Abstract

The article presents the results of a textual analysis of the 2007 Tuning Project Report – Latin America, on the basis of a characterization of educational policy documents as institutional acts linked to social representations of specific human groups. The objective of the analysis was to set forth the representations of Latin American university students and the bilingual and intercultural situations they are immersed in. From the perspective of the critical analysis of discourse it is pertinent to show these results, since they reveal a sort of “ideological bilingualism” on the part of the members of Latin American universities that supported the project. That bilingualism has consolidated itself through the practice adopted by university communities in the region of “imitating” educational policies from other parts of the world. In doing so, they neglect the enrichment and contributions that the Latin American diversity “mentioned” in the document could provide. This ideology of “consonance”, required by the processes of globalization of higher education, coexists with another ideology that is just as widely used in this type of educational contexts: university autonomy.

Keywords

Critical analysis of discourse, educational policies, higher education, bilingualism, social representations, speech acts, diversity.