Mexico is a country of great linguistic diversity, with 68 distinct indigenous language groupings in addition to Spanish, defined constitutionally as national languages, with no official language as such. The course of history and different historical processes have relegated indigenous languages to positions of subordination or of marginalization, but at present, this trend is being (hopefully) reversed, both by grassroots political movements as by government institutions. As a result, Mexico is moving towards the establishment of legal frameworks, institutions and government financing aimed at enabling indigenous communities, languages and ways of being to develop in their own terms.

In this context, a reflection of language teaching and learning is made, with the premise that revitalization, reclaiming, strengthening and amplification of uses are processes that will, inevitably, imply teaching and learning the languages. If we are to take seriously the idea that the point is not to map indigenous languages onto hegemonic societies, but to enable these languages and communities to flourish in their own terms while at the same time co-existing with others and contributing to the larger society, teaching and learning models must be developed accordingly.

In this presentation, I will offer an overview of the history of language and language policies in Mexico as a context to describe recent trends in language teaching and learning including the role digital media is playing in the boom of offerings. Finally, I will present and describe a teaching and learning model informed by applied linguistics as well as different language revitalization trends and practices in existence.

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