The traditional idea that effective relationships within governmental entities or agencies can change people's lives is shown here to be naive. This approach demonstrates how to deconstruct these notions and facilitate the creation of more positive and authentic language planning and discourse. This approach can help redesign social actions and their discourses. Closely collaborating with social minority groups, at-risk communities, niche sectors, and language planners facilitates their comprehension. This will allow its discourse to be more assertive and inclusive.

Biber and Conrad (2014) have discussed different definitions of discourse. Discourse can be defined as the study of three areas: language in use, discourse structure that transcends small units, and language in the social context, along with its philosophical notions. The authors' approach emphasizes considering corpus analysis (a more holistic approach) rather than studying a single unit, such as a sentence. These approaches are categorized as top-down and bottom-up, working by segmenting smaller units first and then the structure. A variety of perspectives can be used to study these structures. The purpose must be recognized to provide a broader context for the study. Corpus-based discourse analysis can be used to set the patterns and their distribution. These techniques allow for individual recognition and generalizations. This strategy prepared specific steps to follow. It identifies functional classifications. Then

segmentation occurs, allowing for a unit of linguistic analysis and classification. Moreover, the text is described, analyzed, and portrayed in the tendencies it follows.

Pennycook (2017) discusses that English is never just a neutral tool for communication. When education systems describe English as an "advantage" or a "necessity," they often conceal the fact that it helps perpetuate inequality. In many colonial and postcolonial settings, English has been used as a means of assimilation, overshadowing local languages and cultures. At the same time, Pennycook demonstrates how English is tied to neoliberal ideas, where it is viewed as a skill or commodity that enhances competitiveness in the global economy. This way of thinking strips away the political and historical realities behind language policy, making English sound naturally beneficial. In Puerto Rico, these ideas appear clearly when English proficiency is framed as giving people opportunities, while Spanish and Puerto Rican culture are quietly devalued. Pennycook's perspective helps uncover how English works as both a colonial and neoliberal force, sold to communities as a promise of progress but carrying deeper forms of control.

Synthesis of the Literature Review

The implementation of English in Puerto Rico has been a contentious and politically charged process since the island became a U.S. territory. Following the Treaty of Paris in 1898 and the arrival of American forces, the island's inhabitants experienced a series of abrupt shifts in governance and language policy. As part of the broader project of Americanization, English was among the first subjects introduced into the public education system.

Since then, frequent and often inconsistent policy changes have characterized the Puerto Rico public education system. The initial policy that established English as the primary medium of instruction proved unsuccessful, prompting a series of subsequent adjustments. These included altering the grade levels at which English was taught, introducing textbooks with varying degrees of cultural relevance, and implementing incentive structures to encourage teachers and students to meet prescribed proficiency goals. Despite these efforts, numerous scholars have argued that prolonged and ineffective implementation strategies have hindered Puerto Rican students' development in both their first language and English as a second language (Cafferty & Rivera-Martínez, 1981; López Yustos, 2016; Negrón de Montilla, 1975; Pousada, 2008; Rodríguez-Pacheco, 1975; Villaronga, 2004).

The study of discourse has been considered a cross-cutting approach to examining the authentic ideologies underlying texts, documents, or speeches. (Rapley, 2018) Morris (1981) believes, for example, that a gap exists between Puerto Rican speech and behavior. In contrast, Pousada (1983) criticizes his position because he did not consider the community's perceptions and styles in producing language throughout his investigation. When studying language at various levels and the ideologies it conveys, discourse analysis can become a valuable tool for social research.

Discourse analysis can focus on the lexicon, customs, history, race, and gender of the community participants. After analyzing these aspects in specific contexts, the intended original purpose can be identified. The same principle can be applied when determining the discourse in documents from governmental agencies. Governments are constituted by three distinct branches: legislative, executive, and judicial. Elected

members or employees from these branches. Employees in any company or governmental agency will bring their perspectives about various ideas. Therefore, she brings her ideas and like-minded people when a new governor or president is elected. Then, their ideas will permeate when planning a project or writing a policy. Discourse analysis will become a valuable instrument for understanding the ideologies behind their resources. When examining the potential agendas or ideologies that may permeate these materials, governmental speeches, debates, and agency documents can become the subject of study.

Numerous scholars have examined discourse among Puerto Ricans and identified the significant role society has played in shaping ideologies and perceptions. These studies have analyzed language use and revealed evidence of racial discrimination, uncertainty surrounding language choice among bilingual speakers, political ideology, support for or resistance to policy initiatives, ineffective language policy implementation, and forms of political bilingualism (Cintrón-López, 2011; Den Tandt, 2019; Martínez, 2020; Morris, 1981; Pousada, 1983; Rivera, 2006; Shenk, 2012; Torres, 2002, 2010).

Other scholars have examined contexts outside Puerto Rico, identifying patterns of discrimination, low expectations among students and educators, prejudice, cognitive interactions in dual-language settings, policy valuation and transformation, audience manipulation, gender-based marginalization, and misrepresentation in institutional discourse (Ben David & Idan, 2019; Fernández-Arnesto, 2014; Lerch & Buchner, 2015; Mfum-Mensah, 2020; Pérez et al., 2015; Santa Ana, 2002; Soler, 2011; Temple Adger, 2001; Zilin, 2018).

Because humans use language to communicate and societies assign meaning to these utterances, the study of language is essential to social research and discourse

analysis. Culture and society have been interconnected for centuries; therefore, understanding human interaction, social and cultural environments, and language use requires careful examination. Social interactions shape the cognitive processes underlying linguistic production and create vital conditions for the brain to continue developing and expanding its linguistic and discursive capacities.

Blommaert (2015) argues that human cultural, historical, and social activities give language its significance and meaning. He also underscores the political dimension of language, noting that dominant states often position their linguistic varieties as superior to those of other societies. The same dynamic applies to language varieties and to how speakers position themselves socially. When such hierarchies are normalized and accepted, they contribute to inequality and discrimination. For this reason, studying language use in conjunction with the contexts in which it occurs is indispensable. Additional areas explored by scholars in discourse and language studies include classroom language production, narrative and storytelling, grammatical structures and their discursive functions, purpose and audience, as well as power, domination, and injustice (Blommaert, 2015; Burkholder & Peláez, 2000; Gee, 2008; Vygotsky, 1978).

Within the educational domain, curriculum scholars have found the application of Critical Discourse Analysis (CDA) strategies particularly useful for examining curricular expectations and ideological orientations. Discursive features such as passivization, nominalization, legitimation strategies, and metaphor use have been employed to deconstruct policy language and uncover embedded ideologies (Babaii & Sheikhi, 2018; Bennani, 2017; De Toledo e Toledo et al., 2018; Kahn et al., 2024; Kim, 2022; Lingle, 2021; Sounoglou, 2024).

Numerous studies in social research and linguistics support the claim that language development is deeply dependent on social interaction. Nevertheless, Chomsky (2015) presents a contrasting perspective. His theory posits that the human brain is biologically wired with innate structures that facilitate language acquisition, even in the presence of minimal social interaction. Chomsky argues that individuals raised within similar environments and linguistic conditions are capable of producing an infinite number of meaningful utterances that extend beyond those directly acquired through social experience.

The literature review in this investigation synthesizes a range of ethnographic, qualitative, and quantitative studies addressing discourse, language, and society. Collectively, these works provide substantial theoretical and empirical grounding for a comprehensive understanding of the issues examined in these fields. At the same time, the review establishes a critical foundation that supports and propels the present investigation, situating it within ongoing scholarly conversations while highlighting its contribution to the study of discourse and ideology.

Chapter III.

Method

This chapter describes the methodology employed in this qualitative study. The purpose of the research was to identify and analyze the discourse structures present in official documents of the Puerto Rico Department of Education (PRDE) English Program. This chapter introduces the research design applied in the study and describes the document selected for analysis, the instruments used for data collection, and the procedures followed. The chapter concludes with an explanation of the analytical method used to examine the data.

Research Design

This qualitative investigation employed a Critical Discourse Analysis (CDA) approach. Creswell (2014) defines qualitative research as the exploration and understanding of "social meaning or a human problem." The qualitative research process is characterized by emerging questions and flexible procedures. Data are typically collected in natural settings, and analysis is conducted inductively, moving from specific observations to broader themes, with the researcher playing an active role in interpreting meaning (Creswell, 2014, p. 32).

Lucca Irizarry and Berríos Rivera (2003) further explain that reality is constructed within individual, social, and collective consciousness. Accordingly, the responsibility of the researcher is to interpret meaning from the data compiled. This qualitative approach was used to examine and interpret the philosophies, mission, vision, goals, and

overarching structures articulated in the *Curriculum Framework: English Program* issued by the Puerto Rico Department of Education (PRDE, 2022).

A critical orientation guided the analysis, with a particular focus on identifying neoliberal and colonial ideologies embedded within the framework's discourse. To ensure transparency and methodological rigor, the analytic process was documented across four appendices (A–D), each representing a distinct stage of analysis and collectively serving as an audit trail.

The study employs theoretical triangulation to enhance validity, drawing on Carter, Bryant-Lukosius, DiCenso, Blythe, and Neville (2014), who define triangulation as the use of multiple theoretical perspectives to achieve a deeper understanding of a social phenomenon. The analysis is anchored in Fairclough's three-dimensional model of Critical Discourse Analysis (CDA) and integrates perspectives from grounded theory (GT). This multi-angled approach—encompassing textual analysis, discursive practice, and sociocultural context—allows ideological interpretations to be corroborated across converging strands of evidence, rather than emerging from a single analytic lens.

Research Participants

This investigation was classified as exempt because it did not involve human subjects. According to the U.S. Department of Health and Human Services (2018), research that relies on publicly available documents and does not involve interaction with human participants falls under exempt categories and does not require Institutional Review Board (IRB) review. For this reason, an official document of the English Program at the Puerto Rico Department of Education (PRDE) was selected as the data source for this study. Specifically, the *Curriculum Framework: English Program* (PRDE,

2022) was examined. This document is publicly available and was published for public access through online platforms.

The *English Program Curriculum Framework* (2022) provides the philosophical foundation for curriculum implementation from kindergarten through twelfth grade. It outlines the principles and emphases that the English Program expects students to develop and includes the program's mission, vision, goals, instructional strategies, and depth-of-knowledge expectations. The document serves as a guiding resource for curriculum implementers by clarifying the program's objectives and intended outcomes.

The framework is organized around a three-stage design model: (a) desired results, (b) assessment evidence, and (c) the learning plan. It is presented with a constructivist-humanistic orientation, emphasizing a student-centered approach to teaching and learning.

Researcher

The researcher was responsible for conducting this investigation (UIPR, 2007). She has served as an Adjunct Professor in the English Department at the University of Puerto Rico, Aguadilla Campus (UPRAg) since 2011, teaching both face-to-face and online courses. Additionally, she served as a university supervisor for teacher candidates for four years during their final year in the educator preparation program at UPRAg.

Her professional experience also includes serving as an Instructor of Language and Culture for the Foreign Service Institute in Washington, DC, as well as acting as deputy director for the student component of an educational grant program titled *TRANSFER* at the Inter American University of Puerto Rico, Aguadilla Campus. Since

2009, she has worked as a lead speaker and instructional coach for teachers at the Puerto Rico Department of Education.

To ensure compliance with ethical research standards, the researcher completed and maintains current certification through the CITI Program, including Responsible Conduct of Research (RCR), Biomedical and Social/Behavioral Research (BSR), and COVID-19 training (see Appendix D).

Instruments

The procedure unfolded in three stages, each documented in a corresponding instrument and appendix and aligned with Fairclough's three-dimensional framework. Fairclough's first dimension, Text, focuses on the analysis of linguistic features within the document. The second dimension, Discursive Practice, examines how the text is produced, used, and interpreted, including its purposes and modes of consumption. The third dimension, Sociocultural Practice, explores the broader social context, including the government's dominant position, its mandates, guiding principles, and influential relationships as they relate to the text under analysis.

The first instrument applied was the *Log for the Curriculum Framework: English Program (PRDE, 2022): Transcription, Text Analysis, and Discourse Identification* (Dimension 1: Text; Dimension 2: Discursive Practice), included in Appendix A. Excerpts from the Curriculum Framework were transcribed into a structured log and systematically coded according to predetermined categories and subcategories. For example, a statement such as *"most people accept that adequate English proficiency provides advantages to citizens"* was coded under the appropriate category and indicator, demonstrating how textual features were identified, classified, and organized.

This stage reflects van Dijk's emphasis on the systematic identification of ideological patterns in discourse, as well as Fairclough's focus on textual features such as nominalization, modality, and intertextuality. Together, these approaches support a rigorous and transparent analysis of how ideology is embedded within policy language.

The second instrument, presented in Appendix B, is the *Log for Curriculum Framework: English Program (PRDE, 2022): Interpretation of Discourse Analysis* (Dimension 1: Text; Dimension 3: Sociocultural Practice, with overlap with Dimension 2). This interpretive log documents how selected excerpts from the *Curriculum Framework: English Program* (PRDE, 2022) were analyzed and connected to ideological categories.

Unlike the instrument in Appendix A, which focuses on transcription, textual analysis, and categorical coding, this log emphasizes the interpretation phase, during which textual evidence is linked to broader ideological meanings. For instance, the previously cited statement may be interpreted as signaling a colonial discourse that associates English proficiency with success while marginalizing other languages. This interpretive step situates the discourse within wider sociocultural practices and power relations, consistent with Fairclough's three-dimensional framework and Foucault's concept of regimes of truth. Apple's notion of *official knowledge* further informs this analysis by clarifying how certain forms of knowledge become legitimized within educational institutions.

Appendix C contains the third instrument, titled *Log for Curriculum Framework: English Program (PRDE, 2022): Comparison and Synthesis* (Dimension 2: Discursive Practice; Dimension 3: Sociocultural Practice; with Dimension 1 as support). This

instrument illustrates how theoretical triangulation was implemented by linking the initial analysis to the study's findings, discussion, theoretical framework, and supporting literature. It documents the stage of comparison and synthesis in the discourse analysis of the *Curriculum Framework: English Program* (PRDE, 2022).

Specifically, Appendix C demonstrates how data analysis was triangulated across multiple sections of the dissertation by connecting raw, coded excerpts (Appendices A and B) with the findings (Chapter IV), the discussion and interpretation (Chapter V), and the broader theoretical and literature-based foundations of the study. This process ensured that interpretations were not derived from isolated textual elements but were corroborated across analytic stages and scholarly perspectives.

Collectively, Appendices A, B, and C were used to compile the text corpus and document the analytic process in a systematic and transparent manner, thereby ensuring methodological rigor and traceability. Appendix A represents the initial stage of analysis and presents the design of the analytic framework that guided coding and interpretation. This framework includes categories, subcategories, and indicators derived from key concepts across four theoretical perspectives: Fairclough's three-dimensional model of Critical Discourse Analysis (1992, 2003), van Dijk's sociocognitive approach (1998, 2008), Apple's concept of *official knowledge* (1993, 2004), and Foucault's notions of discourse, power, and governmentality (1972, 1977).

These conceptual elements were organized into three overarching domains, each corresponding to a specific stage of analysis and documentation: (a) ideologies represented in the discourse (Appendix B), (b) ideologies situated at the social and

political levels (Appendix C), and (c) the politics of pedagogy and educational ideology (Appendix D).

Instruments Validity

According to Hernández Sampieri et al. (2014), validity is defined as "the degree to which an instrument measures the variables it is intended to measure" (p. 200). These authors further describe *content validity* as "the degree to which an instrument adequately represents the specific domain of the construct being measured" (p. 201).

To ensure content validity, the researcher sought the expertise of the dissertation committee members to review and validate the triangulation strategy, as well as the categories and indicators used in the data analysis. The committee reviewed the analytic framework and confirmed its adequacy for addressing the study's research questions. Formal approval was granted and is documented in Appendix E.

Procedure

The procedure for this investigation was based on a framework supported by the works of Foucault (1976), Apple (2014), van Dijk (2011), and Fairclough (2003). The following steps were implemented:

1. Selection of an official document from PRDE of the English Program: Curriculum Framework (2022) to be examined. This analysis was briefly summarized in a paragraph. It considers the knowledge-power dynamics studied by Foucault (1976) and the general considerations of language use, production, and consumption of texts, and their social implications, as structured by Fairclough (2003).

2. Textual examination of the following linguistic structures: legitimizations of political powers and agentless constructions (Appendices A, B, and C).
3. Ideological analysis of recurring themes that may promote social inequalities, as explained by Apple (2014), and who is establishing power and authority, as has been considered by van Dijk (2014). This was analyzed to identify indicators such as globalization, efficient/measurable/marketization/finance, cultural diversity, and Information and Communications Technology, and a Normalized view of the white Anglo-Saxon protestant colonizers, assimilation of USA culture over Puerto Ricans, English as a Second Language over bilingual education (Appendices A, B, and C).
4. Critical reflection synthesizing the aforementioned examinations in which the possible intertextuality and interdiscursivity in the documents were found. This procedure was portrayed in the log in Appendix E. It focused on the interaction between the papers, the relations of power and struggle, and the discourse that has been discovered.
5. According to Wodak and Meyer (2012), intertextuality and interdiscursivity are closely connected concepts. Since documents or materials cannot exist in isolation, they offer a good opportunity to understand one part by understanding the other. Regarding intertextuality, different texts may provide insight into their constructions while reflecting the social and cultural contexts in which they are integrated and produced. A similar situation happens with the concept of interdiscursivity. This is

the interaction between one or more discourses. These can share notions from other discourses, and this interactivity can help study power dynamics and ideologies. Studying both can illuminate how meanings are created in an educational and social environment.

Data collection was conducted after the oral defense of the research proposal in May 2024. The second draft of the doctoral dissertation was written and presented to the Doctoral Dissertation Committee in March 2025. The third draft of the dissertation was presented on August 31.

Data Analysis

The collected data were analyzed in alignment with the study's research questions. The qualitative analytic method employed was Grounded Theory (Glaser & Strauss, 1999; Glaser, 2014). This well-established approach is systematic yet flexible, allowing the researcher to generate, refine, and expand analytic categories as the analysis progresses. Thus, categories are not fixed in advance but continue to emerge inductively through sustained engagement with the data (Chun Tie et al., 2019). A core principle of Grounded Theory is that all categories must be grounded in the data itself; that is, each emerging category must be supported by empirical evidence.

Within this process, analyzed data are organized into a network of concepts, which consists of interrelated categories derived from patterned observations in the data. These concepts represent organized units of meaning—groupings, relationships, and integrated interpretations—that together form the basis of an emerging theory. Grounded Theory emphasizes the construction of theory through the systematic analysis of the

researcher's interpretive engagement with the data and the textual or contextual evidence under examination (Glaser & Strauss, 2017).

A central methodological component of Grounded Theory is the constant comparative method, which begins with the explicit goal of theory generation. Through continual comparison, conceptual categories are developed directly from the evidence rather than imposed a priori. In this process, empirical data guide the identification, refinement, and validation of concepts. Comparative analysis also facilitates abstraction, allowing the researcher to identify patterns that can be interpreted beyond individual instances. When categories are consistently replicated across data sources and contexts, they gain theoretical robustness and may contribute to the development of a grounded theory. This stage of analysis encompasses data collection, systematic coding, and iterative analytic comparison—three interconnected operations fundamental to Grounded Theory methodology (Glaser & Strauss, 2017).

The applied method to analyze the collected data was as follows:

1. Presentation of research questions.
2. Selection of the document.
3. Open coding. This stage involved textual and ideological analyses, identifying recurring themes, and comparing the three texts to search for patterns or inconsistencies.
4. Axial coding. This stage requires creating more exhaustive categories to demonstrate how the initial categories can be reorganized. This process examined interactions and potential identifications of ideologies.

5. Selective coding. This phase determined whether the original categories remained unchanged or had undergone substantial changes during the analysis. This phase should provide an opportunity to formulate a model that explains the relationship between language and discourse in the curriculum under study, and to determine whether it promotes a specific ideology. Depending on the data and categories, it may lead to a new theoretical framework or an extension of an existing one. This final phase provided the basis for reflection on the implications of the findings and potential recommendations for the original curriculum design and its implementation in the current educational context.

Table 1 presents research questions and instruments for data analysis. It includes research questions, instruments, and data analysis.

Table 1

Research Questions, Instruments, and Data Analysis

Research Questions	Instruments and Data Analysis
1. What are the ideologies portrayed in the discourse of the Curriculum Framework of the English Program 2022-2023 at the PRDE? 2. What social and political aspects can be identified among the ideologies found in the official documents of the English Program 2022-2023 at the PRDE? 3. How does the discourse in the official documents of the English Program at the PRDE 2022-2023 exhibit the politics (ideology) of pedagogy? 4. What is the researcher´s ideological statement on the content and pedagogy of English as a Second Language in the Puerto Rico Department (PRDE)?	Appendix A. Log for *Curriculum Framework: English Program* (PRDE, 2022): Transcription, Text Analysis, and Discourse Identification Appendix B. Log for *Curriculum Framework: English Program* (PRDE, 2022): Interpretation of Discourse Analysis Appendix C. Log for *Curriculum Framework: English Program* (PRDE, 2022): Comparison and Synthesis Appendix F. Researcher´s Ideological Statement on the Content and Pedagogy of English as a Second Language in the PRDE

Chapter IV.

Findings

The purpose of this chapter is to present the findings of the investigation titled *Critical Discourse Analysis of the Ideology in the Curriculum Framework of the English Program (2022) at the Puerto Rico Department of Education*. The analysis was conducted using two complementary qualitative methodologies: Critical Discourse Analysis (CDA) and Grounded Theory.

Critical Discourse Analysis provided the theoretical and analytical tools to examine how discourse constructs meaning, power, and ideology within the document. Specifically, CDA was used to analyze discursive features such as legitimation strategies, nominalization, passivization, and metaphorical or non-congruent representations of social processes. Grounded Theory contributed a systematic analytic structure, allowing these discursive elements to be coded, compared, and grouped into categories and subcategories that revealed broader ideological patterns across the text.

More specifically, CDA was operationalized through Fairclough's three-dimensional model, while Glaser and Strauss's Grounded Theory guided the data analysis process. This systematic approach included open coding in Log A, axial coding in Log B, selective coding in Log C, and the identification of theoretical saturation across all logs. The integration of these methodologies allowed for both critical interpretation and analytic rigor, ensuring that ideological patterns emerged inductively from the data while remaining grounded in established theory.

This chapter is organized according to the research questions that guided the study. A total of 101 excerpts were drawn directly from the Curriculum Framework document and analyzed. These excerpts demonstrate clear relationships with the categories, subcategories, and indicators outlined in the Graphic Organizer presented in Figure A, or they exhibit the discursive characteristics identified by Fairclough for textual analysis. Figure A was developed to organize and manage the primary ideologies examined in this investigation and serves as the analytic framework for interpreting the discourse. These ideologies constitute the study's main categories.

Each category is further divided into subcategories and indicators derived from the theoretical foundations of Foucault (1972, 1997), Fairclough (2003), Apple (2006), and van Dijk (2013). The findings are presented by addressing each research question in turn, supported by representative excerpts from the document and their corresponding interpretations. The chapter concludes with a summary that synthesizes the key findings.

Description of the official document of the English Program at PRDE (2022-2023) Curriculum Framework

The 2022 Curriculum Framework of the English Program in Puerto Rico (PRDE, 2023) is the central guide for teaching English across all grade levels, from kindergarten through high school. It outlines the program's mission, vision, and values while setting expectations for what students should know and be able to do at each stage. The Framework provides a structured roadmap for educators, including graduate profiles, competencies, instructional approaches, and assessment practices. Organized through the "Understanding by Design" model, it asks teachers to start with the outcomes, design evidence of learning, and then create lesson plans that align instruction with those results.

The Framework is anchored in Puerto Rico's legal and policy context. It affirms both Spanish and English as official languages and positions bilingual education as a right and requirement under local and federal law. Oversight of the program is centralized, with an operational manager responsible for bilingual education. It also links the island's curriculum to U.S. standards and "college and career readiness" benchmarks, borrowing from state frameworks and the practices of top-performing systems.

In its operational plan, the Framework establishes a set of tools and approaches for teachers. Lesson plans, curriculum maps, and circular letters are considered official documents that guide schools in ensuring consistency across the system. The recommended methods emphasize standards-based and competency-based approaches, structured literacy, and balanced literacy, while also drawing on established strategies like Total Physical Response. Assessments are central: teachers are expected to monitor learning continually and design final assessments that verify mastery of the competencies. The Framework also accounts for emergencies, directing schools to maintain focus on essential content and competencies to ensure continuity of learning.

This Framework describes teachers as highly qualified professionals, responsible for upholding values of honesty, discipline, and efficiency. It sets expectations for schools to implement the Framework through planning, documentation, and evaluation. At the classroom level, educators see a roadmap that begins with goals, aligns them with evidence, and then moves into sequenced learning activities. In short, the Framework is a document that defines how English is to be taught, learned, and assessed in Puerto Rico, blending global standards, local policy, and institutional values into a single system-wide model.

First Research Question

The first research question was: What ideologies are portrayed in the discourse of the Curriculum Framework for the English Program 2022-2023 at the PRDE? A coding system was created, and the results after its use were displayed in Logs A, B, and C. The investigator then analyzed these results. The coding system is detailed as follows: C3 Politics of Pedagogy, SC. 3.1 Ideological control through curriculum design, Indicator 3.1.1. Legal institutional authority to justify decisions, Indicator 3.2.2. Reliance on expert or technical discourse, SC. 3.2. Curriculum Control Mechanism, Indicator 3.2.1. Agentless constructions hiding who sets the standards, Indicator 3.2.2. Emphasis on assessments and outcomes indicates technocratic control over learning.

To answer question number one, Category 1 was created: C1: Ideologies portrayed in the discourse. The subcategories of neoliberalism and colonialism were grounded in both the Puerto Rican educational context and in the literature that links neoliberal reforms to globalization, efficiency/measurable/ marketization/finance. Indicators of colonialism include English often being positioned as superior or essential to success, as well as U.S. Laws, benchmarks, and educational standards.

Grounded theory began with data collection. This phase took place when selecting the PRDE Curriculum Framework as the document to be examined. Before starting the methodology steps, a list of categories, subcategories, and indicators was created, incorporating ideological markers and aligning with the theoretical framework (Appendix A). Then, for Open Coding, the text was transcribed verbatim into a single log (Appendix A). This text was compared to the coding system and expressed in the same log. Next, in another log and in the second step of Axial Coding (Appendix B), specific

sections of the original text were matched to the codes. Afterwards, in a different log (Appendix C), the selective coding took place. These sections were aligned with the theories mentioned in the investigation. Then, all logs were considered, compared, and contrasted to continue the analysis.

In this investigation, the open coding consisted of transcribing the complete text under study verbatim and examining it sentence by sentence, from page 1 to page 83. The next step was to fracture the text and paragraphs into smaller parts that could convey an ideology. Next, the text was compared with the categories, subcategories, and indicators to identify similarities between the text and its constituent parts. An analysis of these was conducted, and 68 excerpts were selected and transcribed in Log A: Log for Curriculum Framework: English Program (PRDE, 2022), which includes transcription, Text Analysis, and Discourse Identification. Then, the axial coding involved connecting and refining the open codes by exploring relationships between categories, subcategories, and indicators. In this dissertation, this was carried out in Log A and Log B. Both logs contain coded excerpts, which were compared and reorganized into three major categories (C1: Ideologies in Discourse, C2: Social and Political Context, and C3: Politics of Pedagogy). At this point, relationships were drawn. For instance, how "standards and assessments" (SC3.2) are consistently tied to neoliberal discourses of efficiency and accountability, or how "English as superior" (SC1.2) is linked to colonial dependencies. This stage ensured that codes were not isolated but understood within a structured web of meaning.

Next, the process of selective coding involves integrating and refining the axial codes into a central narrative or theoretical explanation. In this dissertation, this stage was

embodied in Log C, where excerpts, their aligned categories, and subcategories were systematically connected with the work of major theorists (e.g., Foucault, Fairclough, van Dijk, and Apple) and supporting literature (e.g., Pennycook, Fitzgibbon). Here, the focus was on identifying the dominant ideological formations in the Framework. Neoliberalism and colonialism, and the way they exhibit repetition in discursive patterns. Selective coding enabled the data to transition from fragmented excerpts to coherent ideological constructs.

The final stage of Grounded Theory is theoretical saturation. This phase was reached when continued coding of the Curriculum Framework no longer produced new categories, subcategories, or indicators, nor revealed stronger or qualitatively different patterns. By the completion of the final analytic logs, the previously identified categories had become increasingly robust and recurrent, making saturation evident.

Saturation was confirmed as additional excerpts consistently aligned with existing indicators—such as efficiency, globalization, assessment accountability, U.S. legal frameworks, and the privileging of English—rather than generating new conceptual dimensions. This recurrence across the data corpus demonstrates the stability of the analytic categories and the coherence of the emerging theoretical structure.

Reaching theoretical saturation confirms that the analytic framework was sufficient to capture and account for the ideological patterns embedded in the Curriculum Framework's discourse. The absence of emergent categories at this stage supports the adequacy, rigor, and completeness of the analysis.

The selected indicators for identifying either neoliberal or colonial ideologies in the language used in the framework identified a total of 114 occurrences. Thirty-three of

these were linked to colonial ideology, and the remaining 81 to neoliberal ideology. This terminology included terms like standards, competence, assessment, evaluation, measurable outcomes, globalized world, competitiveness, technological innovation, English proficiency, U.S. laws, English essential for success, English as superior, English as necessary, U.S. territory, English as lingua franca, all of them related to either neoliberalism or colonialism, respectively.

Findings recorded in Log C under Category 1: Ideologies portrayed in the discourse (C_1) are a total of 37 excerpts that have been directly transcribed from the Framework. It contains several statements that reveal ideological positioning in the discourse. The phrase "Most people accept that adequate English proficiency provides advantages to citizens in Puerto Rico" (p. 1) was coded under SC1.2 Colonialism, indicator I1.2.2 Assimilation of U.S. culture over Puerto Rican culture, because it links English proficiency to progress and social advantage. Similarly, the excerpt "Among the most important reasons for learning English from a social, political, and economic perspective are the strong ties to the United States because of the migration of Puerto Ricans to the United States over the years" (p. 1) was classified under SC1.2 Colonialism, indicators I1.2.1 and I1.2.2, for presenting English as essential and legitimized by U.S. social and political structures.

Neoliberal references were also identified. The sentence "English is also the preeminent international language in our ever-changing global society and the language of the information age" (p. 1) was coded under SC1.1 Neoliberalism, indicators I1.1.1 Globalization and I1.1.2 Efficiency/marketization/finance, since it connects English to global competitiveness and technological advancement. Likewise, "English has become a

language of social empowerment. Gatekeepers that enable socioeconomic mobility in this society use it as a 'door-opener" (p. 1) falls under the same subcategory and indicators, emphasizing language as a form of economic capital.

Colonial references continue with the sentence "English as well as Spanish is an official language of Puerto Rico" (p. 1), which was coded under SC1.2 Colonialism, indicator I1.2.2, for presenting English legitimacy through formal policy. The phrase "Learning English is beneficial for those who want to grow personally. It serves as a measure for increased enlightenment; social, emotional, and moral development; value development and appreciation; self-awareness; and self-confidence" (p. 1) aligns with SC1.1 Neoliberalism, indicator I1.1.2, for its focus on measurable self-improvement through language learning. Finally, "Since culture is embedded in learning a language, learning English can assist the learner in becoming more culturally aware. Students can learn to appreciate and respect the cultures of the English-speaking world, albeit through a second language" (p. 1) was linked to SC1.2 Colonialism, indicator I1.2.1, for framing English as central to cultural understanding.

Additional examples of neoliberal discourse include statements that highlight global and economic orientation. The excerpt "This is done to prepare students to be sensitive, competent, creative, self-managed, and entrepreneurial, and able to perform successfully in society, in the context of a globalized economy" (p. 8) was linked to SC1.1 Neoliberalism, indicator I1.1.1 Globalization. Similarly, "The DEPR values ethics, human rights, education, social welfare, quality of life, merit, commitment, and equal opportunities" (p. 8) was coded under SC1.1 Neoliberalism, indicator I1.1.2 Efficiency/marketization/finance, as was the phrase "Considering the basic premises and

a panoramic view of the transformations related to globalization, the informational society, and the systemic worldwide crisis, the DEPR defines its values, aspirations, and organizational and educational beliefs as follows" (p. 8). These excerpts link language and education to measurable performance and global integration.

Table 2

Findings Supporting Research Question Number One

Code / Indicator	Ideology	Example Excerpt from Framework	Interpretation
C1.1 Neoliberalism	Neoliberal	"English is also the preeminent international language in our ever-changing global society…" (p. 1)	Positions English as a tool for global competitiveness and market efficiency.
I1.1.1 Globalization	Neoliberal	"This is done to prepare students… in the context of a globalized economy." (p. 8)	Frames education as serving economic mobility within global markets.
I1.1.2 Efficiency / Marketization / Finance	Neoliberal	"English has become a language of social empowerment… a 'door-opener.'" (p. 1)	Treats language as economic capital and students as future market actors.
Standards / Competencies / Assessments Language	Neoliberal	"Values, aspirations, and organizational and educational beliefs…" (p. 8)	Shows technocratic control prioritizing systems over cultural learning.
SC3.2.2 Emphasis on Assessments and Outcomes	Neoliberal	References to "competent" and "entrepreneurial" students (p. 8)	Normalizes assessment frameworks as primary measures of success.
C1.2 Colonialism	Colonial	"Most people accept that adequate English proficiency provides advantages…" (p. 1)	Links English proficiency to social legitimacy and assimilation.
I1.2.1 English as Superior / Essential	Colonial	"Among the most important reasons for learning English… strong ties to the United States…" (p. 1)	Reproduces dependency on U.S. political and cultural norms.

Code / Indicator	Ideology	Example Excerpt from Framework	Interpretation
I1.2.2 Assimilation of U.S. Culture	Colonial	"Students can learn to appreciate the cultures of the English-speaking world…" (p. 1)	Suggests cultural knowledge flows from English outward, not from Puerto Rico inward.
References to U.S. Laws / Standards (Law 85, ESSA)	Colonial	"Strong ties to the United States…" (p. 1)	Establishes U.S. policy as legitimizing curriculum decisions.
SC3.1.1 Legal Institutional Authority	Colonial	Mentions of official languages and citizenship obligations.	Uses legal discourse to justify English dominance.

Second Research Question

The second research question guiding this study asked: What social and political aspects can be identified among the ideologies found in the official documents of the English Program (2022–2023) at the Puerto Rico Department of Education (PRDE)? To address this question, the analysis drew primarily on findings derived from Category 2: Social and Political Context, complemented by analytic elements from Category 3: Politics of Pedagogy. Together, these categories capture how governance, authority, and power operate within the Curriculum Framework's discourse.

The presorted coding system guiding this analysis included the following categories, subcategories, and indicators: C3 Politics of Pedagogy, SC 3.1 Ideological Control through Curriculum Design, with Indicator 3.1.1 Legal and institutional authority used to justify decisions and Indicator 3.1.2 Reliance on expert or technical discourse; and SC 3.2 Curriculum Control Mechanisms, with Indicator 3.2.1 Agentless constructions obscuring responsibility for standard-setting and Indicator 3.2.2 Emphasis on assessment and outcomes as mechanisms of technocratic control over learning. These

indicators were used to identify how authority is normalized and legitimated within the curriculum text.

Addressed primarily through Category 2: Social and Political Context, the analysis examined how the Curriculum Framework encodes broader social and political realities. The subcategories of governance and administrative control, colonial and political dependency, and economic and administrative regulation were selected based on the understanding that public education in Puerto Rico operates within overlapping structures of U.S. colonial governance and neoliberal managerialism (Foucault, 1977; Apple, 2006). Indicators such as the marginalization of local stakeholders, the invocation of U.S.-linked policy frameworks, and the framing of educational reform as crisis management revealed how authority and control are organized discursively in the Framework.

Following the stages of Grounded Theory adapted to document analysis, open coding initially fragmented the text into smaller analytical units, allowing ideological markers to emerge inductively. For example, references to *"Law 85 of March 29, 2018"* and *"Article 9.01"* (p. 12) were identified as salient markers of governance and bilingual mandates. These excerpts were coded under SC 2.2 Colonial and Political Dependency, Indicator 2.2.1 U.S. policies regulating local educational decisions, as they institutionalize bilingual education through legal frameworks shaped by U.S. federal and state influence. The reliance on statutory authority to legitimate English instruction reflects a colonial governance structure in which policy direction remains externally anchored. These excerpts were subsequently cross-validated within Log B, reinforcing their alignment with Category 2.

Another excerpt states that *"The operational manager of the English Program will be in charge of bilingual education. She will provide academic advice, mentoring, and technical assistance to existing bilingual schools … and will be in charge of expanding such schools to other municipalities in Puerto Rico"* (p. 12). This passage was coded under SC 2.1 Governance and Administrative Control, Indicator 2.1.1 Erasure of Local Stakeholders. The language centralizes decision-making authority within a single administrative figure while excluding teachers, school communities, and local actors from participatory roles. This discursive construction reflects Foucauldian mechanisms of centralized governance, where power is exercised through managerial positions and presented as neutral administrative coordination rather than as political control.

Another example appears in the phrase *"Increased student retention and completion rates, particularly when prior learning can be applied to degree progress"* (p. 21), which was coded under SC2.3 Economic and Administrative Control with indicator I2.3.1 Discourse Framing of Crisis Management. The focus on retention and completion rates illustrates the managerial logic of crisis mitigation in education through efficiency and accountability measures, consistent with Apple's (2006) framework of neoliberal governance.

The statement *"Built upon the strengths and lessons of current state standards"* (p. 45) was classified under SC2.1 Governance and Administrative Control with indicator I2.1.1 Erasure of Local Stakeholders. The reference to "state standards" aligns local education with U.S. educational models, reducing local curricular autonomy and reinforcing dependency on external benchmarks.

The section:

> *Core Competencies support the planning process of the teaching and learning process, so that the contents during the school year are reviewed, and in emergency situations due to force majeure are prioritized to ensure that the student masters the essentials of the grade in each subject upon promotion"* (p. 58)

was coded under SC2.3 Economic and Administrative Control, indicator I2.3.1 Discourse Framing of Crisis Management. This excerpt reflects administrative discourse in which educational planning is tied to external events and efficiency-oriented management strategies, illustrating how governance and control mechanisms are embedded in the curriculum.

Finally, theoretical saturation was achieved when repeated references across the document demonstrated consistent reliance on U.S. policies, benchmarks, and crisis-management rhetoric. At this point, no more codes were matched, confirming that the discourse of colonial dependency and administrative control was fully captured through the iterative use of Logs A through C.

Table 3

Findings Supporting Research Question Number Two

Code / Indicator	Social or Political Aspect	Example Excerpt from Framework	Interpretation
SC2.2 Colonial and Political Dependency	U.S. policy authority over local decisions	"Law 85 of March 29, 2018" and "Article 9.01" (p. 12)	Shows Puerto Rican policy depends on U.S. legislative frameworks, reinforcing colonial governance.
I2.2.1 U.S. Policies Regulating Local Educational Decisions	Policy dependence and lack of local autonomy	"Built upon the strengths and lessons of current state standards" (p. 45)	Positions U.S. standards as superior and reduces Puerto

Code / Indicator	Social or Political Aspect	Example Excerpt from Framework	Interpretation
			Rico's curricular independence.
SC2.1 Governance and Administrative Control	Centralized decision making	"The operational manager… will be in charge of expanding such schools…" (p. 12)	Removes teachers and communities from decision making, reflecting top-down control.
I2.1.1 Erasure of Local Stakeholders	Exclusion of educators, families, and communities	Managerial responsibilities defined without mention of teachers or communities (p. 12)	Reinforces governance that prioritizes bureaucracy over local voices.
SC3.1.1 Legal Institutional Authority	Legitimizing decisions through legal language	References to bilingual mandates tied to legislation (p. 12)	Legal discourse constructs compliance, not collaboration, as the basis for policy.
SC3.2.2 Reliance on Expert or Technical Discourse	Technocratic governance	"Academic advice, mentoring, and technical assistance" (p. 12)	Frames education as a technical process controlled by experts rather than communities.
SC3.2 Curriculum Control Mechanism	Systemic management of education	"Core Competencies support the planning process…" (p. 58)	Planning becomes a management tool rather than a pedagogical practice.
I3.2.1 Agentless Constructions	Hidden decision makers	Statements referencing standards without naming authors	Obscures who creates policies, limiting accountability and transparency.
SC2.3 Economic and Administrative Control	Crisis framed as administrative problem	"Increased student retention and completion rates…" (p. 21)	Treats educational challenges as managerial efficiency issues rather than social or cultural concerns.
I2.3.1 Discourse Framing of Crisis Management	Education governed through crisis logic	"Prioritized to ensure the student masters the essentials…" (p. 58)	Suggests education must be managed like a system under threat, supporting technocratic rule.

Third Research Question

The third research question was: How does the discourse reflect the politics (ideology) of pedagogy in the PRDE English Program? The results and conclusions of the data compilation, primarily from Category 3, were used to examine and answer the second research question.

The analysis of the politics (ideology) of pedagogy also followed the systematic stages of Grounded Theory. In open coding, sentences that indicated pedagogical control or standardization were isolated in Log A. This log was used to compile them and highlight those exhibiting any association with the terms used in the categories, subcategories, and indicators. The coding system is detailed as follows: C3 Politics of Pedagogy, SC. 3.1 Ideological control through curriculum design, Indicator 3.1.1. Legal institutional authority to justify decisions, Indicator 3.2.2. Reliance on expert or technical discourse, SC. 3.2. Curriculum Control Mechanism, Indicator 3.2.1. Agentless constructions hiding who sets the standards, Indicator 3.2.2. Emphasis on assessments and outcomes indicates technocratic control over learning. The coding system was exceedingly effective in highlighting terminology related to Category 3: Politics (ideology) of Pedagogy, which helped answer this question.

In the open coding stage, the text was selected, and each section was transcribed verbatim in Log A. In Logs B and C, or axial coding, the specific sections exhibiting the ideology were transcribed next to the corresponding categories, subcategories, and indicators. These three logs enabled comparison and analysis, which, in turn, allowed the third stage of selective coding.

Under Category C3, *Politics (Ideologies) of Pedagogy*, the Curriculum Framework (PRDE, 2022) presents several excerpts that reveal how pedagogy and assessment are structured through ideological mechanisms of control. The statement

> *The English program recognizes that students' needs change as they develop lifelong experiences and expectations. At the beginning level, teachers attempt to make the students comfortable using their new language by offering many opportunities to practice listening, speaking, foundational skills, reading, writing, and language skills. At the intermediate and advanced levels, educators expect students to take more responsibility for their learning. At all levels, teachers use various approaches, activities, assessments, and resources to learn a language. Each level of learning, therefore, fortifies students' personal, social, and academic responsibilities in life"* (p. 11).

was categorized under SC3.2 Curriculum Control Mechanism, indicator I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning. The emphasis on assessment and structured progression links instruction to measurable learning outcomes, reflecting a technocratic orientation.

The excerpt *"Curriculum Technology is a tool that can change the nature of learning"* (p. 12) was coded under SC3.2 Curriculum Control Mechanism, indicator I3.2.1 Agentless constructions hiding who sets the standards. The impersonal construction omits the agents responsible for policy or pedagogical decisions, creating distance between authority and practice. Another instance, it can be noticed, *"But before technology can be used effectively, exploration must be valued as important to both*

teaching and learning" (p. 12) was also categorized under SC3.2, indicator I3.2.2, for prioritizing efficiency and evaluation in teaching practices.

Another related occurrence appears in the phrase *"Activities and learning environments must be carefully guided and structured, so learners are fully engaged in their learning"* (p. 13). This phrase was classified under SC3.2 Curriculum Control Mechanism, indicator I3.2.1, due to its use of agentless directives emphasizing structure and control in the learning process. Equally, *"Wager (1992) argued that the educational technology that can make the biggest difference to schools and students is not the hardware, but the process of designing effective instruction, which incorporates computer technology and other media appropriately"* (p. 13) was classified under SC3.1 Ideological Control through Curriculum Design, indicator I3.1.2 Reliance on expert or technical discourse. This coding highlights the reliance on expert authority to legitimize pedagogical practices.

The phrase *"The correct use of linguistic concepts that facilitate the application of knowledge is essential for mastering a second language"* (p. 15) was coded under SC3.2 Curriculum Control Mechanism, indicator I3.2.1 Agentless constructions about who sets the standards, as it prescribes pedagogical expectations without specifying their origin. Similarly, *"For this reason, the lessons must be developed using the normative documents: the Content Standards and Expectations by Grade, the Curriculum Framework, the curriculum maps, the current circular letters (both the English Program, Planning of the teaching process, and Evaluation and Assessment of Student Learning), and the Design of School Excellence"* (p. 15) was classified under SC3.1 Legitimation and Authority, indicator I3.1.1 Legal Institutional Authority to Justify Decisions. The

citation of multiple institutional documents reflects the process of legitimizing educational control through official references.

The Framework continues to reflect technocratic tendencies in the following: *"The Standards-Based Approach addresses what students should know and be able to do and demonstrate at the end of the process of the language study. Performance standards show how the learners have achieved the targeted standards. Proficiency standards define how learners should perform"* (p. 21).

This excerpt was coded under SC3.2 Curriculum Control Mechanism, indicator I3.2.2, which emphasizes assessments and outcomes, indicating technocratic control over learning. The following statement, *"The teacher ensures that all the components of the lesson (learning activities, assessments, homework) contribute to the lesson objectives and to the student's proficiency in the standards"* (p. 21), was classified under the same subcategory and indicator, emphasizing the teacher's role as executor of standards-based accountability.

Another phrase, *"Teachers also continually check in on students' understanding"* (p. 24), was coded under SC3.2 Curriculum Control Mechanism, indicator I3.2.2, for its alignment with continuous assessment practices. Similarly, *"The aptitude hypothesis states that there is such a thing as a language-learning aptitude and that this aptitude can be measured and is highly correlated with general learning aptitude"* (p. 24) was categorized under the same subcategory and indicator, as it reinforces the notion that language acquisition can be quantified and standardized. Lastly, *"Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose"* (p. 29) was also linked to SC3.2 Curriculum Control

Mechanism, indicator I3.2.2, due to its emphasis on progress and performance as measurable goals in language education.

As pedagogical strategies, the Framework, expresses constantly the need for constant measure performances and standardize testing, a typical technocratic approach. Neoliberal ideas and technocratic thinking work together in ways that are hard to separate. Neoliberal reforms depend on things that can be counted, such as standardized tests, performance measures, and defined competencies, because these tools support goals like efficiency, accountability, and competition (Fairclough, 2003). Technocratic language then steps in to justify these tools and presents them as neutral, scientific, and unavoidable. Habermas (1987) describes this process as the "colonization of the lifeworld," where technical and bureaucratic systems enter areas of human life that were once shaped by culture and shared meaning, forcing them to operate under the logic of efficiency. This is observable in Puerto Rico's Curriculum Framework, which treats education less as a creative or cultural endeavor and more as a way to produce entrepreneurial and globally competitive students. In this sense, technocratic discourse does not sit next to neoliberalism but actually gives it the vocabulary and structure it needs to shape pedagogy. The strong emphasis on standards, competencies, and constant assessments in PRDE documents shows how these two forces come together to normalize accountability while pushing aside broader cultural or emancipatory goals.

Table 3

Findings Supporting Research Question Number Three

Code / Indicator	Pedagogical Structure	Example Excerpt from Framework	Interpretation
SC3.2 Curriculum Control Mechanism	Structured progression tied to measurable outcomes	"Educators expect students to take more responsibility for their learning... teachers use various approaches, activities, assessments…" (p. 11)	Pedagogy becomes performance driven, linking learning to measurable growth rather than meaning making.
I3.2.2 Emphasis on Assessments and Outcomes	Technocratic control over learning	"Each level of learning fortifies students' personal, social, and academic responsibilities…" (p. 11)	Learning is equated with measurable achievement, reinforcing accountability structures.
I3.2.1 Agentless Constructions	Hidden authority behind pedagogical mandates	"Curriculum Technology is a tool that can change the nature of learning." (p. 12)	Removes visible responsibility and presents change as inevitable rather than chosen.
SC3.2 Curriculum Control Mechanism	Efficiency and structured oversight	"Activities and learning environments must be carefully guided and structured…" (p. 13)	Positions teachers as implementers of predetermined structures, limiting autonomy.
SC3.1 Ideological Control through Curriculum Design	Reliance on expert discourse	"Wager (1992) argued that… designing effective instruction…" (p. 13)	Expert citation replaces teacher judgment, normalizing external control.
I3.1.1 Legal Institutional Authority	Institutional documents justify practice	"Lessons must be developed using the normative documents: Content Standards… Curriculum Maps…" (p. 15)	Curriculum becomes a compliance system rather than a pedagogical tool.
I3.2.1 Agentless Standards	Standards imposed without identified authors	"The correct use of linguistic concepts… is essential…" (p. 15)	Suggests universal necessity rather than policy choice, reinforcing obedience.

Approaches and methods in the Curriculum Framework of the PRDE English Program (2022)

The Curriculum Framework of the English Program (PRDE, 2022) reveals a clear preference for instructional approaches that align with neoliberal and colonial orientations. The discourse privileges efficiency, accountability, and performance measurement, positioning teaching and learning within a framework of standardized outcomes and institutional monitoring. This orientation becomes evident through the prominence of Standards-Based and Competency-BasedApproaches, both of which emphasize measurable learning outcomes, alignment with external benchmarks, and comparability across contexts.

These approaches were coded as neoliberal in orientation because they frame learning as a quantifiable product closely linked to employability, productivity, and human capital development. In this model, education is positioned less as a transformative social practice and more as an instrument for workforce readiness, reinforcing market logics within the curriculum (Apple, 2006; Fairclough, 2003; Mulder, 2014). The discourse surrounding standards and competencies normalizes the idea that educational success can be objectively measured, monitored, and managed, thereby embedding technocratic control into pedagogical practice.

Additionally, Structured Literacy and Balanced Literacy are presented as central instructional components within the Framework. Although these approaches are often justified through claims of effectiveness and scientific legitimacy, their reliance on explicit instruction, skill sequencing, and continuous assessment reinforces testing regimes and institutional oversight. The sustained emphasis on diagnostic monitoring and

performance data situates these approaches firmly within neoliberal logic, privileging evidence-based efficiency, accountability, and cross-system comparability (Allington, 2013; Au, 2011).

The Framework also incorporates approaches traditionally associated with humanistic or progressive educational philosophies; however, these are recontextualized within performance-oriented structures. Process-Based Writing, originally designed to encourage recursive, reflective, and student-centered learning, appears in the document but is explicitly tied to predefined writing standards and achievement indicators. This reframing reflects a constrained constructivist stance, in which student agency is acknowledged but regulated through assessment-driven expectations (Graves, 1983).

Similarly, the Natural Approach (Krashen & Terrell, 1983), which foregrounds comprehensible input and affective engagement, is incorporated into the Framework in ways that partially align with neoliberal accountability structures. While the approach emphasizes low-anxiety learning environments, its implementation is linked to standardized proficiency goals and institutional benchmarks, thereby limiting its original emancipatory potential (Pennycook, 2017). Within this configuration, affective and communicative dimensions of language learning coexist with mechanisms of evaluation and control.

Overall, the selection and framing of instructional approaches in the PRDE English Program Curriculum Framework suggest that pedagogical diversity is permitted only insofar as it remains compatible with dominant accountability systems. Progressive methodologies are not excluded but are subordinated to performance metrics, reinforcing a discourse in which innovation operates within tightly regulated ideological boundaries.

The Language Experience Approach (Ashton-Warner, 1963) retains its humanistic foundation by centering literacy in students' personal experiences. Yet, its placement alongside standards-based models suggests an adaptation to systemic assessment frameworks. Communicative Language Teaching (CLT) and the Functional–Notional Approach were identified as carrying colonial and neoliberal-hybrid characteristics in the Puerto Rican context. Both emphasize communicative competence aligned with globalized and workplace demands, privileging native-speaker norms and reinforcing English as a language of international power (Fitzgibbon, 2013; Phillipson, 1992; Canagarajah, 1999).

The Curriculum Framework also references Total Physical Response (TPR), a method traditionally grounded in humanistic and kinesthetic principles of language learning. TPR emphasizes learning through movement, lowering affective filters and promoting comprehension before production. However, within the context of the PRDE English Program Framework (2022), TPR appears largely neutralized. Rather than being presented as an experiential, learner-responsive methodology, it is implicitly reinterpreted through repetitive, teacher-directed activities that align more closely with structured, outcome-oriented pedagogy and skills practice. This recontextualization reduces TPR's emancipatory potential and situates it within the broader logic of instructional efficiency and standardization (Richards & Rodgers, 2014).

Equally significant in the analysis are the methodological omissions within the Framework. Approaches such as the Silent Way, Suggestopedia, Community Language Learning, Whole Language, Critical Pedagogy, and the Lexical Approach are notably absent. These methodologies have historically emphasized learner autonomy, creativity,

affective engagement, dialogic learning, and resistance to rigid technocratic control. As such, they were classified in this study as progressive or anti-technocratic approaches.

The exclusion of these methods is not interpreted as incidental but as reflective of an institutional preference for pedagogical models that are more easily governed, assessed, and standardized across systems. Approaches that foreground critical consciousness, collective meaning-making, or epistemic agency present challenges to centralized curricular control and accountability structures. Their absence, therefore, reinforces a curriculum discourse that prioritizes manageability, measurability, and compliance over pedagogical plurality and critical engagement (Curran, 1976; Freire, 1970; Goodman, 1986).

Overall, the Framework's selection and exclusion of pedagogical methods demonstrate how ideology shapes curriculum design. The chosen approaches reflect neoliberal values of efficiency and control, while colonial orientations persist in the privileging of English as a global and aspirational norm within Puerto Rico's educational system.

Approaches and their ideological orientation

The chart below shows that each instructional approach carries its own set of assumptions about what learning should accomplish, and these assumptions often reflect deeper ideological commitments. The approaches that anchor the Curriculum Framework, such as standards-based instruction, competency-based models, and structured literacy, reflect a clear neoliberal orientation. They place great value on what can be counted and evaluated, and they treat learning as a process that must be tracked through tests, performance scores, and detailed competencies. This way of thinking aligns

education with ideas of efficiency, accountability, and economic productivity. In these models, students are often seen as future workers who must develop skills that can be measured and compared, which echoes broader global trends that define education in terms of human capital.

Other approaches on the chart move in a different direction. Process based writing and the Language Experience Approach belong to a more progressive and humanistic tradition. They treat learning as a personal and creative act that develops through exploration, reflection, and meaningful communication. These approaches place importance on the learner's voice and experience, and they resist the narrowing effect of test-driven instruction. Even methods such as the Natural Approach and Total Physical Response, which emphasize low stress environments and comprehensible input, often lose their original spirit when they are absorbed by systems that prioritize testing and scripted instruction.

The chart also highlights approaches that raise concerns in the Puerto Rico context. Communicative Language Teaching and the Functional Notional approach often reinforce native speaker norms and global expectations of English that reflect lingering colonial influences. These approaches can reproduce the idea that English carries a higher value than local linguistic practices, which places Puerto Rico within broader patterns of linguistic inequality. Finally, the chart draws attention to what is missing from the Framework. Approaches grounded in critical pedagogy, whole language traditions, and community-based learning are not included, even though they emphasize autonomy, cultural identity, and democratic participation. Their absence suggests that the

Framework leans toward managerial and efficiency driven models rather than pedagogies that center empowerment and cultural relevance.

Table 5

List of Teaching Approaches and Methods: *Findings*

Approach / Method	Ideological Orientation	Key Characteristics
Standards-Based Approaches (Framework)	Neoliberal	Emphasizes measurable outcomes, efficiency, and accountability (Fairclough, 2003; Apple, 2006)
Competency-Based Approaches (Framework)	Neoliberal	Observable competencies aligned with employability; human capital perspective (Mulder, 2014; Apple, 2006)
Structured Literacy / Balanced Literacy	Neoliberal	Explicit, structured reading tied to assessments; aligns with testing regimes (Allington, 2013; Au, 2011)
Process-Based Writing	Progressive / Constructivist	Recursive, student-centered meaning-making resisting test-driven models (Graves, 1983)
Natural Approach (Krashen & Terrell)	Humanistic (potentially co-opted)	Focuses on comprehensible input and affective filter (Krashen, 1982; Pennycook, 2017)
Language Experience Approach (Ashton-Warner)	Progressive / Humanistic	Centers literacy in students' experiences; empowerment (Ashton-Warner, 1963)
Communicative Approach (CLT)	Colonial in PR context	Privileges native speaker norms; aligns with global linguistic hierarchies (Fitzgibbon, 2013; Phillipson, 1992)
Functional–Notional Approach	Colonial / Neoliberal Hybrid	Frames English as global necessity; workplace orientation (Canagarajah, 1999)
Total Physical Response (TPR)	Humanistic (neutralized in practice)	Low-stress kinesthetic method, often co-opted for drills (Richards & Rodgers, 2014)
Excluded Approaches (not in Framework)	Progressive / Humanistic / Anti-technocratic	Silent Way, Suggestopedia, CLL, Whole Language, Critical Pedagogy emphasize autonomy, empowerment, anti-standardization (Freire, 1970; Goodman, 1986; Curran, 1976)

Summary of Findings

This chapter examined the language of the Curriculum Framework of the English Program (2022) issued by the Puerto Rico Department of Education to identify how discourse conveys ideology. Using Critical Discourse Analysis (CDA) and Grounded Theory, the study explored how lexical choices, grammatical structures, and discursive patterns shape educational meaning and authority. CDA provided analytical tools to identify legitimation strategies, passivizations, and nominalizations that obscure agency or reinforce institutional control. Concurrently, Grounded Theory structured these linguistic elements into categories and subcategories that revealed recurring ideological patterns. The analysis followed open, axial, and selective coding procedures applied to 101 excerpts, each systematically aligned with ideological indicators grounded in the theoretical contributions of Fairclough, Foucault, van Dijk, and Apple.

Within the Ideologies in Discourse category, the analysis revealed that the Framework consistently employs language linking English proficiency to progress, competitiveness, and access to global opportunities.

Lexical choices such as *preeminent*, *global*, *competent*, and *entrepreneurial* reflected neoliberal indicators associated with efficiency, accountability, and measurable outcomes. Additionally, statements positioning English as a pathway to social mobility or moral development framed the language as inherently superior, aligning with colonial indicators related to cultural assimilation and dependence on U.S. benchmarks. These findings were organized into subcategories such as Globalization (I1.1.1), Efficiency and Marketization (I1.1.2), and Assimilation of U.S. Culture (I1.2.2), demonstrating a consistent repetition of neoliberal and colonial discourses throughout the Framework.

The Social and Political Context category illustrated how institutional language situates educational policy within external systems of governance and control. References to Law 85 of 2018, Article 9.01, and citations of state or federal standards were coded under Colonial and Political Dependency (SC2.2), particularly the indicator U.S. Policies Regulating Local Educational Decisions (I2.2.1). Additional excerpts emphasizing supervision, accountability structures, and performance targets were classified under Governance and Administrative Control (SC2.1) and Economic and Administrative Control (SC2.3). Across these instances, the Framework employed a bureaucratic and procedural tone that privileged compliance, oversight, and managerial regulation.

Finally, the Politics of Pedagogy category highlighted how instructional practices and assessment are discursively constructed through mechanisms of control. Statements referring to "carefully guided and structured" learning or the Standards-Based Approach were coded under Curriculum Control Mechanisms (SC3.2), particularly Agentless Constructions (I3.2.1) and Emphasis on Assessments (I3.2.2).

Excerpts addressing lesson planning, alignment with official documents, and expert guidance were categorized under Legitimation and Authority (SC3.1), reflecting reliance on institutional and technical discourse. Collectively, these findings demonstrate that the Framework's language conceptualizes education as a regulated and standardized process governed by accountability, measurement, and formal authority. In doing so, curriculum discourse operates as a mechanism through which knowledge and power are organized and reproduced within Puerto Rico's English Program.

Chapter V.

Discussion

This chapter presents the discussion and conclusions of the investigation titled *Critical Discourse Analysis of the Ideology in the Curriculum Framework of the English Program (2022)*. This qualitative study employed two methodological approaches—Critical Discourse Analysis (CDA) and Grounded Theory—to examine the language of the Curriculum Framework and identify the ideologies embedded within its discourse through systematically developed categories, subcategories, and indicators. The chapter begins with a synthesis of the study's principal conclusions, followed by a discussion of the findings in relation to each research question, situating the results within the relevant scholarly literature. The chapter concludes with the researcher's ideological position, recommendations for policy and practice, and a discussion of the study's methodological limitations.

Conclusions

1. A consistent pattern across the excerpts is the emphasis on efficiency, accountability, assessment, standards, and global competitiveness. These markers of neoliberal discourse repeatedly frame education as a mechanism for preparing students for a global and economic orientation, rather than as a space for cultural empowerment or democratic participation. What appears as neutral managerial or technical language, like the focus on competencies, standardized profiles, or evidence of learning, ideologically legitimizes the neoliberal logic of measurability and control.

2. The analysis revealed a recurrent privileging of English as essential for success, reinforced by references to U.S. laws (Law 85, ESSA) and the adoption of U.S.

standards. This privileging associates English with “advantages,” “empowerment,” “opportunities,” and “socioeconomic mobility,” which positions the language as a gateway to a better life. This is visible where English is described as “preeminent,” a “door opener,” and necessary for facing “the challenges of the twenty first century”. This situation aligns Puerto Rican education with external authorities and minimizes the centrality of Spanish and local cultural heritage. The excerpts repeatedly frame English proficiency as the means of access and necessity for mobility, normalizing assimilation to U.S. norms while presenting it as common sense. Colonial ideology thus persists, even when it is masked in discourses of opportunity or competitiveness.

3. Comparing the excerpts demonstrates that passages that appear to be administrative directives carry ideological weight. By embedding U.S. benchmarks or managerial control into the Framework, such statements reproduce dependency and technocratic logics while presenting them as technical improvements. The study also revealed that intertextual borrowing from UNESCO, U.S. laws, and international standards, combined with the repetition of neoliberal and colonial themes, creates a sense of inevitability. By constantly invoking external authorities and weaving together neoliberal, colonial, and technocratic discourses, the Framework constructs these orientations as natural and unavoidable.

Discussion

First research question: What are the ideologies portrayed in the discourse of the Curriculum Framework of the English Program 2022-2023 at the PRDE?

From this investigation, it is evident that ideological patterns reflecting both neoliberal and colonial orientations are embedded in the Framework. Neoliberalism

emerged as the dominant discourse, followed by colonial traces that have long shaped Puerto Rico's educational context. Neoliberal discourse was evident in the Curriculum Framework's emphasis on standards, competencies, assessments, and measurable outcomes. At the same time, some scholars have argued that this focus on measurable learning is not necessarily ideological but rather a practical attempt to improve instructional quality. Hattie (2009), for instance, maintains that data-driven accountability can elevate student achievement by making learning visible and helping educators identify effective instructional strategies. From this vantage point, measurable outcomes may be interpreted not as ideological control but as a tool for educational improvement.

In addition to neoliberal markers, colonial ideology was present, particularly in discursive representations of English as superior and essential for Puerto Rican success. The Framework's repeated assertions that English proficiency provides advantages (p. 1) or that bilingualism is mandated by U.S. law (p. 11–12) reinforce what van Dijk (2013) calls the normalization of dominance through discourse, in which unequal power relations are portrayed as common sense. Negrón de Montilla (1975) had already identified this tendency in Puerto Rican education, where the imposition of English reflects political dependency and cultural assimilation. It modifies it as a pragmatic necessity, echoing Foucault's (1977) concept of governmentality, where power operates less through overt coercion and more through the shaping of subjectivities and desires. Thus, colonial ideology persists, although often implied in the language of opportunity and empowerment. However, it is also important to acknowledge that policymakers may be viewing the English instruction as a response to social mobility demands rather than a colonial inheritance, and they argue that access to English may offer students broader

academic and professional pathways. From this perspective, the privileging of English could be seen as a practical response to global linguistic hierarchies rather than an explicit ideological project.

Neoliberalism appears in the vision and goals of the English Program: students are expected to "Develop students who can communicate effectively and creatively, reflectively, and critically in the English and Spanish languages to maximize their opportunities for competitiveness and social mobility in a changing and dynamic 21st century." (p.15). This language frames education less as cultural development and more as an economic investment, tying language learning to measurable success in global markets. Fairclough (2003) reminds that this discourse of standards and competitiveness legitimizes managerialism, presenting technocratic goals as neutral and objective. Yet another scholar, Marzano (2003), suggest that clear standards and uniform expectations can promote equity by reducing disparities across schools. From this contrasting angle, standardized competencies are not expressions of neoliberal ideology, but mechanisms intended to support consistent learning experiences for all students.

Colonial ideology is equally evident in the Framework's treatment of English as an indispensable tool. The claim that "English has become a door-opener" (p. 1) positions the language as superior and essential for advancement. This view of dominance is normalized through discourse: unequal relations between English and Spanish may be reframed as common sense.

Furthermore, the Framework's references to Law 85 of 2018 and U.S. education benchmarks illustrate how Puerto Rico's curricular policy is directly subordinated to U.S. authority. The ideological nature of the text is significant when it shows that these

positions are often hidden in administrative or descriptive language. For example, the Framework describes itself as "built upon the strengths and lessons of current state standards" (p. 45). On the surface, this appears to be a technical statement. But intertextual analysis reveals that "state standards" refers to U.S. frameworks, which seem to position Puerto Rican education as derivative rather than sovereign. Rodríguez-Arroyo (2013) critiques this dependency as a form of governance that erases local stakeholders. Here, what looks neutral can be recognized as ideological. Nevertheless, advocates of standards-based reform like Darling-Hammond (2010) or Fullan (2011), frequently argue that alignment with widely used benchmarks can provide students with broader opportunities in national and international contexts. In this view, external standards may be seen as tools for mobility rather than instruments of control.

To continue, the repetition of terms like "competencies," "globalized world," "efficiency," and "assessment" reinforces what Foucault (1977) calls governmentality: discourses that shape behavior and subjectivity by making external demands appear natural and self-evident. Apple (2006, 2019) warns that when standards and accountability measures dominate, they produce "official knowledge" that restricts teacher autonomy and narrows the curriculum. In Puerto Rico's Framework, these neoliberal and colonial markers are normalized through constant repetition, leaving little room for alternative, culturally grounded visions of education. Still, proponents of evidence-based reform argue that such measures allow decision makers to identify gaps in student learning and allocate resources more effectively. This position suggests that the presence of assessment-oriented language may also reflect practical administrative concerns rather than ideological intent.

The Curriculum Framework portrays education as profoundly shaped by neoliberal and colonial ideologies. Neoliberalism is reflected in discourses of accountability, global competitiveness, and efficiency, which construct students as entrepreneurial subjects for the labor market. Colonialism is evident in the privileging of English, the reliance on U.S. laws, and the assimilation of Puerto Rican education into U.S. educational standards. Even administrative passages, once analyzed intertextually, reveal ideological commitments. Hence, the Framework normalizes these discourses as common sense, demonstrating that ideology operates not only in overt claims but also in the subtle repetition of language that aligns Puerto Rico's education with external agendas. The presence of contrasting interpretations in the literature, however, suggests that some scholars view these same features as necessary elements of school improvement. From this viewpoint, measurable standards and external alignment are seen as strategies for educational progress rather than ideological imposition.

Therefore, this document is not simply a technical guideline for educational leaders or teachers; on the contrary, Curriculum Frameworks are also political and ideological texts that transmit particular ways of understanding language, culture, and education, in this case, in Puerto Rico (Apple, 2019). Together, these approaches helped move from the close reading of specific excerpts to a more comprehensive understanding of the political and social meanings embedded in the curriculum. (Fairclough, 2003; Glaser and Strauss, 1999)

The Framework is anchored in the legal and policy structures that govern education in Puerto Rico. It recognizes Spanish and English as the two official languages of the island and establishes bilingual education as both a right and an obligation under

federal and local mandates. Although the Framework names bilingual education as a requirement, it offers little explanation of what bilingualism looks like in the day-to-day reality of teaching or how both languages should support one another in the classroom. It does not clarify whether the goal is equal development in Spanish and English, a temporary move toward English, or a long-term plan for true dual language learning. This silence overlooks an important point highlighted by Cummins, who explains that a strong first language provides the foundation for successful development of a second language because literacy skills transfer across languages (Cummins, 2000). Without acknowledging the need to maintain and strengthen Spanish as the primary language, the Framework misses an opportunity to guide schools toward a model that supports both cognitive and linguistic growth. A clearer discussion could help Puerto Rico define what it wants bilingual education to accomplish and invite a broader conversation about language, identity, and culture. Administrative authority is assigned to an operational manager who oversees the implementation of bilingual programs. In doing so, the Framework places Puerto Rico's English program within larger federal and global policy systems. At the ideological level, the document presents English as a vital tool in a worldwide information centered society, describing it as both necessary and a pathway to opportunity.

It invokes humanistic principles through references to UNESCO's (PRDE, 2022) four pillars of learning and emphasizes values such as ethics, equity, and social welfare. At the same time, it frames the student profile in terms of adaptability, creativity, and entrepreneurial skills, aiming to prepare learners for success in a global economy. Students, in line with its mission, are expected to graduate with strong literacy in both

English and Spanish, the ability to think critically and collaboratively, and the readiness to contribute ethically to society.

The PRDE Curriculum Framework consistently embeds discourses that naturalize both neoliberal and colonial ideologies. For instance, the following assertion immediately constructs English as a prerequisite for social mobility: “Most people accept that adequate English proficiency provides advantages to citizens in Puerto Rico” (DEPR, 2022, p. 1) Hence, English is not merely treated as a language but as an ideological marker of assimilation into U.S. cultural and political norms, reflecting what van Dijk (2013) describes as the normalization of a specific ideology through discourse. Apple (2019) adds that such positioning of English as advantageous reinforces structural inequalities by legitimizing the dominance of U.S. cultural capital in Puerto Rican education. This colonial alignment becomes even clearer when the Framework ties English learning to “the strong ties to the United States because of the migration of Puerto Ricans” (p. 1). By framing English acquisition as a necessity for migrants, the text legitimizes the U.S. as the educational and cultural reference point. Hall (1997) emphasizes that this is a classic example of representation that frames identity within external hegemonies. In this case, Puerto Rican students are portrayed as needing to adapt linguistically to U.S. sociopolitical realities, leaving little room for local autonomy.

Neoliberal discourses also appear prominently throughout the Framework. The assertion that *“English is also the preeminent international language in our ever-changing global society and the language of the information age”* (PRDE, 2022, p. 1) illustrates how globalization is embedded as an unquestioned reality. Fairclough (2015) argues that such formulations obscure power asymmetries by presenting globalization as

neutral and inevitable progress, while Pennycook (2019) demonstrates that linking English to technology and information regimes frames the language as indispensable for global participation. In this way, English is positioned not as one linguistic resource among many, but as a market necessity aligned with economic productivity and technological advancement. This framing is further reinforced by the claim that *"English has become a language of social empowerment. Gatekeepers that enable socioeconomic mobility in this society use it as a 'door-opener'"* (PRDE, 2022, p. 1), which explicitly ties language acquisition to measurable outcomes such as employability and upward socioeconomic mobility. Collectively, these discursive constructions naturalize the commodification of language and reduce English learning to an instrumental function within neoliberal labor and market logics.

As Fairclough (2003) noted, neoliberal discourse often equates empowerment with employability, and Fitzgibbon (2013) shows how such formulations turn language into capital rather than a medium of communication. "Door-opener" is a clear, direct metaphor that reflects the commodification of language, repositioning education as a tool for labor-market participation. The Framework also aligns itself with global policy rhetoric. For example, the passage that argues, "If education is to succeed in its tasks, curriculum as its core should be restructured around the four pillars of learning: learning to know, learning to do, learning to live together, learning to be" (p. 9), borrowed directly from UNESCO's (PRDE, 2022) discourse. Soler (2011) explains that these global prescriptions act as mechanisms of control, presented as universal but often detached from local needs. Apple (2004) has described such practices as manifestations of

technocratic governance, in which the use of international benchmarks legitimizes reform while erasing the agency of local educators and stakeholders.

The neoliberal framing of education as workforce preparation is evident in the claim that students must be "competent, creative, self-managed, and entrepreneurial" to succeed in a globalized economy (p. 8). Fairclough's (2003) observation that policy documents increasingly reframe learners as "entrepreneurial subjects" is often valued for their capacity to adapt to shifting labor market demands. Cintrón-López (2011) critiques this as a narrowing of education into economic utility, where broader civic and cultural goals are sidelined in favor of employability.

Another layer of neoliberal discourse emerges in the emphasis that "the DEPR values ethics, human rights, education, social welfare, quality of life, merit, commitment, and equal opportunities" (p. 8). Although framed in humanistic terms, the phrasing reflects what Apple (2004) calls "managerial accountability," where abstract values are operationalized into measurable criteria. The use of terms such as "merit" and "quality of life" situates education within frameworks of performance and efficiency (van Dijk, 2006). This reveals how even seemingly neutral lists of values are shaped by neoliberal logic. The intersection of colonialism and neoliberalism is particularly evident in the Puerto Rico Educational Reform Law (pp. 11–12), which mandates bilingual education under U.S. jurisdiction. By presenting bilingualism as a "right," the text hides its role as a colonial imposition, where U.S. policies dictate educational priorities. Negrón de Montilla (1975) highlights how Puerto Rican schooling has historically been steered by U.S. colonial governance, while Foucault's (1977) notion of governmentality helps

explain how rights discourse is used to secure compliance under the guise of empowerment.

Technology is another recurring neoliberal theme. Throughout history, different ideologies have applied technology to advance their visions, from socialist and postcolonial movements for liberation and collective empowerment to capitalist systems that harnessed it for productivity and control. However, neoliberalism has been uniquely successful in embedding technology within its own logic. Fairclough (2000) points out that under neoliberalism, technology is a way of speaking and thinking that naturalizes ideas of efficiency, accountability, and competition. In schools, workplaces, and governments, digital tools are presented as neutral instruments of progress while subtly reinforcing market-driven values. Other ideologies have used technology to challenge power, but neoliberalism has mastered the art of turning it into power itself. It has transformed technology from a means of connection into an invisible mechanism of measurement and control, sustaining its influence through everyday practices. (Fairclough, 2000) Therefore, the excerpt "If technological tools will help them achieve that primary goal, educators will use those tools" (p. 12) reduces pedagogy to a utilitarian logic in which tools are validated only by their capacity to meet specific standards. Apple (2006) critiques this instrumental framing as characteristic of neoliberal education reforms, in which technology is marketed as a means of efficiency rather than as a tool for critical pedagogy. Pennycook (2019) also warns that such framings risk narrowing the role of technology to optimization rather than transformation.

Moreover, the passage that emphasizes "empowering students with the necessary tools to become independent learners by honoring diversity, learning style, differentiated

instruction, and essential competencies for success in work life" (p. 16) further demonstrates the influence of neoliberalism. While it employs inclusive language, the outcome is defined in terms of "work-life" success. Fairclough (2003) would identify this as a form of neoliberal colonization of discourse, where even diversity and inclusion are subordinated to economic imperatives. Apple (2006) similarly critiques the blending of equity with employability, which depoliticizes education and reduces its value to labor-market readiness.

Another persistent concept identified and tied to the politics of pedagogy was the technocratic reasoning. This reasoning and a neoliberal discourse operate so closely that their boundaries often blur. Neoliberal reforms rely heavily on what can be measured such as standardized tests, performance indicators, and competency lists because these instruments help sustain priorities such as efficiency, accountability, and competition (Fairclough, 2003). Technocratic discourse reinforces this logic by framing such instruments as objective, scientific, and simply the way modern systems must function. Habermas (1987) explains that this dynamic occurs when bureaucratic and technical systems begin to dominate areas of human life that were once guided by culture, relationships, and shared meaning, gradually forcing those spaces to function according to the logic of efficiency rather than human values. This pattern is evident in the Puerto Rico Curriculum Framework, which positions education less as a cultural or humanistic project and more as a mechanism for producing entrepreneurial and globally competitive subjects. In this light, technocratic language does not merely accompany neoliberalism; it provides the conceptual vocabulary and organizational logic that enable neoliberal aims to permeate pedagogy. The Framework's persistent reliance on standards, competencies,

and ongoing assessment illustrates how these forces converge to normalize accountability practices while marginalizing broader cultural, emancipatory, or community centered educational purposes.

All in all, the category most aligned with this first research question is C_1: Ideologies portrayed in the discourse, with its two central subcategories: $SC_{1.1}$ Neoliberalism and $SC_{1.2}$ Colonialism. The *Framework* discourse presents a dual ideological orientation: neoliberalism and colonialism, which are interwoven throughout the document. Even when there exist contrasting interpretations and some scholars view them as essential for student progress, the constant implementations of them and the language used when designing educational materials can be counterproductive in the long run. Goodman, 1986) The author warns that instructional models driven by standards and measurement can limit authentic learning and ultimately work against educational growth. Therefore, considering the magnitude of this *Framework's* influence over the educational materials, there is an essential aspect to consider: lessons using the normative documents such as the Content Standards and Expectations by Grade, the Curriculum Framework, the curriculum maps, and the circular letters" (p. 15; $SC_{3.1}$, $I_{3.1.1}$) might reflect an Anglo-American model of authority and legitimacy. Curricular direction may very well come from externally imposed documents rather than from teachers or community agencies.

Second research question: What social and political aspects can be identified among the ideologies found in the official documents of the English Program 2022-2023 at the PRDE?

The social and political elements identified in the Curriculum Framework (PRDE, 2022) are inseparable from Puerto Rico's colonial dependency and neoliberal governance, but they are also reinforced through technocratic discourse. One of the clearest examples is the Framework's reliance on U.S. laws and benchmarks, such as Law 85 (2018) and Every Student Succeeds Act, which directly positions Puerto Rican education within U.S. authority. On the surface, these references appear to be neutral administrative requirements, yet they represent a form of political subordination. van Dijk (1994, 2006) reminds that legal discourse normalizes unequal power by framing mandates as technical obligations rather than political impositions. Historically, Negrón de Montilla (1975) demonstrated how similar measures transformed Puerto Rican education to serve colonial objectives, particularly through language policy.

At the same time, under a contrasting view, some scholars interpret these legal and standards frameworks in a more optimistic way. Darling-Hammond (2010), for example, argues that strong standards paired with rich assessments and adequate support for schools can be used to close achievement gaps and advance educational equity. Fullan (2011) likewise contends that coherent policy direction and shared expectations are necessary if systems are to improve at scale. From these perspectives, the difficulty is not the existence of standards or federal frameworks in themselves, but the way they are taken up in specific contexts. In a colonial setting such as Puerto Rico, the same

structures that might be mobilized for equity elsewhere are more likely to function as instruments of external control.

The Framework also situates education within a discourse of globalization and crisis by asserting that students must be *"sensitive, competent, creative, self-managed, and entrepreneurial… able to perform successfully in society, in the context of a globalized economy"* (PRDE, 2022, p. 8). This framing links student identity to productivity, adaptability, and employability, aligning education with market-oriented outcomes rather than democratic or cultural development. In this context, Puerto Rico is implicitly positioned as subject to international comparison and benchmarking. As Lingard and Sellar (2013) explain, such benchmarking systems function not merely as instruments of measurement, but as tools of governance that embed education within transnational political economies and global accountability regimes.

Governance and administrative control become explicit in the Framework's declaration that *"the operational manager of the English Program will be in charge of bilingual education."* Although this statement appears descriptive, it reflects a technocratic logic in which authority is centralized in managerial expertise. This structure sidelines other stakeholders—most notably the Spanish Department—and situates decision-making about bilingual education within the administrative boundaries of the second-language program rather than within a balanced or collaborative linguistic framework. In doing so, it reinforces English as the dominant organizing language and marginalizes the island's native language within its own educational system.

This managerial orientation is further reinforced in *Carta Circular Núm. 09-2022–2023 Política Pública sobre la Organización y la Oferta Curricular del Programa*

de Inglés. The policy letter initially presents an aspirational view of bilingual education. On page 17, it cites the Cambridge (2017) definition of bilingualism as the *"ability to communicate with proficiency in two languages,"* framing bilingualism as a desirable outcome grounded in balanced linguistic development (PRDE, 2023). However, when the document shifts from definition to implementation, a significant discrepancy emerges. Rather than establishing a dual-language model that cultivates Spanish and English equitably, the policy places bilingual education under the sole administrative jurisdiction of the English Program's operational manager. This organizational decision redefines bilingualism in practice, narrowing it from a model of linguistic parity to an English-dominant framework centered on second-language acquisition. Consequently, the discourse of bilingualism functions less as an expression of linguistic equity and more as a mechanism that extends institutional control while reproducing existing colonial and neoliberal hierarchies.

The absence of parallel structures for Spanish, the lack of a mission or vision affirming dual-language identity, and the document's emphasis on English as the primary position of oversight reveal that bilingualism, in practice, is treated not as a balanced educational philosophy but as an extension of the English Program. This tension between the stated definition and the policy structure underscores the broader discursive pattern identified in this study: bilingualism is rhetorically embraced yet operationally subordinated, reflecting a colonial and technocratic orientation in which English occupies institutional primacy while Spanish remains assumed rather than i developed. Foucault's (1977) notion of disciplinary power clarifies how centralized oversight normalizes compliance, while Apple (2006) critiques this as managerialism, in which technocratic

control replaces democratic deliberation. The effect is that decisions about language and pedagogy are framed as technical matters rather than political choices, masking their ideological weight.

Reform-oriented writers such as Fullan (2011), however, would see the establishment of a central leadership position in a more positive light. For Fullan, roles of this kind can become drivers of coherence and capacity building when they work with schools rather than over them, helping teachers make sense of complex reforms. The analysis in this dissertation suggests that in the PRDE context this potential is limited by the broader architecture of colonial governance, which constrains how far local actors can shape or reinterpret central directives.

Economic and administrative control are also evident in the Framework's language about student retention, completion rates, and institutional productivity. Even emergency planning, such as prioritizing "essential content in emergencies due to force majeure" (p. 58), is framed through technocratic efficiency, in which crises justify streamlined, measurable reforms. Cintrón-López (2011) critiques this discourse of crisis as a political strategy that legitimizes managerial solutions. Fairclough (2003) similarly warns that technocratic discourse rarely remains neutral, since it reframes pedagogical processes as bureaucratic tasks, privileging surveillance, control, and measurability.

From a more affirmative policy angle, Slavin (2002) argues that a focus on indicators such as retention, completion, and the identification of essential content belongs to a broader evidence-based effort to discover what works in education and to scale successful practices. In that reading, data-driven responses to crisis are not only tools of control but also mechanisms for directing resources toward students and schools

that need them most. The findings of this dissertation do not dismiss this outrightly, it suggests that in Puerto Rico such mechanisms are embedded in a structure where economic and colonial pressures make managerial control more salient than support.

The social and political aspects of the PRDE Curriculum Framework are deeply embedded in colonial dependency, neoliberal governance, and technocratic control. Colonialism surfaces in the reliance on U.S. laws and benchmarks, which normalize external authority over local sovereignty. Neoliberalism emerges through discourses of globalization, competitiveness, and efficiency, which tie education to market logics. Technocracy strengthens both by presenting political choices as technical necessities and by embedding U.S. standards, managerial oversight, and efficiency-driven reforms within neutral-seeming language. Through this interplay, the Framework reproduces broader power structures that prioritize external authority and managerial expertise over democratic participation and cultural autonomy.

Through the lenses of Darling-Hammond (2010) or Fullan (2011), the same policy tools might be interpreted as an unfinished attempt to guarantee minimum quality across schools and to ensure that all students, including those in historically marginalized communities, have access to similar expectations. The analysis offered here does not deny that these frameworks can be used for such purposes. Rather, it argues that in Puerto Rico the weight of colonial history and fiscal austerity makes it far more likely that standards, benchmarks, and managerial roles will operate as mechanisms of external governance than as instruments of locally guided improvement.

This intersection of neoliberal and technocratic discourses often works in tandem. The Framework's insistence on constant assessment, accountability, and the

operationalization of learning into measurable competencies illustrates the technocratic management of education. Fairclough (2003) demonstrates that such technocratic discourse is rarely neutral, as it reframes pedagogical processes into administrative tasks, prioritizing control, surveillance, and quantification over critical engagement. In Puerto Rico's Curriculum Framework, this is reflected in excerpts that emphasize standardized graduate profiles, entrepreneurial student outcomes, and the alignment of teaching with global benchmarks. These elements, while presented as modern and necessary, effectively constrain teacher autonomy and reduce students to entrepreneurial subjects whose value is tied to their market productivity. This confirms the scholarly position that technocratic discourse aligns almost seamlessly with neoliberal ideology, since both education to productivity, competitiveness, and responsibility in the financial area (Apple, 2006; van Dijk, 2006).

The analysis also reveals that the Curriculum Framework naturalizes neoliberal and colonial discourses through repetition, normalization, and technocratic framing. Neoliberalism dominates with its emphasis on standards, competencies, assessments, globalization, and employability, while colonialism persists in the positioning of English as a marker of superiority, opportunity, and legal obligation. Together, these discourses construct a model of education that is less about cultural empowerment or democratic participation and more about managing human capital within a U.S.-dominated, globalized economy.

The findings similarly demonstrate that the Curriculum Framework reflects strong patterns of colonial dependency and administrative governance, both historically tied to Puerto Rico's political relationship with the United States. These aspects were identified

primarily through Category 2 of the coding system, which focused on governance and administrative control, colonial and political dependency, and economic and administrative control. Indicators such as the erasure of local stakeholders, the regulation of educational decisions by U.S. policies, and the discourse of crisis management were central in exposing how political and social power relations were embedded in the Framework.

The findings further revealed that colonial and political authority are embedded not only through explicit legal mandates but also through recurrent references to U.S. benchmarks that effectively erase local educational agency. At this point in the analysis, the categories of Colonial Dependency and Governance and Administrative Control converged, indicating a structural alignment between external policymaking and Puerto Rico's educational system. By embedding legal requirements and external standards directly into the curriculum, the Framework exemplifies how colonial dependency on U.S. legislation continues to shape educational policy and practice. As Negrón de Montilla (1975) documented historically, this dependence has long characterized Puerto Rico's educational governance. From a discursive perspective, van Dijk (1994) explains that legal and institutional discourse functions to normalize and legitimize broader systems of political control. Within this context, education is constructed less as an autonomous, locally driven endeavor and more as an instrument for enforcing externally imposed mandates.

During the selective coding stage, Log D played a central integrative role by linking empirical excerpts to the study's theoretical framework. At this stage, the data were synthesized with key scholars who provided conceptual grounding for the findings.

Foucault's (1977) concept of *governmentality* illuminated how curriculum decisions are legitimized through bureaucratic and administrative discourse that presents control as technical necessity rather than political choice. Similarly, Apple's (2006) critique of educational reform clarified how externally driven mandates—often framed as neutral improvements—undermine local educational autonomy. Through this integrative process, it became evident that the Curriculum Framework constructs education as institutionally subordinated to U.S. authority, thereby reproducing colonial governance structures within the pedagogical domain.

The *Framework* also reflects political centralization by stating that "the operational manager of the English Program will be in charge of bilingual education" (p. 12). Here, decision-making authority is consolidated in a managerial role, effectively erasing the Spanish Department from the process. This movement resonates with Foucault's (1977) notion of disciplinary control, where power is exercised through centralized oversight, and with Apple's (2006) critique of managerialism in education. The political implication is that curriculum governance is positioned as technical and bureaucratic rather than democratic.

Economic control is also visible in passages that frame retention and completion rates as institutional goals. The excerpt noting "increased student retention and completion rates, particularly when prior learning can be applied to degree progress" (p. 21) treats retention as a solution to systemic inefficiency rather than as a student-centered goal. Cintrón-López (2011) critiques such managerial discourses as examples of crisis framing, where educational challenges are reduced to productivity and efficiency. Apple

(2006) likewise warns that these economistic framings obscure deeper issues of inequality while aligning with neoliberal governance.

Crisis management rhetoric is even clearer in the section on Core Competencies, which prioritizes content in "emergency situations due to force majeure" to ensure mastery of essentials (p. 58). This passage aligns with van Dijk's (2006) observation that institutional discourse often reframes crises as opportunities to legitimize efficiency-oriented reforms. By emphasizing survival in emergencies, the Framework politicizes education as a tool of resilience, implicitly subordinating it to broader social and economic stability rather than to holistic learning.

Another dimension of governance emerges in the claim that the Framework is "built upon the strengths and lessons of current state standards" (p. 45). Here, Puerto Rico's curriculum is explicitly tied to U.S. state standards, illustrating colonial dependency and erasure of local perspectives. Rodríguez-Arroyo (2013) highlights how such borrowings diminish Puerto Rican sovereignty in the education sector. Foucault's (1972) concept of power and knowledge further explains how these references institutionalize external authority, presenting borrowed standards as technical improvements rather than political impositions.

Social aspects are also evident in the Framework's redefinition of bilingualism. The statement that "the primary goal of teaching English to all students is to enhance opportunities… by providing enriching language instruction at grade-level content" (p. 12) frames bilingualism as a social necessity rather than a pedagogical option. Foucault (1977) demonstrates how such discourse operates within governmentality by constructing bilingualism as a mandatory pathway to citizenship. Negrón de Montilla (1975) likewise

critiques how English instruction has historically been framed as essential for modernity, sidelining Puerto Rico's linguistic heritage.

The discourse of international benchmarking also reflects political control. When the Framework asserts that it is "informed by other top-performing countries to prepare all students for success in our global economy and society" (p. 55), it aligns Puerto Rican education with external models rather than internal realities. Lingard and Sellar (2013) argue that such global comparisons are more about governance through international ranking systems than genuine improvement. This reveals how Puerto Rico's educational reform is embedded in global political discourses that reinforce dependency.

A related theme is evident in the emphasis on being "aligned with college and career expectations" (p. 45). At first glance, this may appear neutral, but as Apple (2006) argues, framing education through college and career readiness subordinates learning to economic imperatives. The political effect is the narrowing of education to workforce preparation, reducing schools' social role to producing labor-market participants.

As van Dijk (1994) notes, legal and institutional discourse normalizes power relations by presenting external mandates as natural obligations. Here, the law positions bilingualism not as a culturally negotiated choice, but as compliance with colonial policy. Negrón de Montilla (1975) historically documented how such measures reflect a continuation of U.S. cultural imposition through language policy.

The findings for Research Question Two show that the Curriculum Framework places Puerto Rican education within a social and political setting where English teaching is organized through external authority and distant policy control. Canagarajah's (1999) research shows how peripheral nations often adopt language policies and standards from

dominant countries, leading to the marginalization of local languages and educational practices. He demonstrates that communities in Sri Lanka can resist these hierarchies by building locally grounded pedagogies and translingual practices rooted in cultural realities. His work illustrates that global benchmarks should serve as references rather than mandates imposed on local education systems. These insights align with the recommendation that Puerto Rico can reclaim curricular decision-making and view English as one resource rather than the driving logic of the program. The repeated references to Law 85, Article 9.01, and state standards reveal an environment in which educational decisions are anchored in legal and administrative structures rather than in community debate or teacher agency. Pennycook's work on the global circulation of English helps to make sense of this pattern, since he explains that English teaching in dependent contexts is often framed as a requirement of participation in a wider world rather than as a locally negotiated choice (Pennycook, 2017). In the Framework, U S laws and state benchmarks are presented as natural points of reference, which supports the study's conclusion that the social and political aspects of the document reflect a wider logic of dependence on exterior norms.

This dependence is especially visible in the way the Framework draws on U S and international standards to legitimize its curriculum. Phillipson's argument about linguistic imperialism is useful here, because he shows how English is often accompanied by institutional arrangements that secure the influence of dominant countries through education (Phillipson, 1992). The statement that Puerto Rican policies are "built upon the strengths and lessons of current state standards" signals that the island's curriculum is designed to follow models from elsewhere rather than to originate in local priorities.

Canagarajah's description of center and periphery relationships in English teaching likewise supports this interpretation, since he notes that peripheral communities are frequently expected to adjust to curricular and assessment models devised in the global center (Canagarajah, 1999). Together, these authors reinforce the finding that the social and political context embedded in the Framework is marked by colonial and political dependency.

The category of Governance and Administrative Control identified in the findings closely aligns with critical scholarship on how educational authority is structured and exercised. The Curriculum Framework centralizes decision-making power in the figure of the *operational manager* and in technical offices tasked with providing "academic advice, mentoring, and technical assistance," while notably excluding teachers, families, and students from explicit participation in curricular decision-making. This discursive pattern reflects what Canagarajah (1999) describes as the governance of English education through administrative hierarchies that operate above and apart from classroom communities, positioning educators as implementers rather than co-constructors of policy.

Freire's (1970) critique of banking education further supports this interpretation, as he argues that when curricular decisions are made distant from the communities most affected by them, education shifts from a practice of liberation to a mechanism of management and control. In this sense, the Framework's language does not merely describe governance structures but actively constructs a model in which authority flows vertically through centralized roles and normative documents. By framing governance as something enacted *upon* schools rather than *with* them, the Framework reproduces a top-

down logic that aligns closely with the forms of administrative and ideological control critiqued by both Canagarajah and Freire.

Economic and administrative control appears in the Framework through the language of crisis management, retention rates, completion indicators, and emergency planning. Habermas's idea of the colonization of the lifeworld is helpful in understanding this dimension, because he explains that technical and bureaucratic systems tend to move into spaces that once belonged to shared cultural meaning and reframe them in terms of efficiency and control (Habermas, 1987). The Curriculum Framework treats challenges such as student dropout or natural disasters not primarily as social or moral questions but as problems of system performance that must be handled through planning tools and prioritized competencies. Au's analysis of testing and curriculum standardization supports this interpretation, since he shows how neoliberal reforms redefine educational problems as matters of productivity and accountability rather than equity or empowerment (Au, 2011). Mulder's work on competence frameworks also aligns with this finding, because he notes that competencies become mechanisms for supervision and quality assurance when they are tied closely to organizational goals (Mulder, 2014). These authors together support the conclusion that the social and political aspects in the Framework are organized around managerial and efficiency-based responses to crisis.

The findings related to legal institutional authority and expert discourse are also reinforced by the literature cited in the chapter. The Framework assigns legitimacy to its decisions by listing an array of "normative documents" and by appealing to research that presents instructional technology and design as neutral tools for improvement. Wager's argument that the most powerful form of educational technology is not hardware but the

design of effective instruction reflects a view of education as a technical process that can be optimized through expert planning (Wager, 1992). Richards and Rodgers describe how methods are often presented as sets of procedures that can be applied across contexts, which gives technical discourse a central role in curriculum decisions (Richards & Rodgers, 2014). In the Framework, references to standards, maps, circular letters, and expert opinions function in this way, supporting the study's finding that governance is legitimated through institutional and technical language rather than democratic discussion.

The study also identified agentless constructions and the erasure of local stakeholders as central to the social and political logic of the Framework, and this pattern is consistent with the critical authors cited. Habermas notes that when systems operate through impersonal language, responsibility becomes difficult to locate and decisions appear as inevitable outcomes of rational administration (Habermas, 1987). Statements in the Framework that declare that "activities and learning environments must be carefully guided and structured" or that "core competencies support the planning process" do not identify who is doing the guiding or who has defined the competencies. This absence mirrors Phillipson's description of how policy structures can hide the agents of linguistic and educational dominance, making it harder for communities to question the arrangements that shape their schools (Phillipson, 1992). In that sense, the grammatical choices observed in the Framework are not merely stylistic; they are part of the social and political mechanisms that these authors describe.

Finally, the omissions highlighted in the findings further confirm the social and political tendencies revealed by the Framework. Progressive and community-based

approaches such as Whole Language, Community Language Learning, and Critical Pedagogy, associated with authors like Goodman, Curran, and Freire, are absent from the official repertoire of methods (Curran, 1976; Freire, 1970; Goodman, 1986). These approaches emphasize learner voice, local culture, and collective inquiry, and they challenge technocratic control of schooling. Their exclusion, combined with the strong presence of standards based, competency oriented, and assessment heavy models, indicates a social and political orientation that favors managerial governance and colonial alignment over democratic participation and cultural affirmation. In this way, the authors included in the chapter do not simply illustrate isolated ideas; they collectively support the conclusion that the social and political aspects identified in Research Question Two are deeply embedded in wider structures of neoliberal and colonial power.

Third Research Question: How does the discourse in the Curriculum Framework: English Program (2022) at the PRDE exhibit the politics (ideology) of pedagogy?

The discourse of the *Curriculum Framework* (PRDE, 2022) reflects the politics of pedagogy by embedding teaching within structures of control, accountability, and colonial dependence. Across the 101 excerpts analyzed, neoliberal and colonial ideologies emerged as the dominant forces shaping pedagogical framing. Neoliberal discourse was particularly evident in the Framework's repeated references to standards, competencies, assessments, and measurable outcomes. What may initially appear as neutral instructional guidance—such as the directive that "the teacher then designs a test, assessment, or other evidence to demonstrate learning" (PRDE, 2022, p. 58)—functions instead as a mechanism of surveillance and regulation.

As Fairclough (2003) argues, the discourse of *standards* serves to legitimize managerial control by reframing pedagogy as a technical, procedural activity. Within this logic, teaching and learning become processes that can be monitored, compared, and reported, rather than dialogic practices grounded in local context and professional judgment. Consequently, instructional autonomy is narrowed, and educators are positioned as implementers of externally defined criteria, reinforcing a system of accountability aligned with neoliberal governance rather than democratic or culturally responsive education.

It is important to acknowledge that this critical reading of standards and assessment is in tension with a substantial body of research that links clear goals, feedback, and structured monitoring to gains in student learning. Hattie's (2009) synthesis of more than eight hundred meta-analyses concludes that when teachers use evidence about student performance to adjust instruction, achievement tends to improve. Marzano (2003) likewise argues that clearly articulated standards and systematic tracking of progress help schools identify effective practices and focus on what has the greatest impact. From this angle, some of the same tools that appear in this study as mechanisms of surveillance can also be interpreted as resources that teachers might appropriate in support of their students, provided they are not imposed in a purely top-down manner.

The Curriculum Framework treats teaching as a tightly managed process in which learning is expected to follow a predetermined structure. The constant emphasis on sequencing, proficiency levels, and required outcomes gives pedagogy the feel of a system designed for control rather than exploration. Mulder's work on competence frameworks helps clarify why this happens, since he explains that competencies are not

simply learning goals but organizational tools that monitor performance and shape behavior (Mulder, 2014). In the Framework, lessons "must" align with standards and documents, reflecting that same logic. Teaching becomes less about professional judgment and more about fulfilling externally defined expectations, supporting the conclusion that pedagogy operates through control mechanisms built into the curriculum.

This managerial tone is reinforced through the reliance on expert and technical discourse. Wager argues that instructional design functions as a form of educational technology rooted in specialized planning rather than lived classroom experience (Wager, 1992). Similarly, Richards and Rodgers describe teaching methods as structured procedures that teachers are expected to carry out, often presented as universally applicable steps (Richards & Rodgers, 2014). When the Framework cites official documents, mapped procedures, and research-based mandates, it reflects this same view. Pedagogy is framed not as a dialogue between teacher and learner but as a set of technical directives. These authors help explain why the Framework positions teachers as implementers rather than decision-makers, reinforcing the study's finding that pedagogical authority is located outside the classroom.

The language of the Framework adds another layer to this politics. Statements such as "activities must be guided" or "learning environments must be structured" are written without identifying who is making these decisions. Habermas notes that bureaucratic systems often rely on impersonal language that hides the source of authority, making directives appear inevitable or neutral (Habermas, 1987). The use of agentless constructions in the Framework mirrors this phenomenon. By removing visible decision-makers, the text minimizes the role of teachers and students in shaping instruction. This

grammatical choice supports the finding that control in the Framework operates subtly through language that limits participation and presents pedagogy as something fixed rather than negotiated.

Even methods originally created to support freedom and student voice become reshaped when placed inside this standardized system. Krashen and Terrell's Natural Approach was designed to lower anxiety and promote meaningful communication, yet in the Framework it is tied to proficiency targets and structured progression (Krashen & Terrell, 1983). Graves developed process writing to nurture recursive learning and personal expression, but its placement within standards-based expectations turns it into another route toward measurable performance (Graves, 1983). Ashton-Warner's Language Experience Approach, grounded in personal meaning, is positioned alongside systems centered on accountability. These shifts confirm that methods rooted in human experience are absorbed into a framework that prioritizes control and assessment.

The omissions identified in the findings also speak directly to the politics of pedagogy. Approaches centered on autonomy, dialogue, and cultural agency, such as Community Language Learning, Whole Language, and Critical Pedagogy are absent, despite the work of Curran, Goodman, and Freire emphasizing learner voice, shared inquiry, and empowerment (Curran, 1976; Goodman, 1986; Freire, 1970). Their absence suggests that the Framework favors instructional models that are easier to supervise, standardize, and measure. Freire warned that when learners are denied the opportunity to question and co-construct knowledge, education becomes an act of domination rather than liberation (Freire, 1970). This supports the study's conclusion that the Framework aligns with pedagogical control rather than democratic participation.

Finally, the broader orientation of the Framework reflects the global pressures surrounding English language teaching described by Pennycook, Canagarajah, and Phillipson. Pennycook argues that English teaching often carries expectations shaped by global systems rather than local contexts (Pennycook, 2017). Canagarajah notes that peripheral communities are frequently required to adapt to external norms in English pedagogy (Canagarajah, 1999), while Phillipson highlights how institutional structures surrounding English reinforce authoritative control (Phillipson, 1992). These perspectives help explain why the Framework's pedagogy is so closely tied to standards, accountability, and external models. The result is a system in which teaching becomes a mechanism for compliance, confirming that the politics of pedagogy in the PRDE English Program is grounded in controlled, assessment-driven practices rather than culturally responsive or community-centered learning.

Colonial discourse is also evident in the way pedagogy is tied to U.S. benchmarks and laws. Phrases such as "built upon the strengths and lessons of current state standards" (p. 45) or the reliance on Law 85 and ESSA (p. 11–12) reinforce Puerto Rico's political subordination by normalizing U.S. educational models as the unquestioned foundation of local schooling. van Dijk's (2006) analysis of ideology helps explain how these discourses operate: by presenting dependency as common sense, they obscure the asymmetrical power relations that shape Puerto Rican education. Similarly, Negrón de Montilla (1975) documents how English and U.S. policies have historically functioned as tools of assimilation; the Framework reproduces this colonial pattern by privileging English and subordinating local voices in decisions about pedagogy.

Many of the excerpts analyzed under Category 3 (Politics of Pedagogy) illustrate how these discourses intersect. For instance, the construction of students as "competent, creative, self-managed, and entrepreneurial" (p. 8) reveals how neoliberal values of self-regulation and productivity are intertwined with colonial discourses that position English proficiency as the key to opportunity and success. Even references to justice, equity, and intercultural understanding are overshadowed by the dominant rhetoric of standards and accountability. Thus, the Framework constructs a pedagogy that is less about fostering critical or democratic engagement and more about producing measurable outcomes aligned with external, often colonial, expectations.

This analysis confirms Apple's (2004, 2006, 2019) longstanding critique of standards and accountability. Apple argues that these policies function as forms of "official knowledge," narrowing the scope of legitimate pedagogy while reducing teachers to implementers of pre-defined goals. More importantly, Apple (2006), emphasizes that the dominance of standards-based reforms is not grounded in strong empirical evidence. Despite their widespread use in the United States and their export to territories such as Puerto Rico, there is limited evidence that these systems produce better students or more capable professionals. On the contrary, they often perpetuate inequality by valuing measurable outputs over holistic, cultural, and democratic forms of learning (Apple, 2006, 2019). In Puerto Rico, the adoption of these discourses through the Curriculum Framework not only entrenches neoliberal control but also deepens colonial dependency, embedding U.S. policies and language priorities into the very structure of the educational system.

A growing body of research has questioned the effectiveness of standards-based reforms and the technocratic logic that underpins them. Empirical analyses indicate no significant difference in overall student achievement between states with highly prescriptive standards and assessment regimes and those operating under less rigid systems, challenging the assumption that higher benchmarks necessarily lead to improved educational outcomes (The 74 Million, 2023). Similarly, a comprehensive review of accountability initiatives in the United States reports mixed and uneven results. While limited gains have been observed among certain student subgroups, overall achievement improvements remain modest and fall well short of the transformative outcomes promised by reform advocates (Hamilton et al., 2020).

Mehta (2013) interprets these findings as evidence of the deep penetration of technocratic logic into education, wherein learning is increasingly reduced to quantifiable outputs, performance indicators, and managerial oversight. This shift, he argues, marginalizes the humanistic, relational, and democratic purposes of schooling. Collectively, these studies lend strong support to Apple's (2006, 2019) contention that standards and accountability regimes function less as mechanisms for educational improvement and more as ideological instruments that reorganize schooling to align with neoliberal and managerial priorities.

At the same time, Slavin (2002) maintains that evidence based, replicable programs linked to clear standards remain one of the most promising routes to greater equity, especially in under-resourced schools that often lack consistent access to high-quality curricula. From his perspective, the problem is not standardization itself but the absence of strong, research-supported interventions and the failure to provide meaningful

support for implementation. This position illustrates the strength of the policy consensus that continues to view standardization and accountability as levers for improvement, even where the empirical record is mixed and uneven.

Regarding a fundamental concept in this research, the understanding of the difference between ESL instruction and bilingual education is essential for shaping language policy in Puerto Rico. ESL programs focus on English only and treat Spanish as a temporary support, while bilingual education uses both languages to teach academic content and aims for strong proficiency in each. Scholars such as Jim Cummins and Stephen Krashen have long emphasized that bilingual programs promote deeper conceptual learning, stronger academic development, and healthier cultural identity than ESL models that often guide students toward linguistic assimilation. These distinctions matter because the current Framework frequently describes itself as bilingual while functioning largely as an ESL model aligned with United States expectations. A genuine bilingual approach would require deliberate planning, clear policy direction, and investment in programs that value Spanish and English as equal resources rather than positioning English as the sole path to opportunity. By recognizing these differences, the PRDE can move toward language policies that support student achievement while affirming the cultural and linguistic heritage of Puerto Rico.

Thus, the politics of pedagogy in the PRDE Curriculum Framework are revealed through its alignment with neoliberal and colonial discourses. By framing pedagogy around standards, accountability, and external benchmarks, the Framework normalizes a model of education that disciplines teachers and students into compliance with external demands while offering little evidence that these reforms improve educational outcomes.

As Apple's critique underscores, standards-driven reforms are less about enhancing learning than about consolidating control, making them powerful ideological tools that sustain both neoliberal governance and Puerto Rico's colonial condition.

By contrast, Darling-Hammond (2010) and Fullan (2011) argue that standards, accountability, and strong leadership can serve more democratic ends when they are coupled with rich curricula, high quality teacher preparation, and sustained investment in schools. Their work suggests that shared expectations are not inherently oppressive, but that they become problematic when implemented in ways that narrow learning and intensify control. The findings of this dissertation resonate more with the latter risk in the Puerto Rican context, where external mandates intersect with long standing resource inequalities and colonial constraints.

This heavy reliance on a standards-driven discourse confirms what Apple (2004, 2006) calls the production of "official knowledge," in which curriculum content and pedagogy are legitimized through managerial and technocratic logics that align education with the global market economy rather than broader democratic or cultural aims.

One of the clearest examples is the explicit reference to Law 85 of March 29, 2018, and Article 9.01, which pertains to bilingual education rights (p. 11–12). These legal references show how Puerto Rico's educational system is directly subordinated to U.S. policy frameworks, legitimizing colonial authority by embedding it in curriculum discourse. As van Dijk (1994) explains, legal discourse works to normalize power relations by presenting mandates as natural and obligatory, rather than as political impositions. Negrón de Montilla (1975) similarly documented how U.S. laws have historically reshaped Puerto Rican schooling in line with colonial objectives, particularly

through language policy. In this way, bilingualism is framed not as a cultural or pedagogical choice but as compliance with external authority, reflecting Foucault's (1977) concept of governmentality, where governance operates through the internalization of norms.

The politics of pedagogy in the Curriculum Framework are evident in how English proficiency is discursively positioned as both a cultural and a political obligation. For instance, the statement that "Most people accept that adequate English proficiency provides advantages to citizens in Puerto Rico" (p. 1) illustrates how the curriculum normalizes assimilationist expectations by presenting English competence as a shared social truth. van Dijk (2013) explains how such presupposed consensus creates "ideological common sense" that naturalizes power hierarchies, while Apple (2019) frames this as part of the broader circulation of official knowledge that privileges colonial values. Pennycook's (2019) perspective reinforces this point by illustrating how English is globally perceived as an unquestioned necessity, even when tied to histories of domination.

Closely related is the excerpt highlighting that "among the most important reasons for learning English from a social, political, and economic perspective are the strong ties to the United States because of the migration of Puerto Ricans" (p. 1). Here, the politics of pedagogy directly reinforce colonial dependency by justifying English instruction through U.S. migration patterns. van Dijk's (2013) helps uncover how this emphasis highlights ties with the United States while downplaying Puerto Rican autonomy. Hall (1997) further sheds light on the cultural implications of this positioning by situating

language within identity politics, demonstrating that English becomes tied to Puerto Ricans' sense of belonging in diasporic spaces.

The framing of English as “the preeminent international language in our ever-changing global society and the language of the information age” (p. 1) represents a neoliberal pedagogical politics that privileges globalization and marketization. Fairclough (2015) describes how such rhetoric recontextualizes educational goals into the logic of economic competitiveness. Pennycook (2019) deepens this critique by illustrating how English, as a “global” language, is less a neutral reality than a discursive construction that reproduces neoliberal globalization narratives.

Similarly, English is promoted as a “language of social empowerment” and a “door-opener” for socioeconomic mobility (p. 1). Pedagogically, this reflects a neoliberal orientation in which language mastery is constructed as a commodity that individuals must acquire to succeed. Fairclough (2003) has long demonstrated how empowerment discourses mask structural inequalities, while Fitzgibbon (2013) shows that access to mobility is filtered through gatekeeping institutions. Negrón de Montilla’s (1975) historical analysis confirms that these claims reflect a long-standing colonial dynamic in which English has served as a marker of privilege and exclusion in Puerto Rico.

Another clear articulation of pedagogical politics appears when the Framework emphasizes that “English as well as Spanish is an official language of Puerto Rico” (p. 1). By embedding bilingualism in legal discourse, the curriculum masks political imposition behind neutral constitutional language. Foucault (1972, 1977) demonstrates how such normalization strategies depersonalize power by framing it as law rather than a matter of choice. van Dijk (2013) adds that these officializing discourses function ideologically by

removing the possibility of noticing a disagreement, while Negrón de Montilla (1975) asserts that bilingualism in Puerto Rico has historically served colonial governance rather than linguistic equity.

The Framework further advances neoliberal pedagogical discourse by equating personal growth with language acquisition: "Learning English is beneficial for those who want to grow personally. It serves as a measure for increased enlightenment; social, emotional, and moral development; value development and appreciation; self-awareness; and self-confidence." (p. 1). This merges personal development with efficiency logics, which Fairclough (2003) would view as an application of managerial rationality in education. Pousada (2000) illustrates how English has been persistently constructed in Puerto Rico as the gateway to self-actualization, revealing how pedagogical rhetoric converts language into a neoliberal technology of the self.

At the structural level, the curriculum foregrounds the production of "sensitive, competent, creative, self-managed, and entrepreneurial" students prepared to function within a global economy (p. 8). This formulation directly aligns with neoliberal models of subject formation, in which learners are positioned as self-regulating, flexible, and market-oriented individuals. Fairclough (2003) critiques such entrepreneurial discourses for importing corporate logics into educational spaces, recasting learning as individual investment rather than collective or democratic engagement. Similarly, Cintrón-López (2011) documents how educational reforms in Puerto Rico increasingly rely on managerial language that prioritizes adaptability and productivity over critical resistance or social transformation. Within this framework, students are constructed not merely as

learners but as entrepreneurial subjects expected to internalize market rationalities as normative educational goals.

This same managerial logic is evident in the articulation of DEPR's institutional values: "ethics, human rights, social welfare, quality of life, merit, commitment, and equal opportunities" (p. 8). Although these values appear inclusive and democratically grounded, they are embedded within a discourse of efficiency, performance, and measurability. Apple (2004) explains that official knowledge often incorporates universally appealing ideals while recontextualizing them within technocratic frameworks that prioritize control and standardization. Fairclough (2003) and van Dijk (2006) further demonstrate how such discursive moves transform pedagogy into an arena of performance management, where abstract ethical concepts are depoliticized, stripped of their emancipatory potential, and reoriented toward accountability metrics rather than social justice or critical consciousness.

The politics of pedagogy also emerge in the appeal to "Considering the basic premises and a panoramic view of the transformations related to globalization, the informational society, and the systemic worldwide crisis, the DEPR defines its values, aspirations, and organizational and educational beliefs as follows. (p.8) that require educational consideration (p. 8). This excerpt suggests that pedagogy must adapt to external global pressures. Fairclough (1995) has documented how crisis rhetoric is often deployed to legitimize reform and restructuring, while Vygotsky's (1978) sociocultural perspective highlights how such systemic claims neglect the local contexts in which learning occurs. The discourse thus masks global economic imperatives as inevitable educational priorities.

The restructuring of education around UNESCO's reference in the Framework about the four pillars of learning (p. 9) further demonstrates how pedagogy is framed through international templates. By employing agentless constructions, the excerpt obscures who defines and enforces such standards. Apple (2004) identifies this as a curriculum control mechanism that legitimates reforms through global authority, while Soler (2011) critiques the uncritical adoption of UNESCO rhetoric in Puerto Rico as a form of discursive borrowing that aligns local pedagogy with global neoliberal frameworks.

Institutional discourses that portray staff as "highly qualified, efficient, responsible, honest, and disciplined" (p. 9) extend neoliberal pedagogy into labor relations. Apple (2004) argues that such descriptors convert teachers into measurable resources, while Cintrón-López (2011) shows that Puerto Rican reforms increasingly frame educators as "inputs" in a system rather than autonomous professionals. This reduces pedagogy to management, obscuring its relational and cultural dimensions.

As an imperative and confusing discourse, the framework is solid on its standards and expectations. The selection "Built upon the strengths and lessons of current state standards. (p. 45) contains a heavy emphasis on neoliberal ideals. Apple (2006) contextualized how standards and assessments complicate teachers' roles by reducing them to enforcers of state expectations, while Fairclough (2003) highlighted how language legitimates such practices through discourses of efficiency and accountability. Together, these theoretical lenses showed that the Framework frames pedagogy less as a space of creativity and more as a system of compliance with technical standards. Therefore, pedagogy is framed as technical design controlled by a set of established skills

and knowledge that he names “the official knowledge”. (Apple, 1993) At this stage, the analysis confirmed that the Framework’s pedagogical orientation is deeply embedded in neoliberal logics of efficacy and accountability, with little room for alternative practices.

Another example of neoliberal and technocratic pedagogy is the claim that “teachers also continually check in on students’ understanding” (p. 24). This discourse normalizes constant monitoring as part of teaching practice, echoing Apple’s (2006) critique of audit culture in schools. Instead of fostering open-ended exploration, pedagogy becomes an ongoing measurement exercise that embeds neoliberal logics of efficiency and accountability.

Even when student-centered ideas are invoked, the discourse reflects managerial control. For instance, “activities and learning environments must be carefully guided and structured, so learners are fully engaged in their learning” (p. 13). The passive construction hides who mandates this structure, but it reduces pedagogy to a tightly controlled, supervised process. Foucault (1977) would interpret this as a disciplinary discourse in which surveillance and normalization underpin instructional design.

Similar dynamics are evident in excerpts that cite instructional methods such as Total Physical Response (TPR), as defined by James Asher, or Balanced Literacy, as explained by Spiegel (1998). Even when these scholars do not necessarily promote a neoliberal discourse in their ideas, these passages invoke external authorities to define “best practice,” embedding pedagogy within what van Dijk (2004) describes as ideological control through expert discourse. In doing so, they remove teachers from the center of decision-making, constructing pedagogy as a set of prescribed techniques validated by technical expertise.

The emphasis on "That systematic questioning, research, and dissemination are essential to sustain the development of individuals, organizations, and society by producing new knowledge and new ways of thinking and interacting." (p. 10) signals how technocratic control is embedded in pedagogy. Apple (2006) explains that these logics derive from scientific management models that transform learning into a quantifiable output. Cintrón-López (2011) similarly highlights how Puerto Rican curricular reforms prioritize research and dissemination as bureaucratic imperatives rather than participatory or emancipatory practices. In this way, pedagogy becomes a vehicle for reproducing neoliberal managerialism under the guise of innovation. Finally, the Framework presents pedagogy as inseparable from assessment. The excerpt stating, "a final assessment will measure whether they have achieved the unit goals" (p. 58) epitomizes the politics of evaluation as the culmination of learning. Apple (2006) and Ravitch (2010) both criticize this fixation on measurable outcomes, noting that it narrows the focus of teaching and undermines holistic learning. In this framing, pedagogy is subordinated to the demands of assessment culture.

The discourse repeatedly portrays colonial ideology by positioning English as superior and essential for success. For instance, the Framework states that "most people accept that adequate English proficiency provides advantages to citizens in Puerto Rico" (p. 1), a formulation that naturalizes assimilation to U.S. culture. Similarly, English learning is justified through "the strong ties to the United States because of the migration of Puerto Ricans to the United States over the years" (p. 1), explicitly grounding language instruction in U.S. benchmarks and laws. The Framework also cites the Puerto Rico Educational Reform Law, which requires schools to develop student mastery in both

Spanish and English, so that learners may become "truly bilingual students" (pp. 11–12). In practice, this positions English as a state-mandated priority that extends beyond pedagogy into a matter of political dependency. Moreover, the promotion of immersion models in which "all content classes are taught in English except the Spanish class" (p. 12) further reinforces the dominance of English over Puerto Rico's linguistic and cultural resources.

Alongside this colonial discourse, the Framework also reflects neoliberal ideology through its emphasis on globalization, efficiency, accountability, and measurable outcomes. The text highlights that "English is also the preeminent international language in our ever-changing global society and the language of the information age" (p. 1), situating English as a global commodity. English is described as a "door-opener" that provides socioeconomic mobility (p. 1), a framing that links language learning to marketization and employability. The broader goals of the program echo these themes, describing English learning as a means of preparing "sensitive, competent, creative, self-managed, and entrepreneurial" individuals who can succeed in a "globalized economy" (p. 8). Competency-based education is likewise presented as aligning courses, resources, and assessments to "well-defined goals" (p. 22), while curricular expectations are framed as "aligned with college and career expectations" (p. 45). These examples reflect Fairclough's (2003) observation that neoliberal discourse normalizes accountability and performance as natural features of educational policy.

A recurring theme connected to the politics of pedagogy is the presence of technocratic thinking. This way of reasoning is so intertwined with neoliberal discourse that it becomes difficult to separate one from the other. Neoliberal reforms depend on

tools that can be counted and compared such as standardized tests, performance measures, and lists of competencies because these instruments support goals like efficiency, accountability, and competition (Fairclough, 2003). Technocratic language strengthens this orientation by presenting those tools as neutral, scientific, and simply the natural way that institutions should operate. Habermas (1987) notes that this dynamic emerges when bureaucratic and technical systems begin to shape areas of life that once depended on culture, community ties, and shared meaning, slowly pushing human values aside in favor of efficiency. This tendency appears clearly in the Puerto Rico Curriculum Framework, which treats education less as a cultural or creative endeavor and more as a system designed to produce entrepreneurial, globally competitive learners. In this sense, technocratic discourse does more than accompany neoliberal ideas; it supplies the vocabulary and structure that allow those ideas to influence teaching and learning. The Framework's consistent focus on standards, competencies, and repeated assessments shows how these forces work together to make accountability seem normal while limiting wider cultural, critical, or community-oriented purposes for education.

At several points, the Framework intertwines colonial and neoliberal discourses. For example, the stated goal of developing in students "the ability to use the English language effectively and appropriately in their entire social environment" (p. 16) reflects both the assimilation of U.S. cultural norms and the neoliberal framing of English as a skill for measurable success. Similarly, the promise that students will be able to "In this way, they will be able to face new challenges, enabling them to face the opportunities of the global world and the educational approach of the 21st Century by aspiring to master English or more languages." (p. 17) combines the colonial privileging of English with a

neoliberal emphasis on global market competitiveness. Even the curricular alignment to "the strengths and lessons of current state standards" (p. 45) illustrates how colonial reliance on U.S. benchmarks overlaps with neoliberal commitments to technocratic accountability, while erasing the role of local stakeholders.

In short, the findings indicate that the *Curriculum Framework* is ideologically aligned with both colonial and neoliberal discourses. Colonial ideology is expressed through the prioritization of English over Puerto Rican linguistic and cultural practices, while neoliberal ideology is conveyed through the recurring emphasis on efficiency, accountability, and globalization. These two discourses often intersect, creating a hybrid framing of English education in Puerto Rico that simultaneously reproduces colonial dependency and neoliberal economic rationality.

Fourth research question: What is the researcher´s ideological statement on the content and pedagogy of English as a Second Language in the Puerto Rico Department (PRDE)?

This study set out to uncover the ideological orientations embedded in the *Curriculum Framework of the English Program* (PRDE, 2022) through the combined use of Critical Discourse Analysis (CDA) and Grounded Theory. The findings demonstrate that language presented as neutral, administrative, or technical is often ideologically charged, functioning as a subtle mechanism for shaping educational meaning and purpose.

The first category, *ideologies in discourse*, revealed that the Curriculum Framework consistently orients education toward economic and market-driven goals rather than toward human, cultural, or community development. Lexical items such as

standards, *competence*, *global society*, and *entrepreneurial students* appear repeatedly throughout the document, constructing a narrative in which learning is framed primarily as preparation for participation in competitive economic systems. Within this framing, education is positioned as a process designed to produce efficient, adaptable, and productive individuals capable of meeting external labor and performance demands, rather than as a space for critical inquiry, identity formation, or democratic engagement.

This discursive emphasis aligns with Pennycook's (2017) argument that English education is frequently embedded within global economic narratives that portray language learning as a pathway to mobility, opportunity, and market success. Similarly, Phillipson (1992) contends that when English is constructed as a prerequisite for progress, it reinforces ideological structures that privilege productivity, efficiency, and competitiveness over local linguistic and cultural development. Canagarajah (1999) further explains that such discourses position students primarily as future workers within global systems, distancing education from community-centered knowledge and local agency. Taken together, these perspectives illuminate how neoliberal ideology is woven into the Framework's discourse, shaping how educational purposes are defined, justified, and normalized.

For the second category, social and political context, demonstrated that the Framework frequently positions Puerto Rico's education system within external structures of authority. References to United States legislation, federal mandates, and state standards indicate that policy decisions are validated through alignment with outside institutions rather than through local priorities. This reliance reflects what Phillipson (1992) describes as structural dependence, in which educational models are shaped by

dominant countries and adopted without local negotiation. Canagarajah (1999) similarly argues that communities outside the global center are often expected to adjust their educational practices to external norms, reinforcing relationships of control rather than collaboration. The absence of discussion about Puerto Rican linguistic or cultural identity underscores this dynamic, as local perspectives are largely invisible in the policy narrative. Habermas (1987) helps explain how such systems operate by suggesting that bureaucratic structures can replace community dialogue with compliance to external rules, which aligns with the Framework's presentation of policy as something to follow rather than shape. Together, these elements reveal that the Framework operates within a political context that privileges external control and reinforces colonial alignment.

Considering the third category, politics of pedagogy, this showed that the Framework conceptualizes teaching as a regulated process centered on assessment, proficiency, and standard driven planning. Instruction is described as a sequence of required steps in which teachers must align lessons with official documents, monitor progress, and verify mastery through continuous evaluation. Mulder (2014) explains that competence-based systems often reorganize pedagogy around supervision and performance, turning teachers into monitors of outcomes rather than designers of learning. Wager (1992) supports this view by presenting instructional design as a technical process grounded in expert planning, which reflects the Framework's emphasis on structured implementation. Richards and Rodgers (2014) further note that methods are frequently presented as fixed procedures that teachers must apply, limiting autonomy and creativity. In contrast, Freire (1970) warns that when education prioritizes control and prescribed outcomes, it suppresses inquiry and reduces students to passive recipients

rather than active participants. When examined as a whole, this category illustrates how the Framework embeds mechanisms of power within everyday instructional practices, shaping teaching and learning in ways that align with managerial priorities rather than participatory or student-centered values.

The analysis of the Curriculum Framework shows that neoliberal and colonial ideologies are deeply embedded in its discourse. Through recurring references to standards, competencies, assessments, globalization, and information and communication technology, the Framework positions education as a vehicle for economic productivity and global competitiveness. At the same time, it privileges English, aligns policy with U.S. laws such as Law 85 and the Every Student Succeeds Act, and models Puerto Rico's curriculum on U.S. and international benchmarks, reinforcing colonial dependency. These ideologies are presented not as choices but as natural and necessary, normalizing market logic and external control while marginalizing Puerto Rican linguistic and cultural identity. As a result, the Framework functions less as a neutral pedagogical guide and more as a political text that reproduces relations of power and prioritizes global and colonial agendas over cultural affirmation and democratic participation.

These findings also reveal broader implications for the educational system. For teachers, the Framework constructs professional roles centered on compliance with external standards, which limits autonomy and diminishes opportunities for culturally responsive teaching. For policymakers, the reliance on external laws and benchmarks illustrates how Puerto Rico's educational decisions remain tied to outside authorities, reflecting the island's broader colonial relationship with the United States. At a societal level, the discourse suggests that English proficiency is essential for success, shaping

students' identities and aspirations toward assimilation to U.S. norms and global markets. These implications raise significant questions about educational sovereignty and the role of public education in affirming Puerto Rican culture and fostering democratic participation.

Intertextuality and interdiscursivity help explain how these ideologies gain legitimacy. The Framework repeatedly cites external authorities such as U.S. legislation, UNESCO reports, WHO definitions, and Cambridge-based definitions of bilingual education, drawing credibility from global and metropolitan sources rather than Puerto Rican epistemologies (PRDE, 2022). This borrowing reflects what Fairclough (2003) identifies as intertextual legitimation, in which authoritative voices are used to naturalize external control. Interdiscursively, humanistic ideals such as equity, cultural identity, and environmental responsibility are blended with neoliberal imperatives of efficiency, accountability, and entrepreneurialism. This combination creates a pleasant but managerial narrative that presents domination as reasonable and commonsensical, aligning with van Dijk's (2006) observation that ideology often operates through blended discourses.

Together, neoliberal and colonial logics reinforce one another. Neoliberal discourse frames students as entrepreneurial, self-managed, and globally competitive, while colonial discourse constructs English mastery as the unquestioned gateway to mobility and participation. These narratives position Puerto Rican education as dependent on external measures of success, and even progressive discourses are reframed as tools for producing globally adaptable workers rather than autonomous citizens. This reflects what Apple (2006, 2019) calls official knowledge—a managed system that privileges

technocratic control while sidelining local knowledge. In practice, teaching becomes a managerial procedure, and assessment becomes a mechanism of surveillance rather than a formative dialogue. The overall effect is a pedagogical model in which external dependency and efficiency are treated as common sense, masking the loss of teacher autonomy, student agency, and culturally rooted educational practices.

Recognizing these discursive patterns underscores the need for an alternative educational vision grounded in critical and decolonial understandings of schooling. Smith (2012) documents how colonial education in Aotearoa systematically displaced Māori language and knowledge by positioning English and Western epistemologies as the only legitimate forms of learning. Her work demonstrates that communities regain educational sovereignty when they reclaim control over curriculum, evaluation, and cultural meaning. Smith argues that decolonizing education requires grounding instruction in local histories, languages, and identities rather than relying on imported curricular models. These insights closely mirror the findings of this study, which reveal that Puerto Rico's Curriculum Framework marginalizes local cultural knowledge by privileging U.S. standards and English as dominant benchmarks of legitimacy. Smith's perspective supports the recommendation that the Puerto Rico Department of Education center Puerto Rican culture, language, and community voices when shaping curricular policy. Such a vision reframes schooling as a space for cultural affirmation, social justice, and collective inquiry, situating Puerto Rican history, language, and identity at the core of learning while engaging global knowledge through dialogue rather than replacement.

Similarly, Walsh (2009) explains how neoliberal educational reforms in the Andean region of Latin America have replaced culturally grounded schooling with

standardized models oriented toward efficiency, accountability, and global competitiveness. She advocates for critical intercultural approaches that foreground local histories, identities, and languages as foundational components of teaching and learning. Walsh's work illustrates how communities resist externally imposed educational mandates by constructing pedagogical practices rooted in lived experience and collective knowledge. These arguments reinforce this study's conclusion that Puerto Rico's Curriculum Framework minimizes cultural identity while adopting globalized, technocratic models of education. Together, these decolonial perspectives strengthen the recommendation that the PRDE develop a curriculum reflective of Puerto Rican realities, priorities, and epistemologies rather than reproducing international templates that perpetuate cultural and political dependency.

Classrooms should invite students to engage with real community issues, and teachers should be recognized as intellectuals and professionals with the autonomy to guide creative and democratic learning. Freire (1970) reminds us that education can become a practice of liberation when it encourages dialogue and critical reflection, suggesting that assessment should support growth rather than control. From this perspective, curriculum reform should prioritize student development, teacher autonomy, and linguistic and cultural affirmation rather than reproducing external pressures tied to Puerto Rico's colonial condition.

These insights lead to several recommendations. Policymakers should recognize that adopting external standards is an ideological choice rather than a neutral act and should make greater space for local voices in curriculum development. Connell (2007) analyzes how "global best practices" and accountability systems often originate in

powerful Northern countries and are exported to dependent contexts, creating curricular dependency. She calls for educational systems to draw on "Southern Theory," recognizing the legitimacy of local knowledge and culturally situated pedagogies. The author shows that teacher agency weakens when imported standards define what counts as learning. These arguments resonate with the findings that Puerto Rico's Framework relies heavily on U S benchmarks and limits teacher decision-making. Connell's work supports the recommendation that PRDE adopt standards that arise from Puerto Rican contexts instead of defaulting to metropolitan models. Teachers should be encouraged to reclaim critical pedagogical practices that affirm Puerto Rican identity and resist narrow accountability frameworks. Bilingual education should be reimagined as an opportunity to strengthen Puerto Rico's linguistic diversity rather than as compliance with U.S. law or a tool for competitiveness. Finally, assessment practices should balance accountability with equity, understanding learning as a process rather than a commodity. Together, these changes could help reorient education toward empowerment, cultural pride, and democratic participation.

Appendix F contains the researcher's full ideological statement on English language teaching in the PRDE context, offering a more personal reflection on this commitment and the possibility of an education that strengthens, rather than diminishes, the cultural and social life of Puerto Rico.

Methodological Limitations

Methodological limitations bind every qualitative study, and this investigation is no exception. The analysis relied exclusively on official PRDE document *Curriculum Framework: English Program (2022)*, which means the findings reflect the discourse

present in a single set of policy texts rather than triangulation with classroom practices or stakeholder perspectives. While Critical Discourse Analysis (CDA) and Grounded Theory provided tools for identifying ideological patterns, the interpretation of excerpts is shaped by the researcher's analytical lens, which may privilege specific categories of neoliberalism and colonialism over others.

Recommendations to the English Program at the PRDE

1. The public school system of Puerto Rico should reconsider its Curriculum Framework so that education affirms Puerto Rican culture and language. English can be valued as an important resource, but it should not overshadow Spanish or local identity. U.S. benchmarks should be used as references rather than unquestionable standards, and teachers should be recognized as professionals with the autonomy to design meaningful learning experiences moving beyond rigid directives that cast them as mere implementers, and creating classrooms where creativity, critical thought, and democratic participation flourish as part of everyday practice. It should reconsider its heavy focus on standards, competencies, assessments, and measurable outcomes, because this orientation narrows the purpose of learning to performance and productivity rather than growth and understanding. Pennycook (2017) establishes that language learning gains meaning when it connects to cultural identity rather than serving only global market expectations, which suggests that instruction should honor Puerto Rican realities. Phillipson (1992) further warns that when English is framed primarily as a tool for advancement, it can

reinforce inequities by valuing economic goals over cultural development. Canagarajah (1999) adds that education shaped by outside norms risks turning students into participants in larger economic agendas rather than agents in their own communities. For these reasons, the Program would benefit from integrating goals that support reflection, creativity, and cultural engagement rather than relying exclusively on measurable indicators. The Framework should be revised so that Puerto Rican cultural and linguistic resources are not secondary to U.S. benchmarks but form an explicit foundation for curricular planning and classroom practice. Treating state standards as references rather than mandates would allow schools to align with national expectations when useful while preserving the flexibility to prioritize local knowledge and identity. Strengthening first language development, rather than treating Spanish as an assumed or peripheral skill, would support deeper academic learning and affirm students' cultural identity. The emphasis on English as a tool for socioeconomic mobility should be reframed in light of Pennycook (2017), Phillipson (1992), and Canagarajah (1999), who caution that such narratives can marginalize local languages and reproduce inequities. Revising the Framework in these ways would align policy with the evidence of this study and move the Program toward a more balanced, culturally responsive, and educationally sound vision for bilingualism in Puerto Rico.

2. Schools can become hubs of cultural affirmation and collaboration where parents, teachers, and students collectively shape decisions, and where the institution itself reflects the democratic and participatory values it seeks to cultivate in learners. Policy reforms should be grounded in Puerto Rican realities, critically weighing global rankings and U.S. mandates, adopting those that genuinely serve students, and rejecting those that perpetuate dependency or misalignment with local needs. Professional development should equip teachers with culturally responsive and decolonial approaches, encouraging critical literacy and affirming the value of community knowledge alongside academic expertise. With resources distributed equitably to avoid leaving marginalized schools behind, the system can move away from treating students as products for the labor market and instead nurture them as dignified individuals and citizens capable of imagining alternative futures. In this vision, education ceases to be a tool of compliance. It becomes a practice of empowerment, one that reclaims Puerto Rican identity while engaging the world on its own terms. Habermas (1987) explains that bureaucratic structures can limit participation and silence local voices, which is evident when decisions are controlled by a single office. Richards and Rodgers (2014) also note that overly prescriptive systems reduce teacher autonomy and can restrict the professional judgment needed to meet student needs. Freire (1970) reminds us that education gains power when teachers and learners engage in dialogue rather than compliance, suggesting that shared decision

making can strengthen the Program. A more participatory structure would allow the English Program to reflect the linguistic and cultural diversity of Puerto Rico rather than relying solely on centralized authority.

3. The Program should reconsider the way it frames bilingualism solely as a social necessity tied to opportunity and instead present it as a rich educational practice that fosters identity, critical thinking, and cultural connection. Pennycook (2017) emphasizes that language learning should engage local meaning and cultural experience, which aligns with a broader view of bilingual development. Phillipson (1992) cautions that linking English only to opportunity can reinforce dependency and overshadow native linguistic resources. Canagarajah (1999) highlights the importance of valuing local knowledge in language education, suggesting that bilingualism should support Spanish as well as English. A shift toward enrichment rather than obligation would honor Puerto Rican culture while still preparing students for global engagement.

4. The Program should adopt pedagogical approaches that allow teachers to design learning experiences rather than follow rigid scripts tied to assessment and accountability. Mulder (2014) points out that competence-based systems can turn educators into monitors rather than guides, which limits meaningful instruction. Wager (1992) also shows that technical planning can dominate teaching when it is seen as a fixed process rather than a creative one. Freire (1970) encourages classrooms built on dialogue and inquiry, where students and teachers participate together in shaping

knowledge. By restoring teacher autonomy, the Program can create spaces where learning is driven by curiosity, culture, and community rather than control.

5. Even when the *Carta Circular 09-2022-2023* (PRDE) addresses bilingualism, its primary focus is on organizing and regulating the English Program, and within that structure it mentions bilingual education as a programmatic offering under the supervision of the operational manager of the English Program. In practice, this means the *Letter* places bilingual education under the jurisdiction of the second-language division, rather than treating Spanish and English as equal linguistic systems with shared curricular responsibility. It references bilingual schools and expanded bilingual offerings, but it does not explain what bilingualism means, how it should function in classrooms, or how it differs from traditional English instruction. It frames bilingualism as an opportunity linked to access and advancement, echoing the Framework's view that English enhances prospects, yet it does not discuss first language development, linguistic transfer, or any pedagogical rationale that would guide implementation. As a result, bilingualism appears as an initiative to be managed rather than a philosophy of education grounded in Puerto Rican linguistic reality. Therefore, English Program should directly address the current lack of clear definitions, since this absence leads to confusion about goals and classroom practice. Phillipson (1992) notes that unclear language policy can reinforce dependency and weaken local linguistic identity, which

makes clarity especially important in Puerto Rico. Canagarajah (1999) argues that communities outside dominant centers need language policies that reflect their own realities rather than borrowed models, suggesting that definitions should emerge from Puerto Rican needs. Pennycook (2017) discusses that language instruction gains purpose when it recognizes the cultural and social context of learners, which supports defining bilingual education as more than English acquisition. A clear and thoughtful framework would allow schools to distinguish whether the goal is dual language development, support for second language learners, or preparation for foreign language contexts, ensuring that instruction aligns with student identity, culture, and community.

6. The English Program should rethink its approach to assessment so that it supports equity and learning rather than functioning mainly as a mechanism of control. At present, the Framework places great weight on tests, evidence, and documentation, which turns assessment into a way to monitor teachers and students, echoing what Apple (2006, 2019) describes as the use of standards and accountability as tools of official knowledge. This narrow focus can overshadow the more human purposes of education and reduce learning to what can be counted. Mulder (2014) notes that competence frameworks often reshape practice around supervision and performance, which means that if assessment is not carefully reconsidered, it will continue to push teachers toward checking boxes instead of responding to students' needs. A different approach would treat

assessment as a dialogue that helps students understand their own progress, gives teachers information to adjust instruction, and recognizes multiple ways of showing knowledge, such as projects, portfolios, performances, community work, or reflective writing. Freire (1970) reminds us that education should help students read the world as well as the word, so assessment, too, should allow them to connect language, community, and critical reflection, rather than simply reproducing answers that fit an external template. In this sense, the Program should move toward assessment practices that still provide useful information for accountability, but are designed first to nurture growth, dignity, and culturally rooted learning in Puerto Rico.

7. The English Program should take a deeper look at how framing English as the primary gateway to opportunity influences students' identities, aspirations, and sense of belonging. When English is described as the language of mobility and success, it can implicitly suggest that Spanish and Puerto Rican cultural knowledge are less valuable, echoing what Phillipson (1992) identifies as the ideological privileging of English within systems of domination. Canagarajah (1999) further explains that such narratives can push communities to measure their worth through external standards rather than through their own cultural resources, leading students to internalize the idea that advancement requires assimilation to outside norms. Pennycook (2017) reminds us that language learning is never neutral and always carries cultural and political meanings, which

means that the way English is promoted can shape how students imagine their future place in the world. For this reason, the Program should critically examine how its messaging constructs English not only as a skill, but as a symbol of status, and instead promote a vision of bilingualism that affirms Puerto Rican identity rather than replacing it.

8. The Program should design curriculum that grows out of Puerto Rico's own cultural, linguistic, and historical context rather than borrowing models wholesale from international or metropolitan systems. Phillipson (1992) warns that when educational frameworks are imported without adaptation, they risk reinforcing dependency and overshadowing local knowledge. Canagarajah (1999) similarly argues that communities outside dominant centers need educational approaches that reflect their lived realities rather than imitating external standards. Pennycook (2017) reminds us that language education gains meaning when it engages local identities, which supports the idea that curriculum should draw from Puerto Rican literature, history, and social experience. Freire (1970) adds that meaningful learning begins with the world students know, suggesting that curriculum rooted in local life can strengthen agency, cultural pride, and critical reflection. By grounding curriculum in Puerto Rican knowledge rather than in "top-performing countries," the Program can cultivate a more relevant, empowering, and culturally connected educational experience.

9. The English Program should work to ensure that educational decisions are guided by student needs, cultural affirmation, and sound pedagogy rather than shifting political priorities or partisan leadership. Habermas (1987) cautions that bureaucratic and administrative systems can overshadow democratic participation when decision-making becomes driven by institutional power rather than open dialogue. Freire (1970) emphasizes that education must remain a space of humanity, reflection, and shared inquiry, and this is difficult to achieve when policy is shaped by political agendas rather than educational purpose. Canagarajah (1999) also notes that externally imposed models can limit community voice, suggesting that policy should be insulated from political turnover so that schools can build stable, culturally responsive programs. Pennycook (2017) reminds us that language and education are tied to identity, which means that policy decisions should respect the cultural dignity of Puerto Rican students rather than treating education as a tool of political influence. By separating educational policy from partisan agendas, the Program can create a more consistent, equitable, and culturally grounded foundation for learning.

Recommendations for future investigations

1. Future investigations should expand beyond document analysis to include perspectives from teachers, students, administrators, and policymakers, enabling a richer picture of how ideological discourses are negotiated in practice.

2. Comparative studies could examine how similar curriculum frameworks in other colonial or postcolonial contexts reproduce or resist neoliberal and colonial pressures, offering valuable insights into the broader politics of language education.
3. Mixed-methods research may also prove helpful, combining CDA with classroom observations, surveys, or case studies to connect textual ideologies with lived educational realities.
4. Future studies should critically assess the long-term outcomes of standards-based and technocratic reforms, as Apple (2006, 2019) and others argue, given the limited evidence that such frameworks produce more effective learners or professionals. By broadening the scope of analysis, subsequent research can better illuminate how curriculum policies both reflect and shape the social, cultural, and political futures of Puerto Rican education.

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Appendix A.

Log for *Curriculum Framework: English Program* (PRDE, 2022): Transcription, Text Analysis and Discourse Identification

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
OVERVIEW (p. 1)	C_1	$SC_{1.2}$ Colonialism

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
Most people accept that adequate English proficiency provides advantages to citizens in Puerto Rico even though Spanish is the vernacular and the medium through which most daily affairs are carried out.		$I_{1.2.1}$ English is often positioned as superior or essential for success, often in contrast to the Spanish language
Among the most important reasons for learning English from a social, political, and economic perspective are the strong ties to the United States because of the migration of Puerto Ricans to the United States over the years. Importantly, English is also the preeminent international language	C_1	$SC_{1.1}$ Neoliberalism I1.1.1 Globalization

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
in our ever-changing global society and the language of the information age. Moreover, English has become a language of social empowerment. Gatekeepers that enable socioeconomic mobility in this society use it as a "door-opener." It is important to note that, currently, English as well as Spanish is an official language of Puerto Rico.		
Learning English is beneficial for those who want to grow personally. It serves as a measure for increased enlightenment; social, emotional, and moral development; value development and appreciation; self-awareness;	C_1	$SC_{1.2}$ Colonialism $I_{1.2.1}$ English is often positioned as superior or essential for success

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
and self-confidence. Since culture is embedded in learning a language, learning English can assist the learner in becoming more culturally aware. Students can learn to appreciate and respect the cultures of the English-speaking world albeit through a second language.		
There is compelling evidence that learning a second language also has cognitive advantages. Critical thinking, creativity, and mental flexibility are enhanced, and intellectual ability is increased in the process of second-language learning. In addition, language is indigenous to all	C_1	SC1.1 Neoliberalism I1.1.2 Efficiency/marketization/finance

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
learning that takes place and is the medium by which students assimilate and give meaning to their experiences. Mastering two languages enriches and expands their learning experiences.		
THE REVISION OF THE CURRICULUM FRAMEWORK (p. 8) Social and Academic Changes that Pose New Educational Needs As a community of a public school system, the Department of Education of Puerto Rico (DEPR) recognizes the importance of the development of knowledge and academic skills, in harmony with the emotional and social	C_1	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
development of the student. This is done to prepare students to be sensitive, competent, creative, self-managed, and entrepreneurial, and able to perform successfully in society, in the context of a globalized economy, so that they can meet the challenges as individuals and as citizens of a collective world.		
The essential principles of management in the DEPR are based on three basic premises:		Descriptive paragraph

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
1. The student is the main reason of the educational system, and the teacher is the main facilitator. 2. The interaction between students and teachers is the principal function of the school. Other school activities should be designed to facilitate teaching and to improve and strengthen education management services to the community school. 3. Schools belong to the communities they serve, which must participate in school governance.		

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
Values, Social Changes, and Educational Trends (pp. 8-10) Considering the basic premises and a panoramic view of the transformations related to globalization, the informational society, and the systemic worldwide crisis, the DEPR defines its values, aspirations, and organizational and educational beliefs as follows: **Values** 1. The DEPR values ethics, human rights, education, social welfare, quality of life, merit, commitment, and equal opportunities.	C1 C2 C_3	SC1.1 Neoliberalism I1.1.1 Globalization $SC_{3.1}$ Ideological control through curriculum design $I_{3.1.1}$ Legal institutional authority to justify decisions SC2.3 Economic and Administrative Control 2.3.1 Discourse framing of crisis management $SC_{3.1}$ Ideological control through curriculum design 3.2.1 Agentless constructions hiding who sets the standards 3.2.2 Reliance on expert or technical discourse

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
2. The DEPR values justice, solidarity, equity, fairness, goodness, legality, prudence, objectivity, truth, and freedom. 3. The DEPR values teamwork, by hypothesis; decision-making that is participatory and, as far as possible, democratic; respect for creative work and for truthful and cordial dialogue; and confrontation and …		

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
Educational Needs of Our Society Aspirations (p. 9) 1. The DEPR aspires to unite in collective effort with the school system, society, and citizenry to transform education in Puerto Rico while viewing the graduate student as a transformer of society and our teachers as facilitators of transformation. 2. The DEPR aspires to anticipate the needs of our school communities and exceed their expectations by providing an		Descriptive paragraph

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
infrastructure that allows them to perform successfully and offering support services of the highest quality to teachers and administrators in the shortest time …		
Creed (pp. 9-10) 1. The DEPR believes that our system is a living and complex entity consisting of a highly valued staff that is creative and innovative, in keeping with the organizational philosophy and ideals: committed and	**C1** **C2** **C_3**	$SC_{1.1}$ Neoliberalism I1.1.2 Efficient/measurable/marketization/finance SC1.2 Colonialism I1.2.1 English is positioned as superior or essential for success

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
supportive, highly qualified and efficient, responsible, honest, and disciplined. 2. The DEPR believes in continuous pursuit of academic excellence and permanence of ethical and moral values that should govern our conduct…		SC2.3 Economic and Administrative Control 2.3.1 Discourse framing of crisis management SC3.1 Ideological control through curriculum design 3.2.1 Agentless constructions hiding who sets the standards 3.2.2 Reliance on expert or technical discourse

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
EDUCATIONAL NEEDS RELATED TO THE TEACHING OF ENGLISH (pp. 11-14) The English program provides students with an encouraging environment to improve the standards and expectations of the language with the components of the graduate student profile. English-language teachers' efforts are to facilitate a good education for students by providing the necessary tools to become independent language learners	**C_1** **C_3**	SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficiency, measurability, marketization, finance SC3.1 Legitimation and authority I3.1.2 Reliance on expert or technical discourse

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and to honor the differences in backgrounds, learning styles, differentiated instruction, and essential competencies to succeed in the language.		
Students' individual needs are as diverse as the students themselves (Tomlinson, 2015). The necessity of being flexible and sensitive to the students' needs in class is an initiative for language learning and differentiating instruction. It is a goal to provide courses that improve	C_3	$SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
English language skills, differentiated instruction, and academic success in all areas. The expectations encourage learning while developing awareness of essential competencies to attain a good life.		
The English program recognizes that students' needs change as they develop lifelong experiences and expectations. At the beginning level, teachers attempt to make the students comfortable using their new language by offering many opportunities to practice listening, speaking,	C_3	SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
foundational skills, reading, writing, and language skills. At the intermediate and advanced levels, educators expect students to take more responsibility for their learning. At all levels, teachers use various approaches, activities, assessments, and resources to learn a language. Each level of learning, therefore, fortifies students' personal, social, and academic responsibilities in life.		

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Students arrive with preexisting knowledge. Each person's mission is to access and capitalize on this knowledge. By understanding a student's background, we can encourage students to become teachers themselves. Allowing students to realize their strengths and weaknesses creates lifelong language learners; therefore, teaching extends beyond the class. We are not preparing students to be "native" English speakers, but rather self-motivated, proficient language learners to achieve a good life.	C_1 C_3	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance I1.2.1 English is often positioned as superior or essential for success SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
Bilingual Education (pp. 11-12) Law 85 of March 29, 2018, as amended and known as the "Puerto Rico Educational Reform Law," establishes that the school must seek for the student to develop mastery of oral and written communication in Spanish and English to become truly bilingual students. This includes the development of other languages whose mastery is considered essential in the near future. In addition, Article 9.01, on the rights of students,	C_3	SC1.2 Colonialism I1.2.2 U.S. Laws, benchmarks, and educational standards

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indicates that all students in the schools of the Public Education System at the primary and secondary levels have the right to receive a bilingual education, in which they are taught to communicate fluently in at least the two official languages of Puerto Rico, English and Spanish.		
Bilingual education is defined as the use of two or more languages as instructional media for teaching content classes such as science or social studies (Cambridge, 2017). Students will be immersed in the culture of	C_1 C_3	SC1.2 Colonialism I1.2.1 English is often positioned as superior or essential for success SC1.1 Neoliberalism

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
both languages, Spanish and English, and the focus is on promoting biliteracy through language skills (reading, writing, and verbal expression). The primary goal of teaching English to all students is to enhance opportunities for all students to become bilingual in Spanish and English by providing enriching language instruction at grade-level content. Therefore, academic skills, content knowledge, intellectual		I1.1.1 Globalization SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse

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curiosity, cultural identity, civic responsibility, and lifelong learning as fully biliterate Puerto Ricans will be developed.		
Models of Bilingual Education (p. 12) • English Plus: This modality teaches one additional class in English. For example, science or math is taught in English.	C_1 C_2 C_3	SC1.2 Colonialism I1.2.1 English is often positioned as superior or essential for success SC2.1 Governance and Administrative Control

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• Dual Language: This modality teaches two content classes in English, such as math and science, and the other subjects in Spanish, such as social studies, physical education, fine arts, and health. • Immersion: This modality teaches all content classes in English except the Spanish class. The primary purpose of bilingual education is to provide opportunities for all students to achieve high levels of proficiency in		I2.1.1 Erasure of local stakeholders SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards

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speaking, writing, and reading in two languages. The operational manager of the English Program will be in charge of bilingual education. She will provide academic advice, mentoring, and technical assistance to existing bilingual schools in coordination with the Spanish Program and will be in charge of expanding such schools to other municipalities in Puerto Rico. In addition, the bilingual education program will guide regular schools in the implementation of special bilingual projects if they request it.		

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Technology in the DE English Program (pp. 12-14) Curriculum Technology is a tool that can change the nature of learning. Primarily, educators want students to learn. It is certainly not enough to tell educators that they need to use the boxes and wires that have invaded their schools simply because they are expensive or because students need to know how to use the latest widget. If technological tools will help them achieve that primary goal, educators will use those tools.	C_1 C_3	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance SC3.2 Curriculum Control Mechanism $I_{3.2.1}$ Agentless constructions hiding who sets the standards

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
Technology lends itself to exploration. But before technology can be used effectively, exploration must be valued as important to both teaching and learning. In a technology-rich classroom, for example, students might search the Web for information, analyze river water, chart the results, and record what they've learned on the computer.	C_1 C_3	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning
In such an environment, acquiring content changes from a static process to one of defining goals that the learners wish to pursue. Students	C_1	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization

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are active, rather than passive, producing knowledge and presenting that knowledge in a variety of formats. Educators can encourage a diversity of outcomes rather than insisting on one right answer. They can evaluate learning in multiple ways, instead of relying on traditional paper-and-pencil tests. Perhaps most importantly, teachers and students can move from pursuing individual efforts to being part of teaching and learning teams, which may include students from all over the world. Of course,	**C_3**	**SC3.2 Curriculum Control Mechanism** **I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning**

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active learning is rarely a clean, neat process. Students engaged in such a process can create busy, noisy, and messy classrooms. It's important to recognize that this kind of learning takes practice—for both the teacher and the students.		
Activities and learning environments must be carefully guided and structured, so learners are fully engaged in their learning. Students must learn that exploration doesn't mean just running around doing what they	C_3	$SC_{3.1}$ Ideological control through curriculum design $I_{3.1.2}$ Reliance on expert or technical discourse SC3.2 Curriculum Control Mechanism

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
want and ending up who knows where. Educators must recognize that if students are investigating and asking questions, writing about what they're learning, and doing those things in an authentic context, then they are learning to read and write and think.		I3.2.1 Agentless constructions hiding who sets the standards
The definitions of both terms (technology and integration), whether broad or limited, drive the problem. Computer technology is merely one possibility in the selection of media and the delivery mode—part of the	C_3	$SC_{3.1}$ Ideological control through curriculum design $I_{3.1.2}$ Reliance on expert or technical discourse SC3.2 Curriculum Control Mechanism

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
instructional design process—is not the end but merely one of several means to the end. Integration does not mean the mere placement of hardware in classrooms. If computers are merely add-on activities or fancy worksheets, where is the value (Hadley & Sheingold, 1993)? Technologies must be pedagogically sound. They must go beyond information retrieval to problem solving; enable new instructional and learning experiences not possible without them; promote deep processing		I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
of ideas; increase student interaction with subject matter; promote faculty and student enthusiasm for teaching and learning; and free up time for quality classroom interaction—in sum, improve the pedagogy.		
Wager (1992) argued that "the educational technology that can make the biggest difference to schools and students is not the hardware, but the …	C_3	Descriptive paragraph

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
As 21st-century teacher educators, we consider literacy to be more than simply the reading and writing of printed text. Literacy includes every aspect of language: reading and comprehending what one reads, writing and using written language to express important and original ideas, speaking, listening, viewing, critiquing, and so much more (Madda, Griffo, Pearson, & Raphael, 2011). Similarly to Leu and his colleagues (2013), we argue that 21st-century technologies transform literacy;	C_1	SC1.1 Neoliberalism I1.1.1 Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
because technology is now ubiquitous in the developed world, children read, write, and learn in ways not imagined just two decades ago (Prensky, 2001). We share the views of the International Reading Association (2009) that literacy includes the ability to use information and communication technologies to communicate and learn. These technology tools allow teachers to embrace the sociocultural nature of literacy learning and bring the world into the classroom, just as Dewey		

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(1911) advocated at a time when today's technologies could not be imagined. This sociocultural perspective is, we believe, at the heart of artistic technology integration.		
Effective integrators make the most of the digital tools and resources available to them— that is, artistic technology-integrated instruction is not necessarily the use of cutting-edge technology. Rather, in most cases, teachers use available tools in sophisticated ways to differentiate	C_1	SC1.1 Neoliberalism I1.1.1 Globalization

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
instruction, create opportunities to build language and literacy, and build bridges between the classroom and the global community.		
VISION, MISSION, PRINCIPLES, GOALS, AND OBJECTIVES (pp. 15-17) **Vision** Develop students who can communicate effectively and creatively, reflectively, and critically in the English and Spanish languages to	C_1	SC1.1 Neoliberalism I1.1.1 Globalization SC1.2 Colonialism I1.2.1 English is often positioned as superior or essential for success

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
maximize their opportunities for competitiveness and social mobility in a changing and dynamic 21st century. Empower students to face their transition to the life of university studies and employment in the current world of work. Students learning English as a second language should feel committed to their mother tongue, their Hispanic culture, and their second language, simultaneously developing a high sense of solidarity,		

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respect, and appreciation for other cultures in a modern and globalized world.		
Mission The English Program aims to enable students to develop effective reading, writing, language, oral communication, and listening comprehension skills in the English language. The program encourages the concept that by mastering these essential communication skills the	C_1	SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance SC1.2 Colonialism

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
student will be able to successfully face the challenges of the 21st century. It will offer enriching educational experiences that cultivate appreciation for learning the English language. The program's curriculum will focus on developing in students the critical and creative thinking necessary to meet the expectations and demands of a contemporary global society.		I1.2.1 English is often positioned as superior or essential for success

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
Statement of Principles The correct use of linguistic concepts that facilitate the application of knowledge is essential for mastering a second language. For this reason, the lessons must be developed using the normative documents: the Content Standards and Expectations by Grade, the Curriculum Framework, the curriculum maps, the current circular letters (both the	C_3	SC3.1 Ideological control through curriculum design I3.1.1 Legal institutional authority to justify decisions SC3.2 Curriculum Control Mechanism I.3.1.2 Reliance on expert or technical discourse I3.2.1 Agentless constructions hiding who sets the standards I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning

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English Program, Planning of the teaching process, and Evaluation and Assessment of Student Learning), and the Design of School Excellence.		
The Basic Principles of the English Program 1. Develop and foster all foundations in language skills for the enrichment of the student's English language repertoire. Foster a positive environment with language learning (Krashen's Affective Filter, 1981). The right environment increases students' prior knowledge and	C_1 C_3	SC3.1 Ideological control through curriculum design SC. 3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse SC1.2 Colonialism

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
experiences (Cummins, 2001). A good environment affirms the existence of pedagogical equity with the unique and diverse needs of each student, so that all have a high-quality education that responds to their linguistic needs. 2. Apply multiple intelligences (Gardner, 1983) tied to language skills (reading, writing, speaking, and language) to develop different		I1.2.1 English is often positioned as superior or essential for success SC1.1 Neoliberalism I1.1.2 Efficient/measurable/marketization/finance

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
skills in the communicative frameworks of the language for the complete formation of the student. 3. Expand the student's knowledge of English by providing adequate linguistic challenges (Vygotsky, 1978). The teacher will serve as a …		
Goals of the English Program The English Program seeks:	C_1 C_3	SC1.2 Colonialism – I1.2.1 English is often positioned as superior or essential for success SC1.1 Neoliberalism – I1.1.1 Globalization

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
1. to develop in students the ability to use the English language effectively and appropriately in their entire social environment. 2. to facilitate students to develop effective strategies in learning to read, write, and speak the English language. 3. to promote the integration of the English Programs as a cardinal aspect for the effective learning of the English language.		I1.1.2 Efficient/measurable/marketization/finance SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
4. to promote an environment in the classroom that fosters positive English language learning experiences for students. 5. to offer an enriching integrated curriculum that is challenging, taking into consideration each student's social, economic, cultural, and personal background, including their knowledge and skills. In this way, they will be able to face new challenges, enabling them to face the opportunities of the global world and the educational		

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
approach of the 21st Century by aspiring to master English or more languages.		
General objectives To understand language, it is necessary to divide it into its main components: form, content, and use. The form of language refers to its structure in which sounds, and symbols connect in a certain order. Content comprises the meaning of words. The use determines the		Descriptive/Operative Paragraph

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
pragmatics and constitutes the codification of ideas (semantics), or the way a speaker chooses to transfer information. By using a symbol, a sound, or a word, we can present an event, an object, or a relationship…		

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
ACQUISITION OF ENGLISH AS A PROCESS: CONSTRUCTIVIST APPROACH OVERVIEW (pp. 18-20) Approach refers to the beliefs and theories about language, language learning, and language teaching that underlie a method. Pedagogic approaches are typically informed by both a theory of language and a theory of language learning.	C_3	$SC_{3.1}$ Legitimation and authority $I_{3.1.2}$ Reliance on expert or technical discourse

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
In the constructivist approach, the learner is an active constructor of knowledge, and this is one of the most important tenets of second-language acquisition. The basic belief of the constructivist teaching …		
Michael Long (1996 as cited in Departmento de Educación de Puerto Rico, 2003) takes this acquisition model one step further when he emphasizes the pivotal role of interaction and input in the L2 acquisition process. According to Long, conversation and other forms of interactive	C_3	SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse I3.1.1 Legal institutional authority to justify decisions

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{I.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
communication are the key to success in acquiring linguistic rules in the target language. Brown (2000 as cited in Departmento de Educación de Puerto Rico, 2003) points out that through "the curriculum . . . principles of awareness, autonomy, and authenticity lead the learner into Vygotsky's (1978 as cited in Departmento de Educación de Puerto Rico, 2003) zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction" (p. 287).		

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
According to Lugo & Medina (2003 as cited in Departmento de Educación de Puerto Rico, 2003), "students should be taught from a contextualized approach and the content of study should reflect the student's environment and pertinent reality" (p.11).	C_3	SC3.2 Curriculum Control Mechanism I3.1.2 Reliance on expert or technical discourse I3.2.1 Agentless constructions hiding who sets the standards
Whenever possible, classroom work is enriched and complemented with voluntary, challenging extra-curricular activities that respond to students' interests and talents and where students are "immersed" in the	C_1 C_3	SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards SC1.1 Neoliberalism

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
language experience. The learners' different learning strategies and multiple intelligences are taken into consideration and addressed as well as further developed through a variety of teaching technique, activities, and appropriate materials.		I1.1.2 Efficient/measurable/marketization/finance
Language learning should be an enriching experience, broadening our minds and enabling us to meet the ever-increasing professional demands in a global world" (Buhring 1999).	C_1	SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
THEORETICAL APPROACHES AND METHODS (pp. 21-34) Standards-Based Approach: The Standards-Based Approach addresses what students should know and be able to do and demonstrate at the end of the process of the language study. There are three types of standards: • Content standards: what learners should know and be able to do with English.	C_1 C_3	SC1.1 Neoliberalism I1.1.2 Efficient/measurable/marketization/finance SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
• Performance standards: how the learners have achieved the targeted standards. • Proficiency standards: how learners should perform.		
Standards Based Approach (SBA) is concerned with developing the following five areas (C5): • Communication: learners will communicate in both oral and written forms, understand, and interpret both oral and written messages to various	C_1 C_3	SC1.1 Neoliberalism I1.1.2 Efficient/measurable/marketization/finance SC1.2 Colonialism SC3.2 Curriculum Control Mechanism

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
audiences for a variety of purposes. The three modes of communication are interpersonal, interpretive, and presentational communication…		I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning I1.2.1 English is often positioned as superior or essential for success

Competency-Based Approach: This approach is adopted for secondary school. It focuses on the competencies of students; it aims at teaching and mastering one skill and then moving to another skill. It measures skills and learning rather than time spent in a classroom. Students progress through courses as soon as they can prove they have mastered the material**.** **Practical Benefits of Competency-Based Education:** • Greater understanding of learning outcomes throughout the academic institution • Courses, learning resources, and assessments aligned to well-defined goals. • Motivated and engaged students. • Increased student retention and completion rates, particularly when prior learning can be applied to degree progress. • Learners' improved ability to recognize, manage, and continuously build upon their own competencies and evidence of learning. • Outcome-based frameworks for continuous improvement at course, program, and institutional levels.…	C1 C2 C_3	SC1.1 Neoliberalism I1.1.2 Efficient/measurable/marketization/finance SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning $SC_{2.3}$ Economic and Administrative Control $I_{2.3.1}$ Discourse framing of crisis management

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
The following ESL approaches were stated by Mora (2014), a helpful guide for English teachers in Puerto Rico. **Structured Literacy Approach** English Structured Literacy instruction addresses all the foundational elements that are critical for reading comprehension, including both word recognition/decoding and oral language skills.	C_1 C_3	SC1.1 Neoliberalism I1.1.2 Efficient/measurable/marketization/finance SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
Structured literacy is an approach to teaching oral and written language. It's based on the science of how kids learn to read…		
Process-Based Writing Approach The process approach to writing instruction is one of the most popular methods for teaching writing. Process writing instruction improves the quality of students' writing and motivation to write.	C_1 C_3	SC1.1 Neoliberalism I1.1.2 Efficient/measurable/marketization/finance SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
In the process writing approach, language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to better understand…		I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning

The Natural Approach The Natural Approach and the Communicative Approach share a common theoretical and philosophical base. The Natural Approach to L2 teaching is based on the following hypotheses: 1. The acquisition-learning distinction hypothesis Students can "get" a second language much as they learn their first language, through informal, implicit, subconscious learning. The conscious, explicit, formal linguistic knowledge of a language is a different and often nonessential process. 2. The natural order of acquisition hypothesis L2 learners acquire forms in a predictable order. This order very closely parallels the acquisition of grammatical and syntactic structures in the first language. 3. The monitor hypothesis Fluency in L2 comes from the acquisition process. Learning produces a "monitoring" or editor of performance. The application of the monitor function requires time, focus on form and knowledge of the rule… with general learning aptitude. However, aptitude relates more to learning while attitude relates more to acquisition.	**C_1** **C_3**	**SC1.1 Neoliberalism** **I1.1.2 Efficient/measurable/marketization/finance** **SC3.1 Ideological control through curriculum design** **I3.1.2 Reliance on expert or technical discourse** **SC3.2 Curriculum Control Mechanism** **I3.2.1 Agentless constructions hiding who sets the standards** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **SC3.1 Ideological control through curriculum design** **I3.1.2 Reliance on expert or technical discourse** **SC 3.2 Curriculum Control Mechanism** **I3.2.1 Agentless constructions hiding who sets the standards**
Language Experience Approach (LEA) The Language Experience Approach (LEA) is a literacy development approach that has been used for early reading development with language learners. Although the LEA was developed primarily as a tool for reading development, this approach can be used successfully to develop listening, speaking, and writing as well. It combines all four language skills: listening, speaking, reading, and writing. Working on the four-language skills side by side aids fluency. This integrated approach is unique in that it begins with students' individual or shared experiences as a basis for discussion, writing, and finally reading, which makes it perfect for diverse learners. In a class with learners at different proficiency levels, the teacher can use more basic activities with the learners at lower levels while the more proficient learners work on more advanced activities individually or in groups with less teacher assistance. As students see their individual experiences transcribed into the written word, they also gain a greater understanding of the processes of writing and reading and can make the bridge to reading and writing independently…	C_1 C_3	C1 Ideological Position SC1.1 Neoliberalism I1.1.2 Efficient/measurable/marketization/finance SC1.2 Colonialism I1.2.1 English is often positioned as superior or essential for success SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
The Communicative Approach Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose. Communicative competence involves the negotiation of meaning between two or more persons sharing the same symbolic system. It applies to both spoken and written language. It is context specific based on the situation, the role of the participants, and the appropriate choices of register and	C_1 C_3	SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance SC1.2 Colonialism I1.2.1 English is often positioned as superior or essential for success SC3.1 Ideological control through curriculum design

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style. For example, the variation of language used by persons in different jobs or professions can be either formal or informal. The use of jargon or slang may or may not be appropriate. Communicative competence represents a shift in focus from the grammatical to the communicative properties of the language, i.e., the functions of language and the process of discourse. It requires the mastery		I3.1.2 Reliance on expert or technical discourse SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
of the production and comprehension of communicative acts or speech acts that are relevant to the needs of the L2 learner… a. Total physical response b. Answer with names—objects, students, and pictures…		
Functional-Notional Approach Finocchiaro and Brumfit (1983) state that this method of language teaching is categorized along with others under the rubric of a	C_1 C_3	SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of the communicative situations in which they are used. 1. The persons taking part in the speech act. 2. The place where the conversation occurs.		SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
Total Physical Response (TPR) James J. Asher (1979) defines the Total Physical Response (TPR) method as one that combines information and skills using the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are:	C1C_3	SC1.1 Neoliberalism I1.1.2 Efficient/measurable/marketization/finance SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
• Understanding the spoken language before developing the skills of speaking.		SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards

<table>
<tr>
<td>Balanced Literacy Approach
The Balanced Literacy Approach establishes a balance between whole language and phonics. The elements of reading and writing are incorporated into a literacy program that aims to guide students toward becoming proficient and lifelong readers. Spiegel has defined Balance as a “decision making approach through which the teacher makes thoughtful choices each day about the way to help each child becomes a better reader and writer.” (Spiegel, 1998). Its focus is on building up the student’s independence in the meaning and structure of information.
Balanced Literacy provides structure and support that will enable students to acquire the knowledge, skills, habits, and dispositions needed to meet or exceed standards in reading, writing, listening, and speaking. Teachers should consider the initial abilities of the learners, the instructional goals, and complex tasks. Explicit instruction is best when it proceeds in the direction of cognitive development and arouses those functions that are in the process of maturing.
According to the Zone of Proximal Development (ZPD), “Instruction is most effective when the teacher identifies the zone of levels at which students can perform with some assistance and guides them to higher level of performance and then to the point of independent learning” (Vygotsky, 1978). The role of the teacher is to model, guide, and coach before students work independently through a gradual release of responsibility over time.
Components of Balanced Literacy
<table>
<tr><th>Reading:</th><th>Writing:</th></tr>
<tr><td>Read Aloud</td><td>Modeled / Shared Writing</td></tr>
<tr><td>Shared Reading</td><td>Interactive Writing</td></tr>
<tr><td>Guided Reading</td><td>Independent Writing</td></tr>
<tr><td>Independent Reading</td><td></td></tr>
</table>
</td>
<td>C_1
C_3</td>
<td>SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse
SC3.2 Curriculum Control Mechanism
I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning</td>
</tr>
<tr>
<td>Project- and Problem-Based Learning
In project-based learning, students tackle a local problem. Some schools call this problem-based learning or place-based learning. According to Chard (1998), planning project-based curriculum involves three steps:
1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources.</td>
<td>C_1
C_3</td>
<td>SC1.1 Neoliberalism
I1.1.1 Globalization
I1.1.2
Efficient/measurable/marketization/finance
SC3.1 Ideological control through curriculum design</td>
</tr>
</table>

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		I3.1.2 Reliance on expert or technical discourse
LANGUAGE-LEARNING THEORIES (p. 33) In teaching, there are some theories that explain how children or adults learn or how the process of teaching is done. Here are some of them:		Descriptive Paragraph

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
a) Behaviorism: Founded by B. F. Skinner. According to this theory, the process of learning is based on imitation. Namely, the learners try to imitate how others pronounce words. For example, students try to imitate how their teachers pronounce words and how they act. In another example, a baby imitates his parents and siblings in trying to say "mama,		

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
DISTANCE LEARNING (pp. 36-37) Distance learning is a form of learning in which the students and the teacher do not meet in a classroom, but use a variety of tools including email, mail, and the internet for the purposes of learning. How these tools are used and how the students attend the remote classes varies widely, depending on the course and the type of distance learning. **Benefits of Distance Learning**	C_1 C_3	SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse

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It is important to note that even with its myriad of challenges, remote learning has numerous benefits. These include the following:		
CONTENTS OF THE CROSS-CUTTING AND INTEGRATIVE THEMES IN THE CURRICULUM OF THE DEPARTMENT OF EDUCATION (pp. 37-44) Transversal themes are described by UNESCO (2013) as critical and innovative thinking, interpersonal and intrapersonal skills, global	C_1 C_2 C_3	SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
citizenship, and physical and psychological health. In addition, many terms are interchangeably used to describe cross-curricular abilities across different countries as transversal skills, key competencies, 21st-century skills, and so on. Transversal themes: Equity and Respect among All Human Beings: The integration of this cross-cutting theme into the DEPR curriculum is a means of		I1.2.2 U.S. Laws, benchmarks, and educational standards SC2.1 Governance and Administrative Control I2.1.1 Erasure of local stakeholders SC2.2 Colonial and Political Dependency

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
preventing violence in any of its manifestations. Its integration will enable the transformation of contents and the implementation of strategies and curricular practices that enable the provision of educational services that promote equity and respect among all human beings. In this way, each workspace in schools (classrooms, offices, school lunchrooms, playground) becomes the microcosm of that desired inclusive society, a place where all students are taught (directly or by		I2.2.1 U.S. Policies Regulating Local Educational Decisions SC2.3 Economic and Administrative Control I2.3.1 Discourse framing of crisis management SC3.1 Ideological control through curriculum design

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
modeling) to seek collective well being and to learn with and from human plurality. 1.Reconstruct the educational experience through three fundamental principles: development of critical thinking, development of human values, attention to human plurality. 2. Integrate—as has been done to this date—the experiences and situations that arise in the day-to-day of our school communities, literary works, historical anecdotes, figures of history, works of art, and personalities that stand out		I3.1.1 Legal institutional authority to justify decisions I3.1.2 Reliance on expert or technical discourse SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards

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positively in their social or intellectual work and in their achievements. 3. Create the Cultural Identity and Interculturality: This transversal theme has two components: (1) Cultural Identity relates to the knowledge and appreciation of the history and culture of our country in all its manifestations and its diversity and (2) Interculturality seeks to break with the hegemonic history of a dominant culture and others		I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning SC3.1 Ideological control through curriculum design I3.1.1 Legal institutional authority to justify decisions

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subordinated to recognize the equality and importance of all cultures and the people who individually or collectively represent them to build a coexistence of respect and legitimacy. Martínez (2006) points out that interculturality affirms that diversity or plurality is not an exclusive characteristic…		

Content Standards and Grade Expectations for English (p. 45-53) The standards for grades K–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in previous grades. A standard is: 1. Research- and evidence-based 2. Clear, understandable, and consistent 3. Aligned with college and career expectations 4. Based on rigorous content and application of knowledge through higher-order thinking skills 5. Built upon the strengths and lessons of current state standards 6. Informed by other top-performing countries in order to prepare all students for success in our global economy and society The standard also provides a vision of what it means to be a literate person who is prepared for success in the 21st century. Listening/Speaking The istening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal…	C1 C2 C3	SC1.1 Neoliberalism I1.1.1 Globalization SC2.1 Governance and Administrative Control I2.1.1 Erasure of local stakeholders SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse
General Principles of Teaching and Learning (p. 54-58) The Instructional Planning Process Planning the teaching and learning process During the planning of teaching and learning, the following documents will be used: • Curriculum Framework • Content Standards and Grade Level Expectations • Core Competencies • Curriculum Maps and tools • Innovative strategies, initiatives, or projects • Public policies of the academic programs and Student Assessment • Lesson planning format The plan is an official working document, is used as evidence of teaching work, and is part of the teacher's professional evaluation. It will be always accessible when administrative officials require it, either online or in print. For this, the Teacher's Lesson Plan will be completed. This document must have at a minimum, the following elements: 1. Header a. Teacher Name b. Degree c. Subject d. Date e. Unit f. Theme …	C 1 C2 C3	SC2.1 Governance and Administrative Control I2.1.1 Erasure of local stakeholders SC2.3 Economic and Administrative Control I2.3.1 Discourse framing of crisis management SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse
Teaching Strategies (p. 59-73)		SC3.2 Curriculum Control Mechanism

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
Listening Strategies ❖ Visual Aids ▪ Visual aids such as photographs, drawing, posters, and videos provide an opportunity for students to explore known images as well as to develop new mental images to discuss in the context of previewing text and setting the purpose for learning.	C_3	I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{I.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
Realia ▪ Realia is using real objects and materials to explicitly demonstrate a concept that is abstract. Students can then relate the instruction to real life experiences and prior knowledge.		SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
❖ Manipulative Materials ▪ Hands-on activities and materials build background and context. Manipulatives may include gestures, body language, and supportive speech patterns. ❖ Repetition and Oral Routines ▪ Repetition helps build vocabulary as students are provided ample time to hear correct pronunciation and a time to practice words to practice language and behavioral skills in a		

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
safe environment that is motivating and relevant to the age of the learner. ❖ Small-Group Discussions ▪ Discussing learned concepts provides time for students to have adequate practice speaking. the language in a controlled, safe environment….		

Text	Categories: C_1-Ideologies portrayed in the discourse C_2- Ideologies at social and political levels C_3- Politics (ideologies) of pedagogy	Subcategories / Indicators for Categories 1, 2, and 3: C_1 Ideological position *$SC_{1.1}$ Neoliberalism* $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance *$SC_{1.2}$ Colonialism* $I_{1.2.1}$ English is often positioned as superior or essential for success $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards C_2 Ideologies at social and political levels *SC2.1 Governance and Administrative Control* Indicator 2.1.1. Erasure of local stakeholders. *SC.2.2. Colonial and Political Dependency* Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. *SC.2.3. Economic and Administrative control.* Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy *SC. 3.1 Ideological control through curriculum design* Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse *SC. 3.2. Curriculum Control Mechanism* Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning
The Learning Assessment Process in the English Program (pages 74-83) The Purpose of the Assessment Student's evaluation is one of the fundamental elements for school transformation. It is a systematic process by which necessary judgment is executed in relation to classroom instruction and student's academic outcomes. The evaluation process is an orderly, methodical, and progressive process, integrated	C_1 C_2 C_3	SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance SC2.3 Economic and Administrative Control

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
with the teaching and learning activities that foster the improvement of academic achievement. It is designed in a coherent and consistent way considering the standards and goals of the subject. In the classroom it allows teachers and students to analyze the extent to which they have achieved the established learning objectives. The main purpose, first and foremost, is to encourage and enhance student learning. Evaluation is designed to recognize achievements and		SC2.2 Colonial and Political Dependency I2.2.1 U.S. Policies Regulating Local Educational Decisions I2.3.1 Discourse framing of crisis management SC3.2 Curriculum Control Mechanism

Text	**Categories:** **C_1-Ideologies portrayed in the discourse** **C_2- Ideologies at social and political levels** **C_3- Politics (ideologies) of pedagogy**	**Subcategories / Indicators for Categories 1, 2, and 3:** **C_1 Ideological position** ***$SC_{1.1}$ Neoliberalism*** **$I_{1.1.1}$ Globalization** **$I_{1.1.2}$ Efficient/measurable/marketization/finance** ***$SC_{1.2}$ Colonialism*** **$I_{1.2.1}$ English is often positioned as superior or essential for success** **$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards** **C_2 Ideologies at social and political levels** ***SC2.1 Governance and Administrative Control*** **Indicator 2.1.1. Erasure of local stakeholders.** ***SC.2.2. Colonial and Political Dependency*** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** ***SC.2.3. Economic and Administrative control.*** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** ***SC. 3.1 Ideological control through curriculum design*** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** ***SC. 3.2. Curriculum Control Mechanism*** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**
help identify teaching needs according to the developmental level of each student. It is planned and implemented so that students can (1) demonstrate previous and new knowledge, (2) collaborate with each other to face the challenges of learning, and (3) reflect on how they perceive their achievements and learning challenges to redirect their efforts…		I3.2.1 Agentless constructions hiding who sets the standards SC2.1 Governance and Administrative Control I2.1.1 Erasure of local stakeholders

Appendix B.

Log for *Curriculum Framework: English Program* (PRDE, 2022): Interpretation of Discourse Analysis

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
C_1-Ideologies portrayed in the discourse	SC_1 Ideological position *$SC_{1.2}$ Colonialism* $I_{1.2.2}$ Assimilation of USA culture over Puerto Rican culture	Most people accept that adequate English proficiency provides advantages to citizens in Puerto Rico (p. 1)
	$SC_{1.2}$ Colonialism $I_{1.2.1}$ English is often positioned as superior or essential for success	Among the most important reasons for learning English from a social,

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	$I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards	political, and economic perspective are the strong ties to the United States because of the migration of Puerto Ricans to the United States over the years. (p. 1)
	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	Importantly, English is also the preeminent international language in

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	$I_{1.1.2}$ Efficient/measurable/marketization/finance	our ever-changing global society and the language of the information age. (p. 1)
	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization $I_{1.1.2}$ Efficient/measurable/marketization/finance	Moreover, English has become a language of social empowerment. Gatekeepers that enable

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		socioeconomic mobility in this society use it as a ‘door-opener. (p. 1)
	$SC_{1.2}$ Colonialism $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards	It is important to note that, currently, English as well as Spanish is an official language of Puerto Rico. (p. 1)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	Learning English is beneficial for those who want to grow personally. It

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
		serves as a measure for increased enlightenment; social, emotional, and moral development; value development and appreciation; self-awareness; and self-confidence. (p. 1)
	$SC_{1.2}$ Colonialism $I_{1.2.1}$ English is often positioned as superior or essential for success	Since culture is embedded in learning a language, learning English can assist

Categories:	Subcategories / Indicators for Categories 1, 2, and 3: C1 Ideological position SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance SC1.2 Colonialism I1.2.1 English is often positioned as superior or essential for success I1.2.2 U.S. Laws, benchmarks, and educational standards C2 Ideologies at social and political levels SC2.1 Governance and Administrative Control Indicator 2.1.1. Erasure of local stakeholders. SC.2.2. Colonial and Political Dependency Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. SC.2.3. Economic and Administrative control. Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy SC. 3.1 Ideological control through curriculum design Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse SC. 3.2. Curriculum Control Mechanism Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning	Examples in Text
		the learner in becoming more culturally aware. Students can learn to appreciate and respect the cultures of the English-speaking world albeit through a second language. (p.1)

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	This is done to prepare students to be sensitive, competent, creative, self-managed, and entrepreneurial, and able to perform successfully in society, in the context of a globalized economy, so that they can meet the

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
		challenges as individuals and as citizens of a collective world. (Page 8)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	The DEPR values ethics, human rights, education, social welfare, quality of life, merit, commitment, and equal opportunities. (p. 8)

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	Considering the basic premises and a panoramic view of the transformations related to globalization, the informational society, and the systemic worldwide crisis, the DEPR defines its values, aspirations,and

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
		organizational and educational beliefs as follows. (p.8)
	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization SC. 3.2. Curriculum Control Mechanism 3.2.1. Agentless constructions hiding who sets the standards	A central argument is that if education is to succeed in its tasks, curriculum as its core should be restructured around the four pillars of learning: learning to

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
		know, learning to do, learning to live together, and learning to be. (p. 9)
	C_1 Ideologies portrayed in the discourse $SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	The DEPR believes that our system is a living and complex entity consisting of a highly valued staff that is creative and innovative, in keeping with the organizational philosophy and ideals:

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		committed and supportive, highly qualified and efficient, responsible, honest, and disciplined. (p. 9) The DEPR believes in the importance of system thinking and the applicability to daily work, the study

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		and planning within a complex system of which we are part of; as well as the open organization, sustained learning, surrounded by change and transformation of pedagogical, curricular, administrative, and educational policy dimensions. (p.9)

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	C_1 Ideologies portrayed in the discourse $SC_{1.2}$ Colonialism $I_{1.2.1}$ English is often positioned as superior or essential for success	English In providing the student with powerful tools for various social functions assumed by each human being, based on sustained learning within traditional and nontraditional ways of learning through a system of acquisition and transference of

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		thought and through the development of their life project, family, and country's plan. (p. 10)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	That systematic questioning, research, and dissemination are essential to sustain the development of

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		individuals, organizations, and society by producing new knowledge and new ways of thinking and interacting. (p. 10)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	The English program provides students with an encouraging

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		environment to improve the standards and expectations of the language with the components of the graduate student profile. (p.11)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	It is a goal to provide courses that improve English language skills, differentiated instruction, and

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		academic success in all areas. The expectations encourage learning while developing awareness of essential competencies to attain a good life. (p. 11)
	C_1 Ideologies portrayed in the discourse $SC_{1.1}$ Neoliberalism	The English program recognizes that students' needs change as they

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	I1.1.2 Efficient/measurable/marketization/finance	develop lifelong experiences and expectations. At the beginning level, teachers attempt to make the students comfortable using their new language by offering many opportunities to practice listening, speaking, foundational skills, reading, writing,

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		and language skills. At the intermediate and advanced levels, educators expect students to take more responsibility for their learning. At all levels, teachers use various approaches, activities, assessments, and resources to learn a language.

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		Each level of learning, therefore, fortifies students' personal, social, and academic responsibilities in life. (p. 11)
	$SC_{1.2}$ Colonialism $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards $I_{1.2.1}$ English is often positioned as superior or essential for success	Law 85 of March 29, 2018, as amended and known as the 'Puerto Rico Educational Reform Law,'

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		establishes that the school must seek for the student to develop mastery of oral and written communication in Spanish and English to become truly bilingual students. (p. 11)

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		In addition, Article 9.01, on the rights of students, indicates that all students in the schools of the Public Education System at the primary and secondary levels have the right to receive a bilingual education, in which they are taught to communicate fluently in at

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		least the two official languages of Puerto Rico, English and Spanish. (p. 12)
	C_1 Ideologies portrayed in the discourse $SC_{1.2}$ Colonialism $I_{1.2.1}$ English is often positioned as superior or essential for success	The primary goal of teaching English to all students is to enhance opportunities for all students to become bilingual in Spanish and

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		English by providing enriching language instruction at grade-level content. (p. 12)
	$SC_{1.2}$ Colonialism $I_{1.2.1}$ English is often positioned as superior or essential for success	"Immersion: This modality teaches all content classes in English except the Spanish class." (p. 12)

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	$SC_{1.2}$ Colonialism $I_{1.2.1}$ English is often positioned as superior or essential for success	Immersion: This modality teaches all content classes in English except the Spanish class. (p.12)

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	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	If technological tools will help them achieve that primary goal, educators will use those tools. (p. 12)
	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	Teaching and learning teams, which may include students from all over the world. (p. 13)

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	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	Technologies must be pedagogically sound. They must go beyond information retrieval to problem solving; enable new instructional and learning experiences not possible without them; promote deep processing of ideas; increase student

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		interaction with subject matter; promote faculty and student enthusiasm for teaching and learning; and free up time for quality classroom interaction—in sum, improve the pedagogy. (p. 13)

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	C_1 Ideologies portrayed in the discourse $SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	Similarly to Leu and his colleagues (2013), we argue that 21st-century technologies transform literacy; because technology is now ubiquitous in the developed world, children read, write, and learn in ways not imagined

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		just two decades ago (Prensky, 2001). (p. 13)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	Develop students who can communicate effectively and creatively, reflectively, and critically in the English and Spanish languages to maximize their opportunities for

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		competitiveness and social mobility in a changing and dynamic 21st century. (p. 15)
	C_1 Ideologies portrayed in the discourse $SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	Empower students to face their transition to the life of university studies and employment in the current world of work. (p. 15)

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	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	The English Program aims to enable students to develop effective reading, writing, language, oral communication, and listening comprehension skills in the English language. (p. 15)

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	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	The program encourages the concept that by mastering these essential communication skills the student will be able to successfully face the challenges of the 21st century. (p. 15)
	$SC_{1.2}$ Colonialism $I_{1.2.1}$ English is often positioned as superior or essential for success	It will offer enriching educational experiences that cultivate appreciation

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		for learning the English language. (p. 15)
	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	The program's curriculum will focus on developing in students the critical and creative thinking necessary to meet the expectations and demands of a contemporary global society. (p. 15)

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	$SC_{1.1}$ Neoliberalism $I_{1.1.3}$ Cultural diversity	A good environment affirms the existence of pedagogical equity with the unique and diverse needs of each student, so that all have a high-quality education that responds to their linguistic needs. (p. 15)

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	Train and facilitate the student until he becomes a productive entrepreneurial agent through learning the English language. (p. 16)
	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	In this way, they will be able to face new challenges, enabling them to face the opportunities of the global world

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		and the educational approach of the 21st Century by aspiring to master English or more languages. (p. 17)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	It measures skills and learning rather than time spent in a classroom. Students progress through courses as

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		soon as they can prove they have mastered the material. (p. 22)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	Remote learning can also be widely affordable. You do not need to spend on travel and living expenses to attend your university of choice if you choose remote learning. (p. 36)

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	Remote learning allows students to study at any location around the world without having to travel. The development of the Information Society, characterized by the massive and growing use of Information and

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		Communication Technologies (ICT) in every aspect of daily and professional life and by a strong trend toward economic and cultural globalization, requires that people develop new skills to be able to successfully face the vertiginous

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		changes of our Puerto Rican and world society. (p. 36)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	Entrepreneurship and innovation are characterized by developing in people capacities to create from meaningful ideas, to raise problems and situations that allow learning to generate the

Categories:	Subcategories / Indicators for Categories 1, 2, and 3: C1 Ideological position SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance SC1.2 Colonialism I1.2.1 English is often positioned as superior or essential for success I1.2.2 U.S. Laws, benchmarks, and educational standards C2 Ideologies at social and political levels SC2.1 Governance and Administrative Control Indicator 2.1.1. Erasure of local stakeholders. SC.2.2. Colonial and Political Dependency Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. SC.2.3. Economic and Administrative control. Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy SC. 3.1 Ideological control through curriculum design Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse SC. 3.2. Curriculum Control Mechanism Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning	Examples in Text
		solution to problems based on emotions, creativity, attitudes, personal values, etc., which enables adaptation to a context and taking advantage of those opportunities of the same. (p. 41)

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	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	Code switching is a change or switch in code during the speech act, which many theorists believe is purposeful behavior to convey bonding, display language prestige, or express other elements of interpersonal relations between the speakers. (p. 31)

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	$SC_{1.1}$ Neoliberalism $I_{1.1.1}$ Globalization	Informed by other top-performing countries in order to prepare all students for success in our global economy and society. (p. 55)
	$SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	Aligned with college and career expectations. (p. 45)

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	$SC_{1.2}$ Colonialism $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards	Built upon the strengths and lessons of current state standards. (p. 45)
	$SC_{1.1}$ Neoliberalism I1.1.1Globalizaiton	Transversal themes are described by UNESCO (2013) as critical and innovative thinking, interpersonal and

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		intrapersonal skills, global citizenship, and physical and psychological health. (p. 38)
C_2- Ideologies at social and political levels	$SC_{2.2}$ Colonial and Political Dependency $I_{2.2.1}$ U.S. Policies Regulating Local Educational Decisions	Law 85 of March 29, 2018, as amended and known as the 'Puerto Rico Educational Reform Law,' establishes that the school must seek

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		for the student to develop mastery of oral and written communication in Spanish and English to become truly bilingual students. (p. 11) In addition, Article 9.01, on the rights of students, indicates that all students

Categories:	Subcategories / Indicators for Categories 1, 2, and 3: C1 Ideological position SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance SC1.2 Colonialism I1.2.1 English is often positioned as superior or essential for success I1.2.2 U.S. Laws, benchmarks, and educational standards C2 Ideologies at social and political levels SC2.1 Governance and Administrative Control Indicator 2.1.1. Erasure of local stakeholders. SC.2.2. Colonial and Political Dependency Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. SC.2.3. Economic and Administrative control. Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy SC. 3.1 Ideological control through curriculum design Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse SC. 3.2. Curriculum Control Mechanism Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning	Examples in Text
		in the schools of the Public Education System at the primary and secondary levels have the right to receive a bilingual education, in which they are taught to communicate fluently in at least the two official languages of

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		Puerto Rico, English and Spanish. (p.12)
	$SC_{2.1}$ Governance and Administrative Control $I_{2.1.1}$ Erasure of local stakeholders	The operational manager of the English Program will be in charge of bilingual education. She will provide academic advice, mentoring, and technical assistance to existing

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		bilingual schools… and will be in charge of expanding such schools to other municipalities in Puerto Rico. (p. 12)
	$SC_{2.1}$ Governance and Administrative Control $I_{2.1.1}$ Erasure of local stakeholders	The operational manager of the English Program will be in charge of bilingual education. She will provide

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	.	academic advice, mentoring, and technical assistance to existing bilingual schools in coordination with the Spanish Program and will be in charge of expanding such schools to other municipalities in Puerto Rico

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	C_2 Ideologies at Social and Political Levels $SC_{2.3}$ Economic and Administrative Control $I_{2.3.1}$ Discourse framing of crisis management	Increased student retention and completion rates, particularly when prior learning can be applied to degree progress. (p. 21)

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	$SC_{2.1}$ Governance and Administrative Control Indicator 2.1.1 Erasure of local stakeholders	Built upon the strengths and lessons of current state standards. (p. 45)

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	SC2.1 Governance and Administrative Control I2.1.1 Erasure of local stakeholders	The plan is an official working document, is used as evidence of teaching work, and is part of the teacher's professional evaluation. (p. 54)

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	SC2.3 Economic and Administrative Control I2.3.1 Discourse framing of crisis management	Core Competencies… support the planning process of the teaching and learning process, so that the contents during the school year are reviewed, and in emergency situations due to

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		force majeure are prioritized to ensure that the student masters the essentials of the grade in each subject upon promotion. (p. 58)

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C_3- Politics (ideologies) of pedagogy	$SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	The English program recognizes that students' needs change as they develop lifelong experiences and expectations. At the

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		beginning level, teachers attempt to make the students comfortable using their new language by offering many opportunities to practice listening, speaking,

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		foundational skills, reading, writing, and language skills. At the intermediate and advanced levels, educators expect students to take more responsibility for their

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		learning. At all levels, teachers use various approaches, activities, assessments, and resources to learn a language. Each level of learning, therefore,

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		fortifies students' personal, social, and academic responsibilities in life. (p. 11)

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	$SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.1}$ Agentless constructions hiding who sets the standards	The primary purpose of bilingual education is to provide opportunities for all students to achieve high levels of proficiency in

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		speaking, writing, and reading in two languages.
	$SC_{3.2}$ Curriculum Control Mechanism	Curriculum Technology is a tool that can change the nature of learning. (p. 12)

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	$I_{3.2.1}$ Agentless constructions hiding who sets the standards	
	$SC_{3.2}$ Curriculum Control Mechanism	But before technology can be used effectively,

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	$I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning .	exploration must be valued as important to both teaching and learning. (p. 12)

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	$SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	They can evaluate learning in multiple ways, instead of relying on traditional paper-and-pencil tests. (p. 13)

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	$SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.1}$ Agentless constructions hiding who sets the standards	Activities and learning environments must be carefully guided and structured, so learners are fully engaged in their learning. (p. 13)

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	$SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	Educators must recognize that if students are investigating and asking questions, writing about what they're learning, and

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		doing those things in an authentic context, then they are learning to read and write and think. (p. 13)

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	C_3 Politics (Ideologies) of Pedagogy $SC_{3.2}$ Curriculum control mechanisms $I_{3.2.1}$ Agentless constructions about who sets the standards	The correct use of linguistic concepts that facilitate the application of knowledge is essential for mastering a second language. (p. 15)

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	C_3 Politics (Ideologies) of Pedagogy $SC_{3.1}$ Legitimation and authority $I_{3.1.1}$ Legal institutional authority to justify decisions	For this reason, the lessons must be developed using the normative documents: the Content Standards and Expectations by Grade, the Curriculum Framework, the

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		curriculum maps, the current circular letters (both the English Program, Planning of the teaching process, and Evaluation and Assessment of Student

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		Learning), and the Design of School Excellence. (p. 15)
	C_3 Politics (Ideologies) of Pedagogy $SC_{3.1}$ Legitimation and authority	Expand the student's knowledge of English by

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	$I_{3.1.2}$ Reliance on expert or technical discourse	providing adequate linguistic challenges (Vygotsky, 1978). (p. 16)
	$SC_{3.1}$ Legitimation and authority $I_{3.1.2}$ Reliance on expert or technical discourse	To offer an enriching integrated curriculum that is

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		challenging, taking into consideration each student's social, economic, cultural, and personal background, including their knowledge and skills. (p. 16)

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	$SC_{3.1}$ Legitimation and authority $I_{3.1.2}$ Reliance on expert or technical discourse	"In the constructivist approach, the learner is an active constructor of knowledge, and this is one of the most important tenets of second-language

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		acquisition. The basic belief of the constructivist teaching considers learning as an active and subjective process for the construction

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		of meanings and knowledge." (p. 18)
	C_3 Politics of Pedagogy $SC_{3.2}$ Curriculum Control Mechanism	The Standards-Based Approach addresses what students should know and

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	$I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	be able to do and demonstrate at the end of the process of the language study. Performance standards show how the learners have

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		achieved the targeted standards. Proficiency standards define how learners should perform. (p. 21)

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	C_3 Politics of Pedagogy $SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	The teacher ensures that all the components of the lesson (learning activities, assessments, homework)

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		contribute to the lesson objectives and to the student's proficiency in the standards. (p. 21)

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	C_1 Ideologies portrayed in the discourse $SC_{1.1}$ Neoliberalism $I_{1.1.2}$ Efficient/measurable/marketization/finance	Practical Benefits of Competency-Based Education: Greater understanding of learning outcome throughout the academic institution.

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		Courses, learning resources, and assessments aligned to well-defined goals. (p. 22)

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	$SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	Teachers also continually check in on students' understanding. (p. 24)

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	$SC_{3.1}$ Ideological control through curriculum design $I_{3.1.2}$ Reliance on expert or technical discourse	Brown (2001, p. 336) states that writing is a thinking process: a writer produces a final written product based on their thinking after the

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		writer goes through the thinking process. (p. 24)
	C_3 Politics of Pedagogy $SC_{3.1}$ Ideological control through curriculum design $I_{3.1.2}$ Reliance on expert or technical discourse	The acquisition-learning distinction hypothesis states that students can get a

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		second language much as they learn their first language, through informal, implicit, subconscious learning.

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	$SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	The aptitude hypothesis states that there is such a thing as a language-learning aptitude and that this aptitude can be measured and is highly correlated with

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		general learning aptitude. (p. 24)
	C_3 Politics of Pedagogy $SC_{3.1}$ Ideological control through curriculum design $I_{3.1.2}$ Reliance on expert or technical discourse	Rationale: The rationale of LEA is that materials with familiar vocabulary and

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		ideas are more meaningful and accessible than texts found in pre-prepared books. (Ashton Warner, S., 1963) (p. 28)

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	C_3 Politics of Pedagogy $SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose. (p. 29)

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	SC3.2 Curriculum Control Mechanism	The standards for grades K–12 offer a focus for

	I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. (p. 45)
	$SC_{3.1}$ Ideological control through curriculum design $I_{3.1.2}$ Reliance on expert or technical discourse	James J. Asher (1979) defines the Total Physical Response (TPR) method as one that combines information and skills using the kinesthetic sensory system. (p. 32)
	C_3 Politics of Pedagogy $SC_{3.1}$ Ideological control through curriculum design $I_{3.1.2}$ Reliance on expert or technical discourse	Spiegel has defined Balance as a decision making approach through which the teacher makes thoughtful choices each day about the way to help each child becomes a better reader and writer. (p. 33)
	$SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning .	Balanced Literacy provides structure and support that will enable students to acquire the knowledge, skills, habits, and

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		dispositions needed to meet or exceed standards in reading, writing, listening, and speaking. (p. 33)

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	C_3 Politics of Pedagogy $SC_{3.2}$ Curriculum Control Mechanism $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project. (p. 34)

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	SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	The standards for grades K–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range

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		of skills and applications. (p. 45)
	SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse	The purpose of theoretical frameworks is to bring order to phenomena and provide a

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		context for both research and practice. (p. 48)
	SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards	During the planning of teaching and learning, the following documents will be

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		used: Curriculum Framework, Content Standards and Grade Level Expectations, Core Competencies, Curriculum Maps and tools, Innovative

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		strategies, initiatives, or projects, Public policies of the academic programs and Student Assessment, Lesson planning format. (p. 54)

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	SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	The wording of the learning objectives should be student centered, grounded in Content Standards and Grade-Level Expectations,

Categories:	Subcategories / Indicators for Categories 1, 2, and 3: C1 Ideological position SC1.1 Neoliberalism I1.1.1 Globalization I1.1.2 Efficient/measurable/marketization/finance SC1.2 Colonialism I1.2.1 English is often positioned as superior or essential for success I1.2.2 U.S. Laws, benchmarks, and educational standards C2 Ideologies at social and political levels SC2.1 Governance and Administrative Control Indicator 2.1.1. Erasure of local stakeholders. SC.2.2. Colonial and Political Dependency Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions. SC.2.3. Economic and Administrative control. Indicator 2.3.1. Discourse framing of crisis management. C3 Politics of Pedagogy SC. 3.1 Ideological control through curriculum design Indicator 3.1.1. Legal institutional authority to justify decisions Indicator 3.2.2. Reliance on expert or technical discourse SC. 3.2. Curriculum Control Mechanism Indicator 3.2.1. Agentless constructions hiding who sets the standards Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning	Examples in Text
		based on a taxonomy to develop learning. (p. 55)
	SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse	Bloom's Taxonomy is used for instructional design because the levels can help

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		move students from the most fundamental of skills—remembering and understanding—to the more complex—evaluating and creating. (p. 56)

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	SC3.2 Curriculum Control Mechanism I3.2.1 Agentless constructions hiding who sets the standards	The English program of the DEPR has provided the curriculum maps following this design for the teachers to use for instruction. (p. 58)

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	SC3.2 Curriculum Control Mechanism I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	The teacher then designs a test, assessment, or other evidence to demonstrate learning that students will complete to show that they have learned. A final

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		assessment will measure whether they have achieved the unit goals. (p. 58)
	SC3.2 Curriculum Control Mechanism	Studies show that students who learn the writing

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
	I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	process score better on state writing tests than those who receive specific instruction only in the skills assessed on the test. (p. 62)

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	SC3.1 Ideological control through curriculum design I3.1.2 Reliance on expert or technical discourse	This method is used not only for the purpose of training the students how to pronounce the words, phrases, and statement

Categories:	**Subcategories / Indicators for Categories 1, 2, and 3:** **C1 Ideological position** **SC1.1 Neoliberalism** **I1.1.1 Globalization** **I1.1.2 Efficient/measurable/marketization/finance** **SC1.2 Colonialism** **I1.2.1 English is often positioned as superior or essential for success** **I1.2.2 U.S. Laws, benchmarks, and educational standards** **C2 Ideologies at social and political levels** **SC2.1 Governance and Administrative Control** **Indicator 2.1.1. Erasure of local stakeholders.** **SC.2.2. Colonial and Political Dependency** **Indicator.2.2.1 U.S. Policies Regulating Local Educational Decisions.** **SC.2.3. Economic and Administrative control.** **Indicator 2.3.1. Discourse framing of crisis management.** **C3 Politics of Pedagogy** **SC. 3.1 Ideological control through curriculum design** **Indicator 3.1.1. Legal institutional authority to justify decisions** **Indicator 3.2.2. Reliance on expert or technical discourse** **SC. 3.2. Curriculum Control Mechanism** **Indicator 3.2.1. Agentless constructions hiding who sets the standards** **Indicator 3.2.2. Emphasis on assessments and outcomes indicating technocratic control over learning**	**Examples in Text**
		correctly, but also to control the language classes. (p. 62)

Appendix C.

Log for *Curriculum Framework: English Program* (PRDE, 2022): Comparison and Synthesis (Triangulation)

Categories	Chapter 4: Findings	Chapter 5: Discussion Theoretical Framework /Literature Review
C_1-Ideologies portrayed in the discourse	Most people accept that adequate English proficiency provides advantages to citizens in Puerto Rico (p. 1) - SC_1 Ideological position; *$SC_{1.2}$ Colonialism;* $I_{1.2.2}$ Assimilation of USA culture over Puerto Rican culture	TF-van Dijk (2013), Apple (2019) LR- Pennycook (2019)
	Among the most important reasons for learning English from a social, political, and economic perspective are the strong ties to the United States because of the migration of Puerto Ricans to the United States over the years. (p. 1) - $SC_{1.2}$ *Colonialism;* $I_{1.2.1}$ English is often positioned as superior or essential for success; $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards	TF-van Dijk (2013) LR – Hall (1997)
	Importantly, English is also the preeminent international language in our ever-changing global society and the language of the information age. (p. 1) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF -Fairclough (2015) LR- Pennycook (2019)
	Moreover, English has become a language of social empowerment. Gatekeepers that enable socioeconomic mobility in this society use it as a 'door-opener. (p. 1) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Fairclough (2003) LR- Fitzgibbon, (2013), Negrón de Montilla (1975)
	English as well as Spanish is an official language of Puerto Rico. (p. 1) - $SC_{1.2}$ Colonialism $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards	TF-van Dijk (2013) Foucault's (1972, 1977) LR – Negrón de Montilla (1975)
	Learning English is beneficial for those who want to grow personally. It serves as a measure for increased enlightenment; social, emotional, and moral development; value development and appreciation; self-awareness; and self-confidence. (p. 1) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Fairclough (2003) LR- Pousada (2000)
	Since culture is embedded in learning a language, learning English can assist the learner in becoming more culturally aware. Students can learn to appreciate and respect the cultures of the English-speaking world albeit through a second language. (p.1) - $SC_{1.2}$ Colonialism $I_{1.2.1}$ English is often positioned as superior or essential for success	TF- Foucault's (1972, 1977) LR- Del Moral (2019)

Categories	Chapter 4: Findings	Chapter 5: Discussion Theoretical Framework /Literature Review
	This is done to prepare students to be sensitive, competent, creative, self-managed, and entrepreneurial, and able to perform successfully in society, in the context of a globalized economy, so that they can meet the challenges as individuals and as citizens of a collective world. (Page 8) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization	TF- Fairclough (2003) LR-Cintrón-López (2011)
	The DEPR values ethics, human rights, education, social welfare, quality of life, merit, commitment, and equal opportunities. (p. 8) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Fairclough (2003), van Dijk (2006), Apple (2004)
	Considering the basic premises and a panoramic view of the transformations related to globalization, the informational society, and the systemic worldwide crisis, the DEPR defines its values, aspirations, and organizational and educational beliefs as follows. (p.8) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization	TF-Fairclough (1995) LR-Vygotsky (1978)
	A central argument is that if education is to succeed in its tasks, curriculum as its core should be restructured around the four pillars of learning: learning to know, learning to do, learning to live together, and learning to be. (p. 9) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization; SC. 3.2. Curriculum Control Mechanism; 3.2.1. Agentless constructions hiding who sets the standards	TF-Apple (2004) LR-Soler (2011)
	The DEPR believes that our system is a living and complex entity consisting of a highly valued staff that is creative and innovative, in keeping with the organizational philosophy and ideals: committed and supportive, highly qualified and efficient, responsible, honest, and disciplined. (p. 9) The DEPR believes in the importance of system thinking and the applicability to daily work, the study and planning within a complex system of which we are part of; as well as the open organization, sustained learning, surrounded by change and transformation of pedagogical, curricular, administrative, and educational policy dimensions. (p.9) - C_1 Ideologies portrayed in the discourse; $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Apple (2004) LR-Cintrón-López (2011)
	That systematic questioning, research, and dissemination are essential to sustain the development of individuals, organizations, and society by producing new knowledge and new ways of thinking and interacting. (p. 10) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Apple (2006) LR-Cintrón-López (2011)
	The English program provides students with an encouraging environment to improve the standards and expectations of the language with the components of the graduate student profile. (p.11) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Fairglough (2003) LR-Babbaii & Sheikhi (2018)
	It is a goal to provide courses that improve English language skills, differentiated instruction, and academic success in all areas. The expectations encourage learning while developing awareness of	TF-Fairclough (2003) LR-Babaii & Sheikhi (2018)

Categories	Chapter 4: Findings	Chapter 5: Discussion Theoretical Framework /Literature Review
	essential competencies to attain a good life. (p. 11) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	
	Law 85 of March 29, 2018, as amended and known as the 'Puerto Rico Educational Reform Law,' establishes that the school must seek for the student to develop mastery of oral and written communication in Spanish and English to become truly bilingual students. (p. 11) In addition, Article 9.01, on the rights of students, indicates that all students in the schools of the Public Education System at the primary and secondary levels have the right to receive a bilingual education, in which they are taught to communicate fluently in at least the two official languages of Puerto Rico, English and Spanish. (p. 12) - $SC_{1.2}$ Colonialism; $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards; $I_{1.2.1}$ English is often positioned as superior or essential for success	TF-Foucault (1972, 1977) LR-Negrón de Montilla (1975)
	The primary goal of teaching English to all students is to enhance opportunities for all students to become bilingual in Spanish and English by providing enriching language instruction at grade-level content. (p. 12) - C_1 Ideologies portrayed in the discourse; $SC_{1.2}$ Colonialism; $I_{1.2.1}$ English is often positioned as superior or essential for success	TF-Foucault (1972, 1977) LR-Negrón de Montilla (1975)
	In a technology-rich classroom, for example, students might search the Web for information, analyze river water, chart the results, and record what they've learned on the computer. (p. 12) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Fairclough (2003) LR-Babaii & Sheikhi (2018)
	"If technological tools will help them achieve that primary goal, educators will use those tools" (p. 12). - C1 Ideologies portrayed in the discourse; SC1.1 Neoliberalism; I1.1.2 Efficient/measurable/marketization/finance.	TF-Apple (2006) LR- Pennycook (2019)
	Teaching and learning teams, which may include students from all over the world. (p. 13) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization	TF- Fairclough (2003) Apple (2006) LR-Blommaert (2005)
	Technologies must be pedagogically sound. They must go beyond information retrieval to problem solving; enable new instructional and learning experiences not possible without them; promote deep processing of ideas; increase student interaction with subject matter; promote faculty and student enthusiasm for teaching and learning; and free up time for quality classroom interaction—in sum, improve the pedagogy. (p. 13) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF- Fairclough (2003) LR-Blommaert (2005)
	Similarly to Leu and his colleagues (2013), we argue that 21st-century technologies transform literacy; because technology is now ubiquitous in the developed world, children read, write, and learn	TF-Fairclough (2003)

Categories	Chapter 4: Findings	Chapter 5: Discussion Theoretical Framework /Literature Review
	in ways not imagined just two decades ago (Prensky, 2001). (p. 13) - C_1 Ideologies portrayed in the discourse; $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization	LR-Babaii & Sheikhi (2018)
	Develop students who can communicate effectively and creatively, reflectively, and critically in the English and Spanish languages to maximize their opportunities for competitiveness and social mobility in a changing and dynamic 21st century. (p. 15) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF- Fairclough (2003)Apple (2006) LR-Blommaert (2005)
	The program encourages the concept that by mastering these essential communication skills the student will be able to successfully face the challenges of the 21st century. (p. 15) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization	TF-Fairclough (2003) LR-Apple (2006)
	The program's curriculum will focus on developing in students the critical and creative thinking necessary to meet the expectations and demands of a contemporary global society. (p. 15) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization	TF-Fairclough (2003) LR-Apple (2006)
	Empower students with the necessary tools to become independent learners by honoring diversity, learning style, differentiated instruction, and essential competencies for success in work life. (p. 16) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Apple (2006), Fairclough (2003) LR-
	Train and facilitate the student until he becomes a productive entrepreneurial agent through learning the English language. (p. 16) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Fairclough (2003) LR-Apple (2006)
	In this way, they will be able to face new challenges, enabling them to face the opportunities of the global world and the educational approach of the 21st Century by aspiring to master English or more languages. (p. 17) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization	TF-Fairclough (2003) LR-Blommaert (2005
	To develop in students the ability to use the English language effectively and appropriately in their entire social environment. (p. 16) - $SC_{1.2}$ Colonialism; $I_{1.2.2}$ Assimilation of USA culture over Puerto Rican culture	TF-van Dijk (2006) LR-Negrón de Montilla
	Language learning should be an enriching experience, broadening our minds and enabling us to meet the ever-increasing professional demands in a global world Whenever possible, classroom work is enriched and complemented with voluntary, challenging extra-curricular activities that respond to students' interests and talents and where students are immersed in the language experience. (p. 19) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization; I1.1.2 Efficient/measurable/marketization/finance; SC3.2 Curriculum Control Mechanism; I3.2.1 Agentless constructions hiding who sets the standards	TF-Fairclough (2003) LR-Cintrón-López (2011)
	Remote learning can also be widely affordable. You do not need to spend on travel and living expenses to attend your university of choice if you choose remote learning. (p. 36) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Apple (2006) LR-Rapley (2018)

Categories	Chapter 4: Findings	Chapter 5: Discussion Theoretical Framework /Literature Review
	Remote learning allows students to study at any location around the world without having to travel. The development of the Information Society, characterized by the massive and growing use of Information and Communication Technologies (ICT) in every aspect of daily and professional life and by a strong trend toward economic and cultural globalization, requires that people develop new skills to be able to successfully face the vertiginous changes of our Puerto Rican and world society. (p. 36) - $SC_{1.1}$ Neoliberalism; $I_{1.1.1}$ Globalization	TF-Fairclough (2003) LR-Blommert (2005)
	Entrepreneurship and innovation are characterized by developing in people capacities to create from meaningful ideas, to raise problems and situations that allow learning to generate the solution to problems based on emotions, creativity, attitudes, personal values, etc., which enables adaptation to a context and taking advantage of those opportunities of the same. (p. 41) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Apple (2006) LR-DeToledo et al (2018)
	Informed by other top-performing countries in order to prepare all students for success in our global economy and society. (p. 55) - $I_{1.1.1}$ Globalization $SC_{1.1}$ Neoliberalism	TF-Fairclough (2003) LR-Lerch & Buchner (2015)
	Aligned with college and career expectations. (p. 45) - $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Apple (2006) LR-Cintrón-López
	Built upon the strengths and lessons of current state standards. (p. 45) - $SC_{1.2}$ Colonialism; $I_{1.2.2}$ U.S. Laws, benchmarks, and educational standards	TF-Foucault (1972) LR-Rodriguez-Arroyo (2013)
	Transversal themes are described by UNESCO (2013) as critical and innovative thinking, interpersonal and intrapersonal skills, global citizenship, and physical and psychological health. (p. 38) - $SC_{1.1}$ Neoliberalism; I1.1.1Globalizaiton	TF-Fairclough (2003) LR-Lerch & Buchner (2015)
C_2- Ideologies at social and political levels	Law 85 of March 29, 2018, as amended and known as the 'Puerto Rico Educational Reform Law,' establishes that the school must seek for the student to develop mastery of oral and written communication in Spanish and English to become truly bilingual students. (p. 11) In addition, Article 9.01, on the rights of students, indicates that all students in the schools of the Public Education System at the primary and secondary levels have the right to receive a bilingual education, in which they are taught to communicate fluently in at least the two official languages of Puerto Rico, English and Spanish. (p.12) - $SC_{2.2}$ Colonial and Political Dependency; $I_{2.2.1}$ U.S. Policies Regulating Local Educational Decisions	TF-van Dijk (1994) LR-Negrón de Montilla (1975)
	The operational manager of the English Program will be in charge of bilingual education. She will provide academic advice, mentoring, and technical assistance to existing bilingual schools… and will	TF-Foucault (1977) LR-Cintrón-López

Categories	Chapter 4: Findings	Chapter 5: Discussion Theoretical Framework /Literature Review
	be in charge of expanding such schools to other municipalities in Puerto Rico. (p. 12) - $SC_{2.1}$ Governance and Administrative Control; $I_{2.1.1}$ Erasure of local stakeholders	
	Increased student retention and completion rates, particularly when prior learning can be applied to degree progress. (p. 21) - C_2 Ideologies at Social and Political Levels; $SC_{2.3}$ Economic and Administrative Control; $I_{2.3.1}$ Discourse framing of crisis management	TF-Apple (2006) LR-Cintrón-López (2011
	Built upon the strengths and lessons of current state standards. (p. 45) - $SC_{2.1}$ Governance and Administrative Control; Indicator 2.1.1 Erasure of local stakeholders	TF- Foucault (1972, 1977) LR- Rodríguez-Arroyo (2013)
	Core Competencies support the planning process of the teaching and learning process, so that the contents during the school year are reviewed, and in emergency situations due to force majeure are prioritized to ensure that the student masters the essentials of the grade in each subject upon promotion. (p. 58) - SC2.3 Economic and Administrative Control; I2.3.1 Discourse framing of crisis management	TF- van Dijk (2006) LR-Cintrón-López (2011)
C_3- Politics (ideologies) of pedagogy	The English program recognizes that students' needs change as they develop lifelong experiences and expectations. At the beginning level, teachers attempt to make the students comfortable using their new language by offering many opportunities to practice listening, speaking, foundational skills, reading, writing, and language skills. At the intermediate and advanced levels, educators expect students to take more responsibility for their learning. At all levels, teachers use various approaches, activities, assessments, and resources to learn a language. Each level of learning, therefore, fortifies students' personal, social, and academic responsibilities in life. (p. 11) - $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	TF- Fairclough (2003), Apple (2006) LR-Fuentes Gutiérrez (2014), Babaii & Sheikhi (2018)
	Curriculum Technology is a tool that can change the nature of learning. (p. 12) - $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.1}$ Agentless constructions hiding who sets the standards	TF- Fairclough (2003) LR-
	But before technology can be used effectively, exploration must be valued as important to both teaching and learning. (p. 12) - $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	TF- Apple (2006). LR-De Toledo et al. (2018)
	Activities and learning environments must be carefully guided and structured, so learners are fully engaged in their learning. (p. 13) - $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.1}$ Agentless constructions hiding who sets the standards	TF-Foucault (1977) LR-Lingle (2021)
	Wager (1992) argued that the educational technology that can make the biggest difference to schools and students is not the hardware, but the process of designing effective instruction, which incorporates computer technology and other media appropriately. (p. 13) - C_3 Politics (Ideologies) of	TF-Foucault (1977) LR- Rapley (2018)

Categories	Chapter 4: Findings	Chapter 5: Discussion Theoretical Framework /Literature Review
	Pedagogy; $SC_{3.1}$ Ideological control through curriculum design; $I_{3.1.2}$ Reliance on expert or technical discourse	
	The correct use of linguistic concepts that facilitate the application of knowledge is essential for mastering a second language. (p. 15) - C_3 Politics (Ideologies) of Pedagogy; $SC_{3.2}$ Curriculum control mechanisms; $I_{3.2.1}$ Agentless constructions about who sets the standards	TF-van Dijk (2004) LR-Kim (2022
	For this reason, the lessons must be developed using the normative documents: the Content Standards and Expectations by Grade, the Curriculum Framework, the curriculum maps, the current circular letters (both the English Program, Planning of the teaching process, and Evaluation and Assessment of Student Learning), and the Design of School Excellence. (p. 15) - C_3 Politics (Ideologies) of Pedagogy; $SC_{3.1}$ Legitimation and authority; $I_{3.1.1}$ Legal institutional authority to justify decisions	TF-van Dijk (1994) LR-Cintrón López (2011)
	The Standards-Based Approach addresses what students should know and be able to do and demonstrate at the end of the process of the language study. Performance standards show how the learners have achieved the targeted standards. Proficiency standards define how learners should perform. (p. 21) - C_3 Politics of Pedagogy; $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	TF- van Dijk (2006) LR- Babaii & Sheikhi (2018)
	The teacher ensures that all the components of the lesson (learning activities, assessments, homework) contribute to the lesson objectives and to the student's proficiency in the standards. (p. 21) - C_3 Politics of Pedagogy; $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	TF- Fairclough (2003) LR-Sounoglou (2024)
	Practical Benefits of Competency-Based Education: Greater understanding of learning outcome throughout the academic institution. Courses, learning resources, and assessments aligned to well-defined goals. (p. 22) - C_1 Ideologies portrayed in the discourse; $SC_{1.1}$ Neoliberalism; $I_{1.1.2}$ Efficient/measurable/marketization/finance	TF-Apple (2006)0 LR-De Toledo et al (201
	Teachers also continually check in on students' understanding. (p. 24) - $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	TF-Apple (206) LR-Lingle (2021)
	The aptitude hypothesis states that there is such a thing as a language-learning aptitude and that this aptitude can be measured and is highly correlated with general learning aptitude. (p. 24) - $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	TF-Apple (2006) LR-Kim (2022)
	Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose. (p. 29) - C_3 Politics of Pedagogy; $SC_{3.2}$ Curriculum Control	TF- van Dijk (2006) LR- Fitzgibbon, T. (2013)

Categories	Chapter 4: Findings	Chapter 5: Discussion Theoretical Framework /Literature Review
	Mechanism; $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	
	The standards for grades K–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. (p. 45) - SC3.2 Curriculum Control Mechanism; I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	TF-van Dijk (2004) LR-Bennani (2017)
	James J. Asher (1979) defines the Total Physical Response (TPR) method as one that combines information and skills using the kinesthetic sensory system. (p. 32) - $SC_{3.1}$ Ideological control through curriculum design; $I_{3.1.2}$ Reliance on expert or technical discourse	TF- Fairclough (2003) LR-
	Spiegel has defined Balance as a decision making approach through which the teacher makes thoughtful choices each day about the way to help each child becomes a better reader and writer. (p. 33) - C_3 Politics of Pedagogy; $SC_{3.1}$ Ideological control through curriculum design; $I_{3.1.2}$ Reliance on expert or technical discourse	TF- Fairclough (2003) LR- Temple Adger (2001)
	Balanced Literacy provides structure and support that will enable students to acquire the knowledge, skills, habits, and dispositions needed to meet or exceed standards in reading, writing, listening, and speaking. (p. 33) - $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning.	TF-Apple (2006) LR- Rapley (2018)
	Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project. (p. 34) - C_3 Politics of Pedagogy; $SC_{3.2}$ Curriculum Control Mechanism; $I_{3.2.2}$ Emphasis on assessments and outcomes indicating technocratic control over learning	TF-Foucault (1977) LR-Cintron-Lopez (2011)
	The standards for grades K–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. (p. 45) - SC3.2 Curriculum Control Mechanism; I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	TF-Foucault (1972) LR-Blommaert (2005)
	The purpose of theoretical frameworks is to bring order to phenomena and provide a context for both research and practice. (p. 48) - SC3.1 Ideological control through curriculum design; I3.1.2 Reliance on expert or technical discourse	TF-Foucault (1972) LR- Berger and Luckmann (1966)
	During the planning of teaching and learning, the following documents will be used: Curriculum Framework, Content Standards and Grade Level Expectations, Core Competencies, Curriculum Maps and tools, Innovative strategies, initiatives, or projects, Public policies of the academic programs and	TF-Apple (2006) LR-Lo Bianco (2009)

Categories	Chapter 4: Findings	Chapter 5: Discussion Theoretical Framework /Literature Review
	Student Assessment, Lesson planning format. (p. 54) - SC3.2 Curriculum Control Mechanism; I3.2.1 Agentless constructions hiding who sets the standards	
	The wording of the learning objectives should be student centered, grounded in Content Standards and Grade-Level Expectations, based on a taxonomy to develop learning. (p. 55) – SC 3.2 Curriculum Control Mechanism; I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	TF: Foucault (1977 LR: Sounoglou (2024)TF-
	Bloom's Taxonomy is used for instructional design because the levels can help move students from the most fundamental of skills—remembering and understanding—to the more complex—evaluating and creating. (p. 56) - SC3.1 Ideological control through curriculum design; I3.1.2 Reliance on expert or technical discourse	TF-Foucault (1972) LR-
	The English program of the DEPR has provided the curriculum maps following this design for the teachers to use for instruction. (p. 58) - SC3.2 Curriculum Control Mechanism; I3.2.1 Agentless constructions hiding who sets the standards	TF-van Dijk (2006) LR- Rodríguez-Arroyo (2013
	The teacher then designs a test, assessment, or other evidence to demonstrate learning that students will complete to show that they have learned. A final assessment will measure whether they have achieved the unit goals. (p. 58) - SC3.2 Curriculum Control Mechanism; I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	TF-Apple (2022) LR-Kim (2022)
	Studies show that students who learn the writing process score better on state writing tests than those who receive specific instruction only in the skills assessed on the test. (p. 62) - SC3.2 Curriculum Control Mechanism; I3.2.2 Emphasis on assessments and outcomes indicating technocratic control over learning	TF-Fairclough (2003) LR- Pérez et al. (2015)
	This method is used not only for the purpose of training the students how to pronounce the words, phrases, and statement correctly, but also to control the language classes. (p. 62) - SC3.1 Ideological control through curriculum design; I3.1.2 Reliance on expert or technical discourse	TF-Apple (2006) LR-Soler (2011)
	The cooperative and collaborative learning techniques presented here should help make this possible for teachers. (p. 68) - SC3.2 Curriculum Control Mechanism; I3.2.1 Agentless constructions hiding who sets the standards	TF-Apple (2006) LR-Gee (2015)

Appendix D.

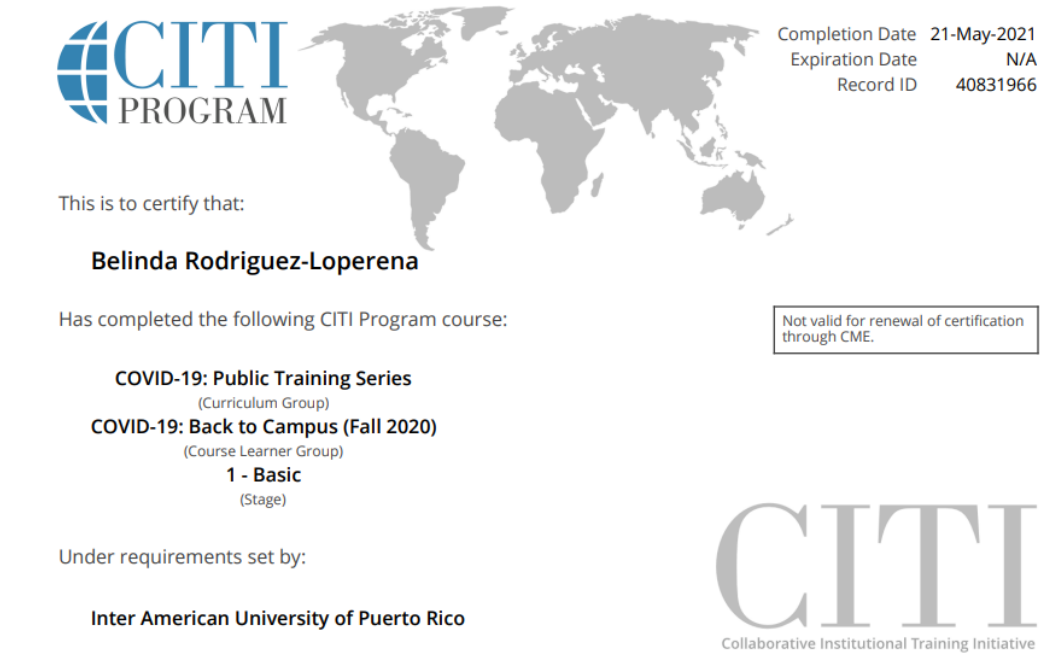
Log for *Curriculum Framework: English Program* (PRDE, 2022): Transcription, Text Analysis and Discourse Identification

Identified Text (Page)	$SC_{4.1}$ / $SC_{4.2}$
"the preeminent international language in our ever-changing global society" (p. 1)	$SC_{4.1}$ Intertextuality
English fosters self-awareness and self-confidence (p. 1)	$SC_{4.2}$ Interdiscursivity
four pillars of learning: learning to know, learning to do, learning to live together, and learning to be (pp. 8–10)	$SC_{4.1}$ Intertextuality
systemic entity… highly qualified and efficient (pp. 8–10)	$SC_{4.2}$ Interdiscursivity
all students… have the right to receive a bilingual education (pp. 11–12)	$SC_{4.2}$ Interdiscursivity
operational manager (pp. 11–12)	$SC_{4.2}$ Interdiscursivity
Hadley & Sheingold, 1993; Wager, 1992; Leu et al., 2013; Prensky, 2001 (pp. 12–14)	$SC_{4.1}$ Intertextuality
21st-century technologies transform literacy (pp. 12–14)	$SC_{4.2}$ Interdiscursivity
normative documents: Content Standards, Curriculum Maps, Circular Letters (pp. 15–17)	$SC_{4.1}$ Intertextuality
students as entrepreneurial agents (pp. 15–17)	$SC_{4.2}$ Interdiscursivity
Krashen, 1981; Cummins, 2001; Gardner, 1983 (pp. 15–17)	$SC_{4.1}$ Intertextuality
students as active constructors of knowledge (pp. 18–20, 33)	$SC_{4.2}$ Interdiscursivity
Piaget, Vygotsky, Bruner, Ausubel, Brown, Krashen (pp. 18–20, 33)	$SC_{4.1}$ Intertextuality
equity and respect among all human beings (pp. 39–40)	$SC_{4.2}$ Interdiscursivity
human plurality (pp. 39–40)	$SC_{4.2}$ Interdiscursivity
Martínez (2006) (pp. 40–41)	$SC_{4.1}$ Intertextuality
break with the hegemonic history of a dominant culture (pp. 40–41)	$SC_{4.2}$ Interdiscursivity
Villalobos (2009) (pp. 41–42)	$SC_{4.1}$ Intertextuality
rational use of resources (pp. 41–42)	$SC_{4.2}$ Interdiscursivity
Cabrera (2015) (pp. 42–43)	$SC_{4.1}$ Intertextuality
daily entrepreneurship… global economy (pp. 42–43)	$SC_{4.2}$ Interdiscursivity
WHO, 1983 (pp. 43–44)	$SC_{4.1}$ Intertextuality
students actively involved in maintaining their health (pp. 43–44)	$SC_{4.2}$ Interdiscursivity
Guarniz Vargas (2021) (pp. 44–45)	$SC_{4.1}$ Intertextuality
information society (pp. 44–45)	$SC_{4.2}$ Interdiscursivity
research- and evidence-based… informed by top-performing countries (pp. 45–53)	$SC_{4.1}$ Intertextuality

Identified Text (Page)	$SC_{4.1}$ / $SC_{4.2}$
rigorous content and measurable outcomes (pp. 45–53)	$SC_{4.2}$ Interdiscursivity
Bloom's Taxonomy (1956), Gronlund (2009), Márquez (2006) (pp. 54–58)	$SC_{4.1}$ Intertextuality
lesson plans as official working document (pp. 54–58)	$SC_{4.2}$ Interdiscursivity
Evaluation Circulars, RTI, IDEA Law 105–17, Law 51 (1996), Law 159–2012 (pp. 74–83)	$SC_{4.1}$ Intertextuality
culture of use of academic data for decision making (pp. 74–83)	$SC_{4.2}$ Interdiscursivity

Appendix E.

Researcher´s CITI Program Certificates



COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Belinda Rodriguez-Loperena (ID: 9872912)
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- **Curriculum Group:** COVID-19: Public Training Series
- **Course Learner Group:** COVID-19: Back to Campus (Fall 2020)
- **Stage:** Stage 1 - Basic

- **Record ID:** 40831966
- **Completion Date:** 21-May-2021
- **Expiration Date:** N/A
- **Minimum Passing:** 100
- **Reported Score*:** 100

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
COVID-19: An Introduction (ID: 20080)	21-May-2021	1/1 (100%)
COVID-19: Prevention Strategies (ID: 20081)	21-May-2021	1/1 (100%)
COVID-19: Moving Forward (ID: 20082)	21-May-2021	3/3 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Belinda Rodriguez-Loperena (ID: 9872912)
- **Institution Affiliation:** Inter American University of Puerto Rico (ID: 1370)
- **Institution Email:** belinda.rodriguez@upr.edu
- **Institution Unit:** San German Campus
- **Phone:** 787546123716

- **Curriculum Group:** COVID-19: Public Training Series
- **Course Learner Group:** COVID-19: Back to Campus (Fall 2020)
- **Stage:** Stage 1 - Basic

- **Record ID:** 40831966
- **Report Date:** 21-May-2021
- **Current Score**:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
COVID-19: An Introduction (ID: 20080)	21-May-2021	1/1 (100%)
COVID-19: Prevention Strategies (ID: 20081)	21-May-2021	1/1 (100%)
COVID-19: Moving Forward (ID: 20082)	21-May-2021	3/3 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?ke3a49b7a-00a4-4aae-96ae-622f03114316-40831966

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Appendix F.

Validation of Instruments

Letter from Candidate:

17 de septiembre de 2024

Comité de Disertación
Dra. Elba Irizarry, Presidenta
Dra. Graciela Tesán, Miembro
Dra. Arlinda López, Miembro

Estimadas doctoras del Comité de Disertación:

Asunto: Solicitud de Exención del Panel de Expertos

Me dirijo a ustedes para solicitar que se me exima del requisito de conformar un panel de expertos para la siguiente investigación: *Critical Discourse Analysis of the Ideology in Official Documents of the English Program at the Puerto Rico Department of Education*.

La naturaleza específica de mi estudio me ha planteado un cuadro retante para la identificación de miembros que conformen un panel de expertos. A pesar de mis esfuerzos, no he logrado acceder a los expertos con las calificaciones y la experiencia necesarias en el campo. Me he comunicado con candidatos potenciales que cumplen con los requisitos, pero ninguno está disponible para participar en el panel en este momento.

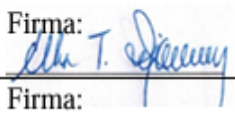
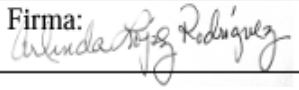
Por lo tanto, solicito respetuosamente que me eximan de este requisito.

Agradezco de antemano su consideración respecto a mi solicitud. Cualquier pregunta sobre esta solicitud, no dude en comunicarse con esta servidora.

Respetuosamente,

Belinda Rodríguez Loperena
Doctoranda
Programa Doctoral en Educación, Especialidad en Currículo y Enseñanza
Universidad Interamericana de Puerto Rico
Recinto de San Germán

Endosamos la solicitud de eximir a la Candidata del Panel de Expertos:

Comité Doctoral:	
Presidente/Director: Dra. Elba T. Irizarry Ramírez	Firma: 
Miembro/Codirectora: Dra. Graciela Tesán Ledesma	Firma:
Miembro/Codirectora: Dra. Arlinda López Rodríguez	Firma: 

17 de septiembre de 2024

Appendix G.

Researcher´s Ideological Statement on the content and pedagogy of English as a Second Language in Puerto Rico Department of Education (PRDE)

Introduction

The teaching of English in Puerto Rico cannot be understood merely as a linguistic or pedagogical matter; it is inseparable from the island's colonial history and current sociopolitical condition. Since 1898, English instruction has been tied to U.S. policies of Americanization and, later, to neoliberal reforms emphasizing efficiency, productivity, accountability, and measurable outcomes. Within this reality, the Puerto Rico Department of Education (PRDE) has developed a curricular framework that often reproduces unequal power relations, positioning English as an indication of mobility while subordinating Spanish and Puerto Rican cultural identity, whereas not obtaining the expected outcome according to its mission: "students committed to their mother tongue, their Hispanic culture, and their second language, simultaneously developing a high sense of solidarity, respect, and appreciation for other cultures in a modern and globalized world" (p15). As a researcher, this statement situates my ideological position: one that critiques colonial and neoliberal discourses embedded in English education while envisioning alternative pedagogies entrenched in fairness, community, and cultural pronouncement

Theoretical Framework

This ideological statement draws on several critical perspectives. Fairclough's (2003) Critical Discourse Analysis provides the tools to uncover how seemingly neutral

curricular language naturalizes dominant ideologies. Foucault's (1972, 1975) notion of power/knowledge clarifies how standards and benchmarks function as technologies of governance, shaping what counts as valid knowledge. Apple's (2006, 2019) critique of standards and "official knowledge" exposes how this type of system pressure teachers and reduce education to market demands. Van Dijk's (2006) socio-cognitive approach underscores how ideologies become normalized through repetition, framing English as essential while marginalizing local voices. At the same time, Freire's (1970) liberatory pedagogy, Mignolo's (2011) and Walsh's (2018) decolonial perspectives, and the humanistic-democratic traditions of Dewey (1916) and Giroux (1983) inspire an alternative vision: a pedagogy that resists domination and affirms Puerto Rican identity, language, and community as central to education.

Researcher´s Position

The current PRDE Curriculum Framework (2022) operates as more than a pedagogical document; it is a discursive artifact that reproduces colonial dependency and neoliberal governance. The emphasis on standards and competencies, and references to benchmarking some external authorities such as U.S. laws, UNESCO frameworks, over Puerto Rican system of knowledge, naturalize dependency as common sense. This discourse narrows the role of teachers into technicians and students into performers of market-ready skills. Yet, while recognizing these structures, developing a critical–decolonial and humanistic pedagogy would be optimal. A pedagogy that places Puerto Rican culture, language, and community at the center, acknowledges the worldwide community, resists the dominance of standardized testing, and restores teachers' professional autonomy would be a herculean task, but not an impossible one. Education

should not be reduced to prepare students for global competitiveness but should empower them as agents of change capable of inquiring about injustices with the purpose of strengthening their local and global communities.

The recommendations derived from this study further reinforce my ideological position by showing how the PRDE Curriculum Framework needs a profound reorientation grounded in Puerto Rican cultural and linguistic realities. The findings demonstrated that English is consistently framed as a gateway to opportunity, while Spanish receives little systematic attention, which contradicts both research and the Framework's own mission. Scholars such as Cummins (2000) and Freire (1970), cited throughout this dissertation, remind us that strong development of the first language and the presence of dialogue, cultural relevance, and community voices are essential for deep learning. The coding logs also revealed that teachers are positioned mainly as implementers of external mandates, echoing Apple's (2003) argument that official knowledge narrows professional judgment and strengthens compliance rather than creativity. These recommendations therefore affirm my belief that meaningful reform must recognize teachers as intellectuals, value community knowledge, and treat external standards as references rather than unquestioned requirements. My ideological stance is strengthened by these findings, which show that a culturally grounded, community centered, and bilingual educational model is not only desirable but fully supported by the evidence uncovered in this investigation.

Acting

Operationalizing this ideological stance requires a reconfiguration of curriculum, pedagogy, and assessment. Curriculum design must center Puerto Rican identity and bilingualism, framing Spanish and English not as instruments of assimilation but as complementary languages in dialogue, each enriching the other. Pedagogy should position teachers as intellectuals and facilitators of critical inquiry, moving beyond prescriptive scripts toward dialogical practices that foster creativity, critical literacy, and democratic participation. Assessment, for instance, should move away from reliance on standardized testing and embrace more authentic measures portfolios, community projects, and performances that capture meaningful, situated learning. Schools must be envisioned as spaces of collaboration, cultural assertion, and civic engagement, where students are valued not as products for the labor market but as citizens and change-makers. While this vision emerges from traditions forged in struggle and may be difficult to enact within Puerto Rico's colonial condition, it remains both possible and necessary, achievable through discipline, resilience, determination, and collective action.

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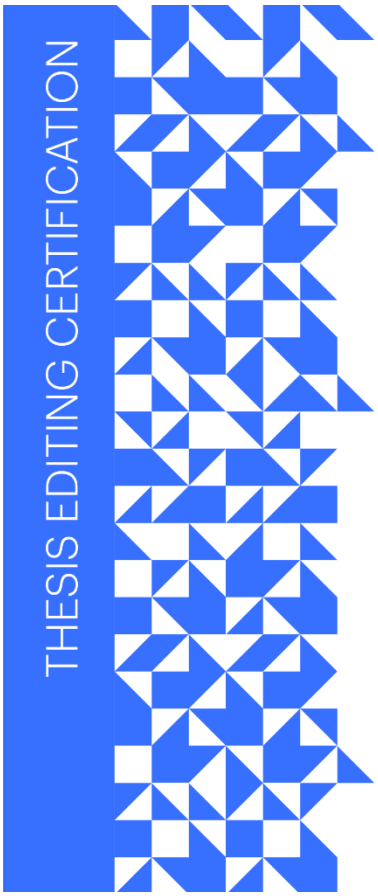
Appendix H.

Editor´s Certification



THESIS EDITING CERTIFICATION

Through this document, I hereby certify that I have reviewed and edited the document entitled: **CRITICAL DISCOURSE ANALYSIS OF THE IDEOLOGY IN THE CURRICULUM FRAMEWORK OF THE ENGLISH PROGRAM (2022) AT THE PUERTO RICO DEPARTMENT OF EDUCATION**, prepared by the student Belinda Rodríguez Loperena for the purpose of meeting the established requirements for the completion of the corresponding academic degree.

The revision and editing process included, but was not limited to, the following fundamental aspects:

- **Format and style** in accordance with the standards of the *Publication Manual of the American Psychological Association* (APA, 7th edition).
- **Academic writing**: revision of clarity, coherence, fluency, conceptual precision, and appropriate use of formal language.
- **Structure**: verification of the proper organization of chapters, sections, tables, figures, appendices, and references.
- **Spelling, punctuation, and grammar**: application of formal Spanish language norms.
- **Consistency**: verification of uniformity in the use of terminology, verb tenses, heading styles, and cross-references.
- **References**: confirmation that all sources cited in the text are included in the reference list and that formatting complies with APA requirements.
- Through this certification, I attest that the document meets the basic standards required in presentation, academic style, and linguistic quality.

Christian Valentin

Sincerely,

Christian Valentín Báez, Ed.D.
Academic Editor / Specialist in Academic Writing and APA Format