

## **Uncovering agents of implementation in Chile: the role of primary school supervisors in the negotiation of a standard language regime between 1852-1858**

We present preliminary results from ongoing research that examines the role of primary school supervisors in the negotiation of a standard language regime in Chile during the nation-state building process (1850-1880). Primary school supervisors were hired from teacher-training schools by the Chilean Department of Education to supervise pedagogic practices throughout the country and send reports back to the state government. In historical sociolinguistics, school inspection reports have been analyzed as crucial historical-sociolinguistic sources to better understand the implementation of official language-in-education policy, mostly in European contexts (Langer, 2011; Rutten y Schoemaker, 2017; Rutten, 2019). Theoretically, the implementation process has been addressed by interrogating to what extent primary school supervisors comply with superimposed norms and whether they reproduce or not standard language ideologies (Milroy 2001). This presentation contributes to the current discussion by analyzing the inspection reports published between 1852 and 1858 in the *Monitor de Escuelas Primarias*, an educational journal edited by the Chilean Department of Education not studied from a historical sociolinguistic perspective. We propose an interdisciplinary dialogue with a glottopolitical perspective to argue that the metalinguistic practices of primary school supervisors are crucial for examining the limitations, tensions and conflicts that emerge in the process of official language implementation (cf. Del Valle, 2020). Therefore, we understand implementation not as an imposition that should be measured but as an ideological process that involves the participation of multiple actors and agencies. To demonstrate this, we analyze the inspection reports using discourse analysis techniques (van Dijk, 1998; Wodak y Meyer, 2003). We focus on metadiscourse about the methods used in language education and the actions proposed and/or taken by the primary school inspectors (see example). This research advances knowledge in the field by examining new sources of data. Moreover, it highlights the metadiscursive practices of concrete agents involved in processes of implementation that have not been studied yet, to assess the concrete role of the educational system in the construction and reproduction of a standard language culture in Chile.

Example: Monitor de las Escuelas Primarias, 1856, volume 6, page 362.

<p>En una de las escuelas, que por la decencia del salon, la comodidad de los útiles de sentarse i de escribir i la concurrencia de niños, aparentaba estar servida por persona competente, se le pregunto al preceptor lo que enseñaba. “Yo enseño, contestó, por el <i>método</i> de frai Domingo Sarmiento: tengo un alumno en aritmética i 4 en cuentas. Uno, de muchos alumnos que leyeron, presentó sus lecciones en un testo aritmético; i al leer los números dijitos como no se le dejaba pasar cuando decia do, tre, sei, do, tre, sei, por repetidas veces, se le ocurrió el decir que el maestro le habia enseñado asi. Incontinentemente pasó la dificultad al señor preceptor, el que despues de un rato de reflexion, dijo que si los números en cuestion no se nombraban por do, tre, i sei pelao, eran segundo, tercero i sexto. Hasta que últimamente desató la duda el examinador pronunciando fuertemente silabada la (s) final de esos guarismos. Esta leccion hizo impresion en el preceptor i su contestacion fue =“ahora bien, con <i>ese</i> al último se nombran: i vuelto a sus alumnos les dijo =“niños, este caballero viene por el Gobierno a correjirles el defecto, oigan i escuchen para que aprendan i entiendan. Las palabras i exhortaciones del preceptor eran tales como las escribo; pero del escuche de los niños solo podré decir, que ni ellos se oian, ni menos al maestro, que se desgañitaba mandando a silencio sin ser obedecido”.</p>	<p>In one of the schools that appeared to be conducted by a competent person, telling by its classroom decency, the comfort of its furniture and writing tools, and the students' attendance, [the supervisor] asked the instructor what topic he was teaching. “I teach,” he answered, “following Fr. Sarmiento’s methodology: I have one student in arithmetic and four in basic math.” One student, out of the many who read, presented his assignments from an arithmetic text. While reading the digit numbers, [the supervisor] interrupted him every time he said “two<sub>o</sub>, three<sub>o</sub>, six<sub>o</sub>, two<sub>o</sub>, three<sub>o</sub>, six<sub>o</sub>”, so the student replied that he was just repeating the way his teacher had taught him. Rapidly, the student passed the issue on to his teacher, who after thinking for a while, said that if the numbers were not “two<sub>o</sub>, three<sub>o</sub>, six<sub>o</sub>”, then they should be “second, third and sixth.” Finally, <b>the supervisor cleared away the doubt</b>, clearly pronouncing the final (s) in these numbers. <b>The lesson surprised the teacher, who then said: “Students, this gentleman comes from the government to correct your language deficiencies, listen so you can learn and understand”</b>. The words and appeals of the teacher were just as I write them; but if the students heard them I cannot say, since they could not even hear themselves, much less the teacher, who had gone hoarse telling them to be quiet, without success.</p>
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