

Ideologies Regarding the Implementation of Foreign Language Policy in Chile: a Case Study.

Exam No. 1291647

Thesis submitted for the degree of
Master of Science in Applied Linguistics.

To

The Department of Linguistics and English Language,
School of Philosophy, Psychology and Language Sciences,
University of Edinburgh.

September 2010

To Milan
for his love, trust and unconditional support,
for making this possible.

Abstract

The Ministry of Education of Chile declared in 2003 the importance and the necessity of incorporating foreign language teaching to the public education after the educative reforms done in the 90s. The official Language Policy was conducted as the result of the globalization and the future requirements that students will face after graduating from high school. This study explores the Policy declared by the Chilean government regarding the incorporation of English language to primary school up to secondary education, by analyzing the last year of secondary school. The study also explores how it has been implemented and the ideologies of the stakeholders. The aims of this study are (1) to explore the design, implementation and execution of the policy as an official clause to Chilean law, which establishes the reasons, aims and the procedure to bring a foreign language to every school and classroom in Chile. (2) How stakeholders value learning a foreign language considering that the acquisition of a foreign language is a major requirement of the global world. For this study 57 students from fourth year of high school were surveyed, interviewed and observed, as well as two English teachers. Students were asked to value classroom practice, the importance of learning a foreign language and the accomplishment of the standards designed by the Ministry of Education and teachers on their knowledge regarding the policy and what they think of it. The survey conducted to students provided quantitative data, whereas interviews and class observation gave qualitative information. The study gives insights into the successes of the language policy implementation as well as challenges and areas of improvement.

Acknowledgments

I would first like to thank my supervisor and professor, John E. Joseph. His knowledge and well known work will always inspire my professional development as well as encourage my future studies regarding language, politics and ideologies. I truly enjoyed exchanging ideas with him and learning from his experience.

My eternal thanks to my two beloved sons, Danilo and Antonio both have kept me going by giving me the strength needed to accomplish this task. I thank them for their cheerful company throughout this year. Danilo for his kind smile, sweet company, and warm love. Antonio his little presence has made this experience so much meaningful.

I thank my parents, for their eternal support. They have made me the woman I am today. I am so proud of being their daughter.

And I also want to thank my friends and family who have sent me all their support throughout this process. The friends I have met in this academic journey: Ruth, Alice, Maria, Alexandra and Tammy it would have not been the same without our coffee breaks, wonderful study time and friendship. Manuela, for her advise, help, and time spent talking about life, Ioanna for her kind and unconditional friendship and I want to thank my dear friend Eleni for her company when writing essays, her encouragement and trust have been crucial along this year.

Finally my last thanks go to those who helped me see things clearly when writing my dissertation, especially to Paul for commenting on a draft of this paper.

Table of contents

Dedication	2
Abstract	3
Acknowledgments	4
Abbreviations	7
1. Introduction	8
1.1 Justification	10
1.2 Scope	12
1.3 Methodology	14
2. The Basis of Language Policy	17
2.1 Language Policy	17
2.1.1 Language Management	18
2.1.2 Language Practice	19
2.1.3 Language Ideology	19
2.2 Language Education Policy	20
2.2.1 Agents and participants of Language Education Policy	20
2.3 English as Foreign Language	22
3. The Language Policy and Educational Context of Chile	24
3.1 The Development of Language Teaching in Chile	24
3.2 Aims and Purposes of the Language Education Policy in Chile	26
3.3 Actions to Promote the Language Policy in Chile	28
3.3.1 English Opens Doors	31
4. Analysis of the Results and Discussion of the Data	34
4.1 Results of Teachers' Survey	34
4.2 Results and Discussion of Students' Survey	42
4.2.1 Results	42
4.2.2 Discussion	46
4.3 Results of Class Observation and Interviews	47

5. Final Discussion	53
6. Conclusions	56
References	58
Appendix 1	61
Appendix 2	63
Appendix 3	80
Appendix 4	85
Appendix 5	86
Appendix 6	88

List of Figures

Figure 1	13
Figure 2	14
Figure 3	29
Figure 4	30
Figure 5	30
Figure 6	31
Figure 7	31

Abbreviations

ALTE	Association of Language Testers of Europe
EFL	English as Foreign Language
EODP	English Opens Door Programme
ESOL	English for Speakers of Other Languages
FCE	First Certificate in English
FLA	Foreign Language Acquisition
FLP	Foreign Language Policy
FLT	Foreign Language Teaching
MINEDUC	Ministry of Education of Chile
LEP	Language Education Policy
LP	Language Policy
SLA	Second Language Acquisition
SLT	Second Language Teaching
TKT	Teaching Knowledge Test

Chapter 1

Introduction

In the last 20 years Chile has experienced many changes in the political order. In 1990 the country peacefully reestablished its democracy, which had been lost in 1973. The years since have been crucial in reformulating not just the political life of the nation, but also facing new challenges and concerns in different areas. The restoration of democratic governments has affected the social policy of Chile, leading to major, imperative reforms in areas like health and education. The following analysis of foreign language policy (FLP) in Chilean education will consider the decade-long reform of primary and secondary school language apprehension, acquisition and implementation.

In order to understand the changes made in education in the recent years by the democratic governments and the incorporation of foreign language teaching (FLT) in every public school, it is necessary to recall one of the most important reforms executed in 1981 under Pinochet's Regimen. As Angell (1997) explains, the mentioned educational reform had three central themes. First Pinochet sought to decentralize the educative system which until 1981 had been directed by the Ministry of Education (MINEDUC), by delegating all the administrative responsibility to each Municipality of the country (334 today). Second the reform supported the privatization of education, so within 10 years, private schools doubled in number, from 15.1% to 32.3%. Finally, funding was given to every school based on students' attendance to promote total student incorporation to the educative system throughout the country as a way of reducing illiteracy.

Unfortunately, instead of improving the management of education, the Regimen left a big gap between public schools and private ones. Schools were not funded based on their performance or educative results. Unfortunately, the economic crises in 1982 reduced the government public expense to education from 40.9% in 1980 to 21.6% in 1990, leaving public schools with less financial resources. Teachers' salaries was also affected which has led to major problems regarding motivation and professional development.

Teachers were no longer state employees but depended directly from the Municipality. So inequality and quality are the major challenges that public education faced in 1990 (Angell, 1997).

Once Chile reestablished democracy, the relationship between society, politics and education accelerated and intensified throughout the public and private sectors with regard to education (Cox 1999:150). Change in education during this last decade has been implemented by the government with corresponding public policies that have been supported by an important increment of the budget. It is known that economic resources for education have increased by four times compared to what was spent in 1990. The main purpose of the funding increase has been to improve equality and quality for public education as well as assure essential learning for every student regardless of their social status.

The Ministry of Education saw the incorporation of foreign language teaching in every school as a necessity due to Chile's economic development and the implicit need of a global world. It is the development of FLP in Chilean Education that is a good example of the changes that the Ministry has developed in the last years. Before 1998, English, as a subject, had neither a curriculum nor a syllabus for school teachers to follow. It was not mandatory and it started in grade seventh (primary school) with an average of three periods per week. Teachers often worked on their own using the communicative approach; however, they also had a strong grammar orientation. There was no formal link between training institutions and the Ministry of Education (Ministry of Education, 2010).

The efforts and careful planning of FLP have been done based on the international projection of the country in terms of trades, education not to its geographical position. Chile is not a country that would need to develop or stimulate the learning of a foreign language. On the very contrary, it is surrounded by Spanish speaking countries, and the interaction with speakers of other languages is often not as evident or frequent as it can be in other countries. Nevertheless, the government has established the necessity for everyone to develop communicative skills in foreign languages. In order to reach this goal, for a country that has been officially declared a monolingual nation, a complex plan has been developed to incorporate at least one foreign language in every

student curriculum in practice MINEDUC has adopted English to be taught in primary and secondary school.

This study explores the Policy declared by the Chilean government regarding the incorporation of foreign language to education in primary school up to fourth year of secondary education and how this management has reached the stakeholders. The aims of this study are (1) to explore the design, implementation and execution of the policy as an official clause to Chilean law, which establishes the reasons, aims and the procedure to bring a foreign language to every school and classroom in Chile. (2) How stakeholders value learning a foreign language considering that the acquisition of a foreign language is a major requirement of the global world.

Based on the literature and studies conducted in other countries like Costa Rica, Colombia, Brazil and Japan, (Aguilar-Sanchez 2005, Usma 2009, Del Valle, 2006 and Kikuchi, 2009) the implementation of language education policy (LEP) and foreign language policy is a complex task and may take years to reach a successful point, sometimes this does not happen or no efforts are made towards that direction. For that reason, I consider it is a good time to investigate how the FLP has been implemented in one school and how is the policy valued among students and teachers of that educative community. Based on the background already provided, I see that the incorporation of Chile in the global world and the gaps in education left by previous reforms, make the implementation of FLP as a good help to narrow down the social differences and opportunities that years of disparity between public and private schools have left by the previous system. In this sense LEP, if it is well implemented, carried out and accepted by the stakeholder, can be an effective mechanism of broaden social boundaries.

1.1 Justification

Globally, foreign language acquisition (FLA) has expanded in recognition and practice as a result of globalisation. Different countries are becoming more varied, especially when they are more opened to international trades, or are becoming more global (Shohamy, 2003: 278).

Many governments have decided what languages should be considered as official languages, which means they establish what languages should be taught or used as a medium of instruction. Shohamy (2003: 279) makes a distinction between language policy (LP) and language education policy (LEP):

LP is concerned with the decisions that people make about languages and their use in society, whereas LEP refers to carrying out such decisions in the specific contexts of schools and universities in relation to home languages and to foreign and second languages. These decisions may include which language(s) should be taught, when, for how long, for whom and by whom.

LP may be carried out in official documents or implicitly within the school's curriculum. Chile is no exception in this area and has developed an official statement regarding FLT.

Shohamy (2009:186) points out the new approach to LP studies, this aims to examine and contrast what is stated "on paper" and the practical reality. In order to check how these two levels work, direct observation has to take place in order to collect evidence from stake holder's personal experience. It is this way to approach and analyze LP that I adopted in this study. The idea is to collect information from *de facto practice*, thus to see how people actually carry out the LP and how it is perceived.

Regarding the implementation of FLT, few studies connect LEP with actual learning even though LPs themselves are often complex, like in Chile or not much it is said on how people experience these declarations or policies which, in many cases, are very structured plans. LPs are developed out of ideas or motivations which are usually unknown to teachers or schools. For this reason policies fail while being implemented as teachers who are the first responsible to implement them in the classroom, do not know what lies under the declaration (Shohamy, 2006) One important question to be answered as I explore the policy and its implementation is:

- are teachers aware of the aims of LEP?

Students on the other hand are exposed to these plans such as the final aim of the LEP, so I also look to find out how

- do students value the incorporation of English as foreign language?
- what is the attitude of stake holders of what MINEDUC has done in the last seven years?

In the last 10 years some studies in the area of Teaching English as a Foreign Language in Chile have been done by scholars like Julia Menard-Warwick and Sandra McKay who have based their studies on how culture is taught in the classroom, the identity of Chilean English teachers, the incorporation of FLT in all schools in Chile, and, finally teaching English as an international language.

1.2 Scope

This study focuses in the design and implementation of LEP in a secondary school. First I explore the relevant aspects of the policy officially declared by MINEDUC of Chile and then how the stakeholders respond to the aims of the LEP. I also look for agreement between the declaration and what is being implemented, mainly based on the perception of teachers and students.

In geographic terms, Chile is considered an “island” due to its natural boundaries on its east by the Andes Mountains and on the west by the Pacific Ocean, but at the same time it is surrounded by only Spanish speaking countries. Chile’s total population is over 16 million people. Regarding education, primary education has been compulsory for every Chilean since 1965. Not until a 2003 reform was secondary school declared free and compulsory. The 2003 reform made the government responsible of ensuring access to secondary school. Therefore, the Chilean government provides and guarantees fourteen years of free compulsory education. The coverage of the Chilean Educational System is practically universal, like in most highly developed countries, showing enrollment rates that represent that reality. Enrollment in primary education reaches 99.7% of children

between 6 and 14 years, while the coverage of secondary education enrollment is 87.7% of adolescents between 15 and 18 years (Cox, 2003).



Figure 1. Chile's location in South America

The study takes place in a public school placed in Puerto Montt in the south of Chile, 1055 km. from the capital city, Santiago. It has a population of approximately 225.000. It has grown very fast in the last 20 years. Puerto Montt's economy has been based in agriculture, forestry and fishing for many years. In the last two decades the salmon aquaculture industry has made its economy stronger and has opened the international doors for foreign trade. Tourism has also developed in the last five years.

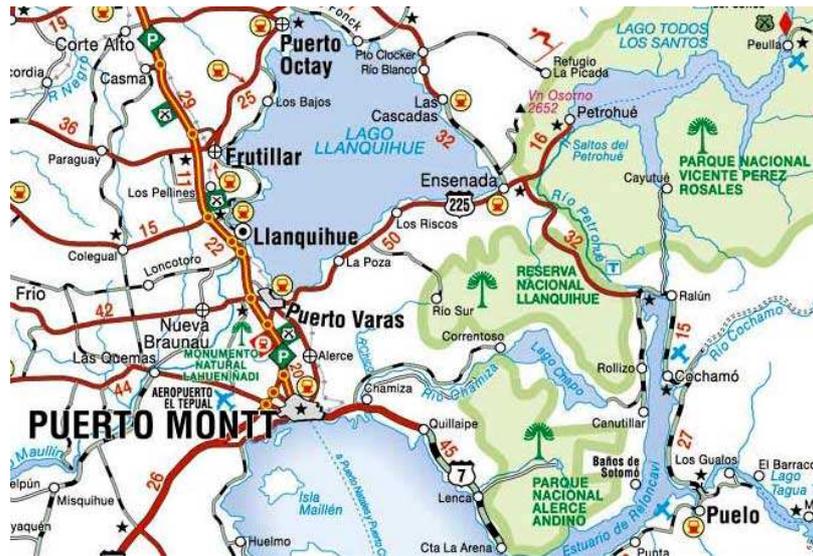


Figure 2. The geographical location of Puerto Montt

1.3 Methodology

Primarily, the method of research used in this study has been a literature review on LP and LEP as well as the revision of documents regarding LEP in Chile. The literary review has been done mainly from books regarding language policies and articles published by different journals which are linked to the topic of research. Some documents, and information regarding the management and implementation of FLT in Chile have been provided directly from the Ministry of Education and others are official documents available on the internet regarding the design of the LEP, aims and plans. This procedure intends to answer the first question of the research.

Secondly, the research explores the implementation of LEP in a public school. I chose to use case based study because it allows a detailed description and analysis of limited number of events, like class observation, interviews and surveys. All these bring to a full understanding of what is being observed. Although this method is not considered as representative to make general statements of the findings it is still an empirical inquiry that researches a real and contemporary phenomenon. (Yin, 2004). The study focuses on senior-level high school students' perception of the classroom implementation of FLT and the importance of learning a foreign language. I have chosen this level because according to the year of FLT implementation

(2003) these students should have an average of six years exposure to the English language, which means most of them, should have had English instruction since seventh grade primary school. This study also aims to explore on the knowledge teachers have regarding the aims of the LEP and their attitude towards it.

There were a total of 57 senior students who participated in the research and two teachers of a total of four. All the participants voluntarily accepted to be part of the study. As students who participated in this study were under 18 years old, parents were asked to allow their children to participate by a written statement which looks after the ethical requirement to run this type of studies. (see appendix 1).

On what regards to the procedure of data collection, I used three methodologies: surveys, observation of class and interview. The students' questionnaire has provided quantitative results in this study, teachers' survey, class information and the interviews gave qualitative results on LEP to this study. Teachers had to answer a questionnaire regarding their knowledge of the LEP designed by MINEDUC and how it has been implemented. Students' survey aimed to explore their attitude towards foreign language learning and how they valued learning English as part of their curricula -- whether they see it as a tool of expanding future opportunities, or simply as another subject among other questions. It is important to mention that the observation of classes was recorded as I was not present.

The total number of classes observed was six, but the collection of data I made it from four of them. The procedure was done within a month period. As I was not present during class observations, different interviews were conducted with the educators as well as a few students to see their perceptions of what it was done during the lesson. This was carried out with the purpose of expanding further inquiries that I might have while analyzing the data.

As mentioned, two surveys were designed to collect quantitative and qualitative information in relation to the implementation of LEP and the attitude of the stakeholders towards the policy. The students' survey (see appendix 3) was carefully developed by closely examining the LEP declared by the MINEDUC. The survey had a total of 47 items that asked students about three main aspects that the LEP officially declared as

well as collecting linguistic background information of the participants. The first item collected information on the opinion students have regarding class practices, the second item on how much students valued English and finally the opinion they had language standards. The teacher's survey (see appendix 2) was also divided in three parts. The first collects information on how much they know of the LEP, the second on the school language policy and finally how they value the implementation of FLP.

Chapter 2

The Basis of Language Policy

This chapter outlines the theory behind the investigation. I explain concepts related to language policy (LP) and language educational policy (LEP), and particularly those related to the incorporation of foreign language teaching (FLT) or second language acquisition (SLA) in monolingual countries. I aim to explain some factors that may affect the implementation of a particular language, regardless of what the LP establishes. It is important to understand that in the process of choosing, managing and implementing a particular language, things may not work. Due to the complex scenario, we can say that LP faces difficulties, as there are high chances that many will remain as well-built statements, but will never get implemented, or they may be implemented but not accepted by the community in which it is meant to be developed.

2.1 Language Policy

Currently, language planning/policy has extended from the choice of a particular language to other issues such as loss of indigenous languages, migration, the spread of English and supranational communities among many linguistic problems. Depending on the approach used, language policy and language planning are two terms used equally or interchangeably. According to Ferguson (2006: 1-11) 'language planning' denotes the academic discipline whose subject matter is the study of the choice of language practices. This term was widely used back in 1960's by governments whose aim was to find solutions to language problems made at a national level. Spolsky (2004: 8) sees these two terms differently. He differentiates language planning from language policy. LP represents the either over cover choice of a group of people, government or any linguistic community. In the case of governments, policies are often stated in constitution, laws or implicitly applied in education curricula. But not every nation has declared its language choice in

official documents. Such covert policy is easily understood by examining the socio-cultural practices of the populous. The United States exemplifies covert language policy, as it is a nation that has not formally declared English as the official language, but by means of medium of instruction, government and the media et cetera, English is recognized as the main language.

Spolsky (2004: 5-15) identifies three components of language policy: *language management, language practices and language beliefs or ideology*. When it comes to a new policy or any language decision, this will go through these three levels. It is at the management level where the policy is designed, generally in a top-down way. According to Shohamy (2003: 281), this means that its design by one particular organization, person or institution, whereas a down-top design is done by the speakers' choice of the language. Language practice is the choice that individuals or people make regarding a specific language, which may or may not match what the managers have decided regarding the language chosen. The final level is ideology, that is to say, what people think of language or LP. If any of these levels works differently from another, then the entire cycle breaks.

2.1.1 Language Management

Language management is understood as the intervention that a person or a group of people make in language situations; namely, the implementation of what LP has stated (Spolsky 2006: 11). There is not just one type of language manager. It can vary depending on the level or the context at which the LP operates. Some examples of contexts are nations, classrooms, or simply a family among others, in which language use may be intervened or determined. Managers could take the guise of a government, teachers of family members, given the variety of different contexts.

Kloss (1969) makes a distinction within language management. He divides it into two branches of activity: corpus and status planning. Corpus planning refers to the level at which language experts determine the norm and codification of the language. Codification is accomplished by implementing dictionaries, literacy manuals, writing guides and pronunciation, effectively establishing the linguistic form of language. Status planning has

an administrative connotation; it is found in laws, clauses, constitutions and regulations. According to Spolsky (2004: 11), “it refers to the appropriate uses for a named variety of language”. In other words, as explained by Ferguson (2006: 20-1), “status planning addresses the function of language(s) in society, and typically involves the allocation of languages to official roles in different domains – government and education”. At present, the terms are inseparable; one will lead to the other. They are usually driven by political considerations rather than language aims.

2.1.2 Language Practice

Language Practice is deeply embedded in social context. It regards the individual choices that speakers make to code messages according to social patterns. Languages can embrace different levels of formality and agree with social rules depending on the communicative context. This choice can also function as evidence for the age, gender, social class, origin and attitude of the speaker (Spolsky 2004: 9). Language practice can serve as a means of social mobility as well. It is usual that language practice is promoted at school levels. Teachers commonly show pupils the shape of the language in an educational setting. It is at school that language practices are regulated. It is through education that we see the instruction of language practice; therefore, schools constitute one of the key agencies of socialization.

2.1.3 Language Ideology

Language Ideology (Spolsky, 2004: 14) refers to ideas; thoughts that members of a community have regarding language practice. An ideology forms when the thoughts on practice are shared and the resultant variation achieves widespread value and prestige. Thus, the standardization of language becomes important for socio-economic reasons (Ferguson 2006). This standardization refers to “standard language ideology,” which is usually promoted by the media, government agencies or prestigious opinion formers and is highly valued by the speakers of the language (Milroy and Milroy 1998). Generally it is

highly valued, conceived as correct use of language and identified with the national language of a particular nation. Additionally, it can build identity by bringing pride to those who achieve the standard form of a particular language and, more importantly, it can mean social mobility.

2.2 Language Education Policy

Education plays an important role for LP. It is through formal education that languages are shaped. LEP is described by Shohamy as a mechanism through which ideology is meant to turn into practice or practice into ideology. “LEP refers to carrying out LP decisions in the specific context of schools and universities in relation to home languages and foreign languages” (Shohamy 2006: 76). LEPs are mechanisms that are usually managed by governments, organizations or groups who promote the aims and procedures in which LPs are carried out. This top-down manner of promoting LP is the most common, and it usually finds very little resistance from stakeholders.

2.2.1 Agents and Participants of Language Education Policy

In order to carry out LEP, there are agents (including teachers, principals and inspectors) who are responsible for implementing the LEP in the educational systems, classes, schools and districts. Students are considered participants. Generally, agents do not take part in the design of the LEP. Neither the agents nor the participants get direct instruction from the managers of the policy. Therefore, agents often associate LEP with their job and do not consider how the quality, appropriateness, relevance or validity of that job is reflected in participant comprehension (Shohamy 2006: 78).

Schools are mainly the places where LEP take shape and where we can find many participants such as:

professional administrators like principals, department heads in schools, provosts and deans and chair in universities, owners and managers in private

schools – who may be selected from the same group as the teachers, and who may be responsible to authorities outside the school for management of its educational and language policies (Spolsky 2006: 93).

There are different types of schools that vary according to their administrators. Spolsky describes three main types of schools. Self-managed schools are one type and are very rare since they do not account for parent-participation or ideas regarding curricula or language choice; although, they can function as such depending on their economic support. These schools are generally organized by teachers. Another type is the locally-managed school, which are administered by parents or local authorities, and finally there are externally- managed schools that are administrated by their own local school board, city wide, or regional (Spolsky 2006, 97).

Teachers play a major role in implementing LEP as it is in the classroom where the policies are finally carried out. Although their work is vital to a successful result of the policy, they have little to no participation in the planning of curricula. Furthermore, most teachers are not trained in LP or LEP, so their ability is quantitatively diminished. This is usually a problem as they do not take part of the design of the policy. Usually LPs have covert aims that teachers ignore, and it is their duty to transmit what is written in the LEP into the class-room. In other words, authorities design what has to be learned by students and teachers have to realize these ideas through their teaching practices without understanding of what has to be carried out. Regarding this possible mismatch, Auerbach states “classrooms can be seen as sites of struggle about whose knowledge, experiences, literacy and discourse practices, and ways of using language count” (2000 178). Ironically, the passive role assumed by teachers in planning does not translate to implementation. Garnished with authority over the execution of the curriculum, the teacher advances to the most active of roles. Wielding the power of influence, they inflict the curriculum on the participant, often with wanton disregard to the effect – for better or worse (Shohamy 2006: 142).

Unfortunately, students have no participation in LEP planning or design; yet, they are directly affected by the decisions made. Their language practices and beliefs are

directly modified by the implementation of the policies while they interact at the educational level. Students are a complex group to analyze as they vary in dimension. In linguistic terms, students also differ in the variety of language they use and their level of proficiency. Context is also important when it comes to understanding this group as they come from different families, which affects their language choice and development. Furthermore, each person is highly affected by their proximities and it will invariably affect their beliefs about language and the values they assign to exposed or learnt language varieties (Spolsky 2006: 91).

2.3 English as Foreign Language

Globalization is an important reason for many changes that have been taking place around the world, especially regarding social issues such as education. But this phenomenon is not linear. On the very contrary, Held (1999: 27) describes that it:

can be best understood as a process or a set of processes rather than a singular condition. It does not reflect a simple linear developmental logic, nor does it prefigure the emergence of a world community. Rather it reflects the emergence of interregional networks and systems of interaction and exchange.

Consequently, as globalization has become a phenomenon that has not just affected the cultural behavior of most societies, but has also made a great impact on language as people deem it necessary to find a way of communicating with those who do not share their primary language (Wright 2004: 7). Today's solution has been to adopt English as a medium of communication as this language is considered a *lingua franca*, because it is highly associated with the global market, technology, science and academia, among other areas. For this reason, most countries introduce English as the foreign language to their students besides their official language with the aim of improving student's future academic and professional development. The incorporation of FLT is usually implemented at an early stage of education like primary school, all the way to through secondary school (Shohamy 2006, 81).

Unfortunately, acquiring English as a foreign language means opportunities for some, but not others, as not everyone has the possibility to adopt or be taught in this language. For this reason, Shohamy sees English as the representation of inequality, as those who are exposed to and learn English have different chances compared to those who do not (2006:142). It is for this reason that countries choose English above other languages to incorporate in their LEP. It is a way to broaden people's future chances as English is becoming more and more widespread throughout the world.

Another important decision when choosing English, is the variety that will be adopted, as it is known that there is more than one. Students can be exposed to British English as well as American English. This determination will affect the materials used and the method of evaluation when it comes to learning. Apparently, there is no particular reason why a country would choose one English variety over the other, but some authors like Shohamy and Spolsky among others, suggest that political reasons would explain these choices.

Chapter 3

The Language Policy and Educational Context of Chile

This chapter explores the overt policy on teaching English as a foreign language designed by the ministry of Education of Chile (MINEDUC) as well as the development of language and the changes in education. I aim to present the central ideas of the language education policy (LEP) and how its mechanisms aim to implement the ministry's goals. This chapter is the foundation of understanding the data collected and the discussion of chapter four, as it is relevant to fully understanding the key factors within the declaration, education and language teaching in Chile. To explore LEP is also important in order to contrast the attitude and value of the participants (both teachers and students) towards the implementation of English as a compulsory language to be learned by students throughout their primary and secondary education.

Some of the information provided in this chapter has been given to the researcher by the Ministry of Education of Chile; and other I have found it in officially published documents in MINEDUC's website (www.mineduc.cl).

3.1 The Development of Language Teaching in Chile

Chile has been declared Spanish speaking country. Spanish has for years been the official language of the country, which has left several minority groups at a great disadvantage, throughout the years very little has been done regarding languages other than Spanish as it is the only medium of instruction in education as well as the only language used by the media, business and politics.

In terms of foreign language teaching it was not until 1998 that English became part of a national educational policy in Chile; before that year, two different foreign languages were commonly taught, French and English, but neither of them were compulsory. English did not have a curriculum nor a syllabus for school teachers to follow,

nor a list of contents or objectives to be achieved. If schools taught any foreign language, it started in seventh grade with an average of three periods per week. Teachers' practices were not defined by MINEDUC; as a result most of them used a strong grammar orientation and grammar translation approach in their classroom practices. Very little attention was paid to the development of the four communicative skills, except for reading and writing, but this was based on translation more than developing communicative skills (MINEDUC, 2010)

In the past there was no formal link between training institutions like universities and the Ministry of Education, and as a consequence there was very little coordination between professional preparation and classroom practice regarding LEP. Furthermore, English teachers who worked in public schools did not have the possibility to update their knowledge or improve their professional development as there were no courses or training in the last 20 years. Classroom practices were also affected as classes were large in number of students, which does not facilitate to the actual learning of any language. Students did not have access to any other linguistic resource as it is today. They did not receive textbooks, classes were conducted with the pedagogical materials provided by teachers, so English was a subject with no clear guideline. On top of what I have mentioned, before the reform, there was no coordination among schools. In other words, each school determined and designed its own LEP regarding FLT. As a result, English was not compulsory in either primary or secondary education. Not many public schools taught English in their curriculum. (Information provided by MINEDUC, 2010), which increased the educative gap between private and public education.

Today, Chile, as many other monolingual countries, sees the demands for its students to graduate from the educational system with diverse and multiple skills. The country has experienced these changes as a result of its integration into the global world which has affected education in many areas. Another important fact to officially incorporate a foreign language into school curricula deals with the intention of providing quality and equality among all students, regardless of their social status or the type of school students attend. Today every public school, and by extension every single student, has foreign language access. This is what is relevant for this study (www.mineduc.cl)

The Chilean government has shown concern on future demands that every student will encounter. For that reason MINEDUC has officially declared that every student who graduates from public education should have knowledge of a foreign language. This will allow them to successfully confront several communicational situations in their future. It will at the same time promote the active participation of these students in higher education, not just in national universities, but international ones as well. The acquisition of a foreign language promotes better opportunities in the working world. In this context, the teaching of English language happens to be particularly important given its wide international use in general communications and particularly in the areas of commerce, technology and science (www.mineduc.cl)

3.2 Aims and Purposes of the Language Education Policy in Chile

MINEDUC states that the main purpose of the incorporation of English as a FL to every student's curriculum is to give them the necessary skills to use the language as a tool that will allow them easy access to information, as well as the ability to solve different communicational situations both orally and written. By the acquisition of another language, the policy aims, towards the personal formation and growth of each student as well as the instrumental development of language for academic, work and leisure purposes. MINEDUC promotes the acquisition of another language by promoting the development of superior cognitive abilities as well as the development of understanding and accepting different life styles or ways of thinking.

The policy declares that the learning of a foreign language should be constructed progressively, which implies the exposition, reiteration, expansion and enrichment of oral and written linguistic experiences in the foreign language, in this case English. The exposure of students to foreign language starts in primary school, but as this study focuses on secondary school, it will cover only the specific objectives of fourth year as the informants belong to this level. Students of secondary education are exposed to a progressive construction process: the learning acquired in primary education is reinforced, deepened and amplified. The main focus is the development of language abilities.

Additionally, the vocabulary development plays an important role. It pursues the comprehension of 3000 words as a goal for students in their last year of secondary education, words that should include frequently used vocabulary in oral and written texts and thematic vocabulary. The vocabulary should be chosen from those that the students will actively use, considering their reality and communication necessities.

In this focus, where the development of abilities and vocabulary are privileged as key learning, the study of grammar is not the main objective of learning or evaluation but a content that supports the comprehension and the production of language. Like that, the *morphosyntactic elements* that prevail in texts that students read and listen to are not an objective of exhaustive study or explicit teaching. It is expected that they achieve a receptive use of this contents that contributes to the better comprehension of the texts they listen to or read in English. However, the morphosyntactic contents that appear in the oral or written texts that students produce must be explicitly taught, since this is what they will need to use actively when they speak or write in English¹.

The policy is aligned with international parameters of the Common European Framework of Reference for Languages (CEF)². Contents have been selected in accordance with the nature of language skills to be developed which are taught and learned in integrated processes.

The LEP describes six Fundamental Objectives. The first four define the expected development of listening comprehension, oral expression, reading comprehension and written expression. The fifth defines the minimum expected vocabulary to be learned yearly by students. The sixth refers to the personal formation and development promoted in this sector. These objectives, with the exception of the lexical objective, have been formulated by considering courses of two school years, in other words, for primary fifth and sixth years primary seventh and eighth years, secondary education first and second levels, and the last two levels of secondary school, third and fourth levels. The organization of two years was

1 A more detailed explanation of this sector focus can be consulted in the Mineduc article, UCE (2009) "Foundation of the Curricular Adjust in the sector of English as a Foreigner Language", www.curriculum-mineduc.cl.

2 The range of descriptions present in the CEF allows contextualizing the learning pointed in the levels A2 and B1 to our reality and aligning them to the ones proposed in the curricular frame to primary 8 and secondary 4, respectively.

designed because the learning of a foreign language is a progressive, slow and complex construction that requires a long time to be developed and consolidated.

Besides instrumental objectives, learning a foreign language pursues formation and personal growth goals. This is shown in the Fundamental Objectives that point to the discovery and acknowledgement the of presence of other cultures and valuating of the national identity roots in an ever more globalised and interdependent world. This objective and other fundamental objectives encourage in students the ethic formation, mental development, and personal growth in relation to their environment and the development of one's self assertion. Foreign language acquisition is seen by MINEDUC as a special feature of future opportunity. So the selection and treatment of the contents as in the methodological proposal to the nurturing of every linguistic skill is crucial when it comes to language teaching (Ministry of Education, 2010).

3.3 Actions to Promote the Language Education Policy in Chile

In 2003 the minister of education of that time, Sergio Vitar, proclaimed that "education is the wealth of Chile and English opens the doors to increasing that wealth". (Vitar, 2003). Since then, the educational reform has made English compulsory for eight years of school and an average of 3 hours per week. The number of hours will depend on the school grade, which go from two hours per week up to five depending on the level. All this requires more teachers of English and who are well trained to teach from primary to secondary school, who can accomplish the goal of turning Chile into a bilingual country as the policy aims to do.

Public education lacks the resources to teach languages, and for that reason the ministry has provided textbooks that in many cases and for many schools those are the only material that the teacher has to teach English. Vitar (2003) declared that in 2003, 635.000 English textbooks were distributed to students at the fifth and sixth levels of primary school, together with 19.490 teachers' books with their respective tapes. Throughout the years the ministry sought to distribute textbooks to every student from primary and secondary school to optimize the learning of English.

Nevertheless, to carry out any LEP at a national level and to provide good quality in education, a careful plan had to be devised to promote English language teaching throughout the country. Three main actions were implemented to assure the functioning of the policy. First, to establish learning standards based on the Chilean curriculum but alienated to international ones as well. Chile has adopted the European standards established by the association of language testers in Europe (ALTE). The aim of this procedure is to provide to teachers and students with a clear outline of what has be taught and learned.

Second, to strengthen the professional development of every teacher, especially those who regardless of their lack of preparation to teach English, have adopted this role. It is very common to find these professionals in primary schools. Training is meant to update English teachers in areas like methodology and assure that every teacher, who teaches English has accomplished the language standards required by MINEDUC. According to MINEDUC the number of teachers trained in 2009 has increased three times since 2003 and 4,526 scholarships have been given to teachers from 2004 to 2008.

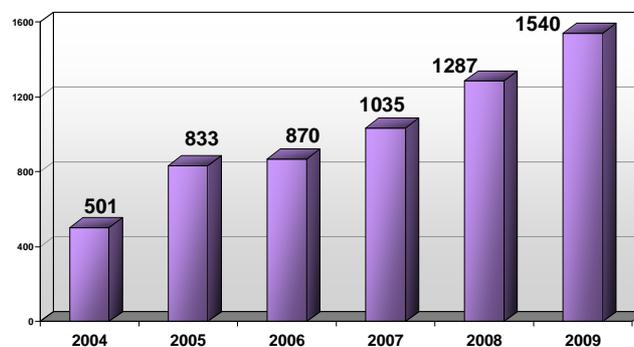


Figure 3. Growth of Professional Development Courses (Ministry of Education of Chile, 2010)

Third, the reinforcement of every school regarding English teaching, this procedure aims to help schools to improve English language teaching, by implementing a number of procedures such as:

- placing native English teachers who should give support to local teachers and stimulate students to learn the language on a daily basis;

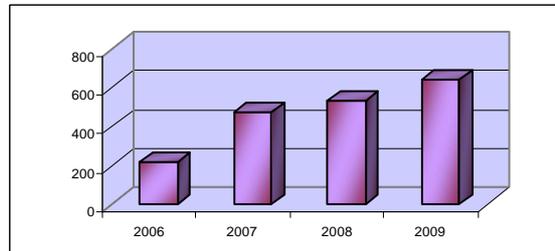


Figure 4. National Volunteer Center Growth (Ministry of Education of Chile, 2010)

- debates competition for high school students, which aims to develop confidence in oral expression centered around presentation, persuasive argument skills and analytical analyses;

Year	N° Regions	N° Schools
2005	2	49*
2006	13	438*
2007	13	669*
2008	15	418
2009	15	403

Figure 5. Growth of the Public Speaking Competition (Ministry of Education of Chile, 2010)

- Semester abroad for Future English Teachers, a government-funded scholarship for undergraduate students pursuing an EFL Teaching degree at private or public Chilean universities

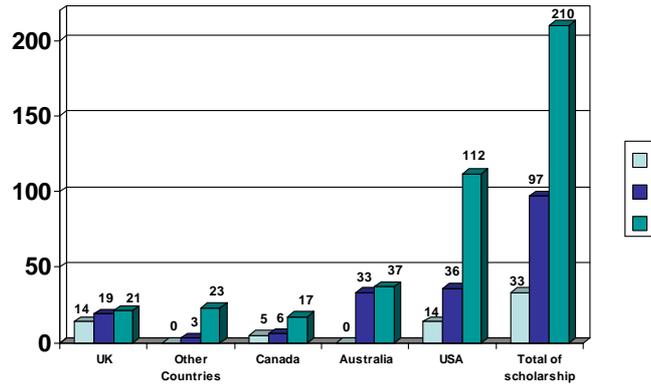


Figure 6. Semester Abroad Growth
(Ministry of Education of Chile, 2010)

- English Immersion Camps designed to give talented Chilean high school students the opportunity to practice English in authentic environment throughout interactive activities.

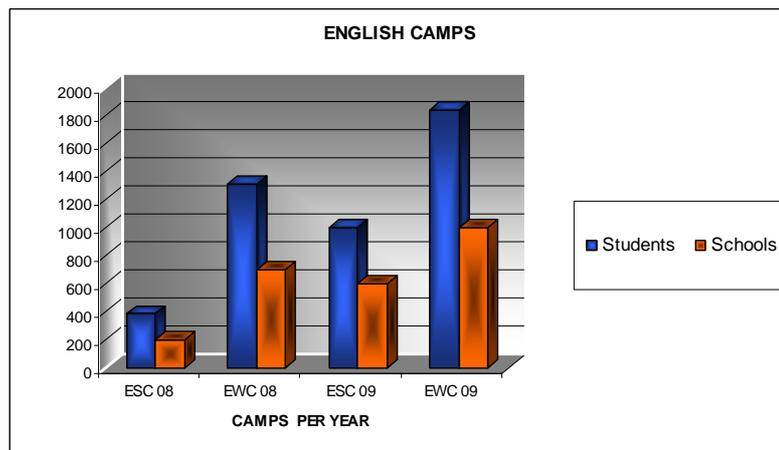


Figure 7. Camps growth
(Ministry of Education of Chile, 2010)

3.3.1 English Opens Doors

While the official policy encourages students to acquire *any* foreign language, in practice 'foreign language' is synonymous with 'English'. In order to accomplish the aims and purposes of the LEP designed by the Chilean government, MINEDUC created the English Opens Doors Program (EODP) in 2003 to improve English-language teaching and

learning among primary and secondary school students who attend public and subsidized schools. EODP is understood as a mechanism that coordinates the implementation of the policy by controlling the possible outcomes concerning the three main participants when it comes to implementation: schools, teachers and students.

Students are meant to be evaluated to measure their learning according to the standards set out by MINEDUC. These tests should be taken by Cambridge-ESOL examinations in eighth grade of primary school and 4th year of secondary school in order to examine their performance, and as a way to assure they have reached the international standards established by MINEDUC. The ministry says that for students to achieve better performance in English they should be stimulated by their teachers to speak English, practice reading and listening comprehension and use different evaluation methods in the classroom to measure a student's achievement.

Teachers are also evaluated, as they need to be proficient in order to teach English to students. MINEDUC sees the necessity of high level teachers for improving student performance. Teaching practices make all the difference in students' learning and for that reason teachers are meant to be tested not just in their language performance, but in their teaching skills with Teaching Knowledge Tests (TKT). These tests focus on the core teaching knowledge needed by teachers of primary, secondary, or adult learners. It includes three modules: firstly, language and background to language learning and teaching; secondly, planning lessons, and the use of resources for language teaching; and finally, managing the teaching and learning process. In order to guarantee the effective implementation of the LEP, EODP fosters EFL teachers' professional development as a way to promote better teaching practices and language learning. Therefore, teachers participating in EODP have access to a number of opportunities according to their language skill level. Teachers can be trained through ALTE courses which provide language preparation as well as methodology and microteaching for teachers who work in primary or secondary levels. Secondary school teachers can take methodology training and primary teachers can either take specialization courses or language training which is considered as post degree level.

EODP also gives support to schools. According to the information provided by the ministry, schools get interactive materials as well as audio visuals and text books.

EODP also provides articles, aimed at improving the work in the classroom, published monthly. Schools are also encouraged to participate in public speaking competitions, in 2009, a total of 403 schools participated. Debating competitions aim to develop secondary school students' confidence in oral expression centered on presentation, persuasive argument skills and analytical analyses.

Chapter 4

Analysis of the Results and Discussion of the Data

After the analysis of the data collected, this chapter is to present the different results. As the data has been collected under different procedures, each of them will be presented individually in order to draw conclusion in the last chapter. The first part presents the qualitative analysis of the teachers' survey. Teachers as mentioned before, are crucial when implementing any LEP, it is in their hands the understanding of the policy and transmitting it to students. Teachers must be completely familiarized with the aims and procedure of LEP when carrying it out. The information given by teachers showed how aware they are of the aims of LEP, as well as the attitude they have towards the implementation of English as a foreign language and how much they value the policy.

The second section deals with the quantitative results (see appendix 6) of the survey conducted to 57 high school students. These students provided information regarding their appreciation of class practices, the importance of English and the evaluation on their own linguistic performance in English regarding the national standards.

Finally, the results of class observation provided important information regarding the knowledge of teachers on the LEP, attitude of teachers and students towards English and the value of the policy. All these features were analyzed by direct observation of classroom practices and interviews conducted on the informants. Class observation was used to validate and support what was expressed by teachers and students in the surveys.

4.1 Results of Teachers' Survey

The conducted study took place in one school in which four English teachers were found, but only two of them voluntarily agreed to participate in this research. Both teachers answered a survey which explored three areas. The first part of the survey aimed to collect information on how familiarized these teachers were with the national language

policy after seven years of implementation. The second part explored whether the school has changed or adapted the policy on teaching a foreign language; and the final part looked at the effects and values regarding the policy.

For ethical reasons the names of both teachers will be kept anonymous, thus they will be named as Teacher A and Teacher B. Unlike some teachers in Chile, the teachers who took this survey received university degrees in the education of English. Teacher A has taught English for 20 years and Teacher B for 6. Both declared to know the policy on foreign language teaching designed and implemented by MINEDUC.

The results showed that regarding the reasons why Chile has carefully adopted a LEP by including English teaching as a foreign language, both teachers agreed on the fact that in the last 20 years Chile has joined different international trades, which places the country in a position of easy access to education, information and job opportunities in countries that speak other languages; for that reason, English is the language that will prepare students for international opportunities.

Teacher A also mentioned globalization, and how Chile has taken part in it since 1990. The restoration of the democracy from Pinochet's regime, not only brought new challenges in education, but it also opened the country to the world. By analyzing what has taken place I can state that the incorporation of English language to the curricula means equality and quality for students of the public sector as private schools had already incorporated foreign language education. Teacher B mentioned the importance of internet and ever-expanding technology, where English is the predominant language used. Finally, Teacher B mentioned the development of tourism which leaves Chile with higher chances of being visited by foreigners, something that will demand citizens in good command of English.

Although the policy sees the necessity of including a foreign language as a requirement of global world, it does not overtly mention international trades, technology or tourism as specific reasons to design and implement English as a foreign language. These three areas are mentioned by both teachers, they perceived them as key to develop LEP. International trades have widened the natural boundaries of the country. Thus teachers

value English as an international language that fulfills the necessity or challenges of Chile in the present time.

Teachers were asked about the key features of LEP, and both of them provided different answers. Teacher A mentioned as an important issue the fact that English as foreign language has to be implemented in every public and subsidized school starting from seventh grade as compulsory, but they should expand it to earlier levels like fifth and first grades of primary education. Teacher A also mentioned that the new LEP reinforces English as the only foreign language to be taught. As it has been mentioned before, until 1998 there were mainly taught two foreign languages: French and English. The new LEP leaves French or any other foreign language out of the student's curricula. Teacher A also highlights the fact of having more hours per week to teach English which helps to accomplish the objectives drawn by MINEDUC.

Nevertheless Teacher B did not mention important aspects of the policy regarding its implementation at the school level, but did highlight other aspects such as the importance of English as a tool for professional development. The new resources dedicated to different programs that promote English among teachers and students are also mentioned. Teachers can participate in training programmes and students can attend regional or national public speaking competitions. Teacher B also mentioned the possibility for schools to have native English teachers and the distribution of textbooks among students and teachers to facilitate the learning and teaching of English.

Chile, like other monolingual countries, has explicitly implemented the acquisition of English as foreign language, which is clearly known by these two teachers. They seem to be aware of the changes and the mechanism to the successful implementation of the policy. They mention the following changes which are meaningful considering the longevity of Teacher's A career::

- texts books are given to students and teachers from public schools
- teachers are evaluated in their teaching skills as well as their language proficiency

- the creation of English Opens Doors Programme (EODP) supports and promotes teacher training and specialization
- teachers of English are hired dependant on their major in English language
- implementation of “language camps” for teachers and students alike
- scholarships for teachers of English to be trained in English speaking countries.

These procedures, stated and implemented by MINEDUC, are highly valued by teachers who by mentioning them have shown their awareness to what has been designed in order to improve LEP. Regarding professional training, MINEDUC declared that within the last 20 years, English language teachers had not had any possibility of training or updating their teaching nor language knowledge (Ministry of Education, 2010). Currently, teachers have different possibilities to update and measure their performance in English and as language teachers. It is important to mention that the survey does not really show in great depth how teachers value the current policy on foreign language teaching as the survey mainly seeks to answer how aware teachers are of the language policy and its mechanism to implement English in the curricula. The value of the policy is observed throughout the interviews conducted with both teachers.

In general, both teachers interviewed were knowledgeable about the current policy. They also declared to know about the reform’s directions for Teaching/Learning of English as a Foreign Language, especially about the changes the policy has implemented in order to carry out the LEP. Nevertheless there was some specific information that seemed to be confusing for Teacher B. A good example: the description of the standards that students have to develop, especially when it comes to the language skills that must be developed throughout the school years. The policy is very clear; it says that students should develop the four linguistic skills: reading, listening, writing and speaking. Each one of these skills is carefully explained, especially the first two as there is great emphasis on the abilities such as reading and listening to then develop the other two.

It is surprising that Teacher B only mentioned the development of reading and listening as it is in their hands to promote the learning of the other two linguistic skills, as

students should be encourage to produce oral and written texts in their language classes as well, even if these two skills are not central in the last year of high school. Regarding the standards that students should accomplish, neither of the teachers specified this point as the policy established. Teacher B pointed that in 2011 students from eighth grade primary school and fourth grade secondary school will be evaluated by international standards those that the association of language testers in Europe (ALTE) has set. In other words eighth graders should accomplish the standards measure by the Key English Test (KET) and students of fourth year of secondary education should pass the Preliminary English Test (PET).

Teachers are also evaluated and will have to take language tests in order show language competence. According to LEP teachers should be one level above students, which means, teachers who work in primary education must have PET level and those who work at secondary level should qualify with the First Certificate Test (FCE).

LEP implemented by MINEDUC establishes the following standards for secondary schools according to each linguistic skill, yet, none of them were mentioned by either teacher:

- Reading comprehension: by the time students finish their secondary education they will be able to read different types of texts on a variety of topics and complexity, *in exemplum*: headlines, comics, recipes, short stories, and journals *et cetera*..
- Listening comprehension: students will be able to understand recordings spoken by native English speakers as well as the messages produced by their teachers, *in exemplum*: dialogues, poems, riddles, instructions, warnings, *et cetera*.
- Speaking: students will be capable of structuring questions and answers with the correct pronunciation and intonation. They will produce messages like greetings, instructions and invitations.
- Writing: students are capable of writing what they hear or read as well writing simple grammatical sentences in order to express preferences,

agreements or answer greetings or invitation among other communicative messages.

Since the incorporation of the LEP which declares English as a compulsory subject, textbooks are provided to every student and teacher to facilitate learning and teaching. Regarding this point, both teachers agreed that “textbooks are provided and paid by the government so every student from public/subsidized schools has free access”. This material is always available for teachers to develop their classes. Teacher B says “the use of them in the classroom is not mandated”. Teacher A does not corroborate Teacher’s B statement. The government does not pressure teachers to use these books, but their creation and equal distribution is definitely seen, by MINEDUC, as a guideline to carry out the policy.

The creation of EODP is the result of the government’s awareness of the lack personnel to implement English teaching throughout the country. Some teachers do not reach the language proficiency standards required by MINEDUC which are aligned to international standards. Therefore this programme has been in charge since 2003 to provide training and a close follow up to teachers who, regardless of their preparation have taught English in different schools. The programme adopted the standards of ALTE regarding the linguistic competence teachers should have; in fact, this seems to be well known by both teachers according to their surveys. Both teachers also declared that the training programmes are beneficial, as “training is connected to financial incentives as well as obtaining higher education degrees”.

The teachers also declared to know about the existence of teacher networks which create a space for educators to share their experiences, methodology, and educative material, or interact with other English teachers who work in the same community. These meetings keep close communication among teachers, but this space is not widely used.

Another important issue these teachers declared to be aware of is the fact that “the Chilean government has specific funding designated to support and improve English as a foreign language especially with regards to the support for the development of English textbooks, and to recruit or strengthen the training of teachers in English”. Teachers are

aware of the efforts and financial increment regarding the improvement of English teaching. MINEDUC understands that in order to successfully implement the LEP, investment is important as English language teaching has to be implemented, improved and updated equally along the country.

Chile has a centralized educational system, and for that reason we find the LEP designed as a top-down policy; it has been designed, managed and controlled by central authorities. Nevertheless the policy gives school some freedom to administer the policy. According to Teacher A, the school studied, developed its own strategies to carry out the implementation of English which contradicted the statement given by Teacher B, who said the opposite.

The second section of the survey explores whether the school has modified the original policy while implementing it or created its own regulations to carry out the LEP. Analyzing the answer given by teacher A, the only modification by the school regarded the number of hours per week that each level has for the acquisition of English. It can be appreciated that the surveyed school does not have its own policies to develop the practice of teaching English, so the school followed what MINEDUC declared and established despite of teachers' opinion. The teachers soundly agreed that three hours per week is not enough to prepare their pupils for the educative demands they will face once graduating from high school. This seems to be a major problem, if in the near future English knowledge becomes a required prerequisite for University admission.

The last part of the survey asked teachers to rate the progress of the policy on learning English as a foreign language over the last seven years. This part of the survey is based on the perception of those interviewed, and how they valued the management done. In general, both teachers saw positive changes in the recent years. They positively value the overt implementation of the foreign language policy, especially when it has worked towards the improvement of the students' learning the four basic linguistic skills.

They also valued:

- the improvement of the quality of teachers,
- the development of in-service training programs,

- the distribution of textbooks for students and teachers,
- the increment of the public budget to improve English as a foreign language reform,
- the opportunities that teachers have to study in English speaking countries,
- the evaluations of English teachers, because the results are a good source of feedback,
- the improvement of the English curriculum.

As they positively valued what has been mentioned, they also find poor or insufficient certain areas of the policy as “they feel that some areas need to be improved”, some of the aspects are connected to evaluation as they are not standardized nationally, and they also give a low rate to the support given by native English teachers and the incorporation of new technology such as e-learning, software to their teaching practices.

Finally, both teachers agree on some challenges faced by the managers of the LEP. Although training programs have been implemented, there is some resistance from teachers to attend them. Unfortunately, for most teachers there is lack of time for professional development because educative institutions do not allow extra time to participate. Due to this reason, teachers usually have to give up their family time to attend professional training. This low participation rate explains why teachers do not update their methodologies or use new technology in their classroom instruction.

It is also expressed that, in general, public schools have not been implemented with the appropriate tools to teach foreign languages which makes it more difficult to accomplish the objectives laid out by MINEDUC. “Lack of financial resources” is valued as very high, which contradicts the increment of the public budget declared previously. Although the government has invested more money in recent years, there is a perception from teachers that there has not been an increase to support of them directly.

4.2 Results and Discussion of Students' Survey

4.2.1 Results

This section presents quantitative data generated by 57 students' responses to a survey (see appendix 5). The survey aimed to collect the opinion of students with regards to the main aspects of the LEP. In particular, questions respecting the incorporation of English into their curricula and how they value learning a foreign language as a tool that would be used in their future professional and educational development as the LEP establishes.

Table 1 (see appendix 6 section A) presents the basic information of the students regarding the number of years they have studied English. Table 2 (see appendix 6 section B) shows how they rank their language proficiency in each one of the four skills. Table 3 (see appendix 6, section C) presents results on questions related to English classes and their learning process. Table 4 (see appendix 6, section D) presents results for question regarding the value of learning English language and Table 5 (see appendix 6 section E) shows what they think of their performance regarding the standards declared by the policy.

The survey provides quantitative results to this study based on the senior high school students' perceptions of the implementation of the LEP. Every participant has voluntarily agreed to answer the survey with parental authorization. Every student surveyed sat in the surveyed teachers' courses. Therefore, the results can be considered meaningful due to the connection between policy, teacher and students.

As this survey is based on perception, it was important to choose students who have had a good number of years of English lessons, which entitles them to have a strong and solid opinion of the language instruction they have had in all these year. The policy was first implemented in 2003 nationally, thus the surveyed students' should have an average of 5 years of English instruction. Most should have started from the sixth grade of primary school. Table 1 provides this information (see appendix 6, sections A).

The first part of the questionnaire collected information on the linguistic background of the participants such as the number of years they have studied English, the

grade in which they first started English instruction, their proficiency in different linguistic skills and the number of hours they dedicate to study English. Each student had to rank from 1 to 5 their proficiency on each skill, 1 being deficient and 5 very good. (see tables 1 and 2, appendix 6 sections A and B).

The second part collected the student's perception of the LEP in a 5-point likert scale. The selection of the scale was based on the possibility of having responses that might show a neutral perception of certain topics. The scale measured the level of agreement that students had on different areas of the policy. These levels go from 1, meaning strongly agree, to 5, representing strongly disagree 3 being the neutral response (Kikuchi, 2009:178). Students answered according to what they think of their English classes (see table 3, appendix 6 section C).

The third part, as well as the second and the fourth, collected the pupil's opinion in a 5-point likert scale. This part of the survey aims to understand what students think of learning English as a foreign language and not other languages (see table 4, appendix 6 section D)

Finally the last part surveyed on specific language standards and how much these students thought they accomplished in the years of instruction (see table 5, appendix 6 section E). The results of percentage are given in parentheses and the raw numbers represent actual number of students who chose each alternative.

The first part's result show that 76% of students interviewed have had an average of 7 years of English instruction (see appendix 6, section A), which confirms what I have previously predicted, that it was meaningful to collect information from senior students as they were more likely to have been exposed to longer English instruction under the changes implemented with LEP designed and managed by MINEDUC.

English linguistic competence is ranked by each student according to what they think is their proficiency. In general, the ability best evaluated is reading with 68% of the informants think they can read English very well or well. This contradicts what is established by MINEDUC as students should develop the four linguistic skills equally. Listening comprehension is the lowest skill ranked, as 43% of students think their listening comprehension is either deficient or basic. The analysis of the production of language found

that a high number of students find they have low proficiency when it comes to their oral output. Only 28% of the students interviewed said they speak English very well or well, and 31% stated it is basic or deficient. Writing was better evaluated than speaking, but still lower than expected, with 45% of students said they can write English very well or well, and 37% have declared that their written ability is not bad, but not good either. Although MINEDUC is very clear on encouraging the learning of the four linguistic skills, this is not perceived by students as have different levels of competence for each skill.

In order to better understand the data, the results of the responses were combined. Percentages that will be given in the following analysis reflect the sum of strongly agree and agree (1 and 2 on the likert scale), the neutral response (3), and the strongly disagree and disagree responses (4 and 5).

With regards to the value that students give to English lessons the majority of the students (95%) agreed on the fact that English lessons prepare them for their future professional life and its requirements. A good number (67%) thought they are improving their English competence with the instruction they are getting at school. Only few (2%) disagreed about the meaningfulness of the topics seen in class as many (88%) would say that the topics are meaningful. A much lower percentage (54%) agreed that the texts they read are based on current topics. Many (74%) said that the instruction of English has helped them to use what they have learnt in their everyday life.

When students were asked to provide an opinion about the practices of their teachers, a very high number (75%) declared that grammar is frequently taught in classes information that contradicts the aim of the policy, as grammar should be incorporated in to the instruction, not as a main objective of learning or evaluation, but as an element of content that supports the comprehension and the production of language. A high percentage of students (88%) declared that contents seen in class would go from simple to more complex. The majority (90%) of the students interviewed declared that they learn English from a good variety of activities, which are presented in a very dynamic way. Regarding the materials used by teachers, a high percentage (93%) considers that different tools like radio and computer among others are used to facilitate the learning process. Unfortunately, the teachers' survey showed that schools are not well implemented with tools like radio and

others. Both students and teachers agreed that these tools are facilitators of learning, but are not provided by the government. A very low percentage (14%) disagreed with the statement teachers will always explain the mistakes made in tests or class exercises a high percentage (89%) agreed with it.

The results also showed high level of teacher commitment to the instruction of English, as a very high number of students (91%) answered that teachers helped them with what they did not understand. Significant percentage of students (95%) had good opinions on their teacher's English competence. They agreed with the statement "English teachers have good command of English"; this is important as it is believed that teachers need to have good competence of the language they teach to be able to make students learn the target language. MINEDUC establishes that teachers should be one level above the students. Although the majority (90%) stated that English classes are conducted in the target language, some (53%) declared they can use Spanish to answer some questions during the lessons.

MINEDUC has placed great emphasis on the development of the four linguistic skills in English, so students would have to be exposed to and well practised prepared in reading, writing, speaking and listening. Even though MINEDUC has explicitly designed and declared the way these abilities should be promoted in every student, the results indicated that not all the linguistic abilities are developed equally in the classes. A high percentage (88%) valued English classes for their improvement of oral expression, but only less than half of the pupils interviewed (39%) considered being frequently exposed to written articles or texts. Almost half of the students (48%) disagreed that English lessons provide strategies to write a variety of texts, like letters and essays among others. Finally, some students (61%) wanted to be exposed to different English accents. According to the students, not all the four skills are developed equally in their English lessons.

The results from the third part of the survey, which can be seen in Table 4 (see appendix 6, section D) showed how students valued the English language. Worldwide, English is considered as the medium of communication -- it has become the lingua franca of the world. The majority of the informants (95%) stated that English is an important language to be learned and they (97%) seemed to be aware of the fact that wherever they might travel in the future, English is going to be the language used as the code of interaction. A high

percentage (83%) declared that they like to learn English as they consider it useful for their future professional life. The majority of students (88%) agreed with the statement “people who speak English have better opportunities in life compared to those who do not speak the language”. Despite of this result, some (54%) would rather learn another foreign language like German or French.

When adopting a foreign language, people might feel their language is threatened by the introduction of another language, which may also bring cultural changes (Shohamy, 2009). Regarding this concern, students (23%) disagreed with the idea that because of learning another language they better appreciate their culture, or some (54%) thought that learning another language would change the way they see things. But a good number (62%) expressed that people who speak English are culturally different.

The last part of the survey explored on the attitude of pupils towards the standards set and determined by MINEDUC. Although most of the standards were clear on what the standards were, and linked them to international parameters, students tended to value their real command of English as very low. A very low percentage of students (30%) felt they knew the difference between formal and informal conversation. A similar proportion (30%) thought they could identify the difference between formal and informal interaction. Not many students (23%) said they knew how to write an essay. Not a high percentage of students (46%) believed they could either give directions or make formal questions. Regardless of what they thought about their competence on specific features of the language or how they valued the LEP, when it came to real situations, participants showed a much lower value on what they thought they really knew or could actually do in English.

4.2.2 Discussion

Students showed very clear answers regarding the implementation of English in their curriculum. In general terms the results showed high percentage value, regarding classroom implementation, teacher practice, and the meaning of learning a foreign language. Although students did not contribute to language education policy choice, it seemed that they valued English and they thought it is an important tool for their present and future.

Although the emphasis in the LEP drawn by MINEDUC does not say explicitly state the implementation of English, the program “English open doors” manages the implementation of this language and no other. In general terms students value English highly as it can bring positive and beneficial things into their future lives. They see a good advantage for those who have a good command of English which proves what Shohamy (2003) states in her study; that learning a foreign language may divide people, as those who do not speak it would have fewer opportunities compared those who command another language besides their mother tongue.

Most of the students’ attitude towards the English language and English lessons was very positive, but despite that, the results showed low perception of the standards they have achieved in all the years of instructions. It seems that when it comes to context and real use of the language students value their learning very poorly or at least below what is expected. In general terms, students tend to value more the implementation as such, like classroom practices and contents, as well as the importance of learning English, than the competence they have in English when it comes to specific and real use of the language.

4.3 Results of Class Observation and Interviews

The results that I provide here come from class observation and participants’ interview. The purpose of the direct observation was to collect relevant behaviors and conditions seen in context, and to observe the environment that is promoting the acquisition of a second language. MINEDUC considers that when learning a language, high exposure to the target language is important, as well as a progressive construction of more complex structures by starting with simple vocabulary and syntax. This is done by repetition, exercises and linguistic representations. Secondary school is meant to reinforce what students have learned in primary school and improve their linguistic knowledge and competence of the target language according to pre determined objectives given by MINEDUC.

To achieve the aims of this policy the Chilean Government gives the faculty of language planning to schools by choosing what is best according to the students' reality. This is done in order to accomplish the aims of what has been declared and the awareness of the differences between schools and students. Schools are entitled to increase the number of hours of teaching per week, in order to develop the communicative skills in every student. Apparently teachers are not aware of this as the number of hours is seen as insufficient. Another important issue for this study was to see in practice how the policy is being carried out. For this reason I needed to observe lessons. According to Yin's (1984: 109) definition of direct observation this study has conducted formal observation in order to collect certain types of behavior regarding LEP in the classroom, behavior that can be linked to the results of the surveys answered by teachers and students. This data is important as it provides additional information that will facilitate understanding of the actual practices of LEP, the ideology and the context in which the policy is being carried out.

A total of six lessons were observed, but only four have been used to provide data. Two of them were led by teacher A and the other two by teacher B. After each observation, interviews were conducted in order to add more information to the study or explore what had been video taped. Each teacher was interviewed as well as three students from each lesson. The students participated voluntarily in the interviews. The information or results from this procedure will be used to elaborate upon what has been collected in the surveys.

The two lessons observed from Teacher A were conducted in English; it emerged from the interview, that although the policy allows students to use Spanish, it is important to expose learners as much as possible to the target language. For that reason, good command of English on the part of the instructors is vital. The class objectives were given within the first five minutes of the lessons. Regardless of the different topics presented ("discrimination" and "great characters of the World History") both classes were managed by the teacher as a way to encourage students to give their opinion, promote new learning of the language, new information from other countries and connect the topics to their own life. Students connected what they were seeing in class to what they know and observe around

them and to what is happening in Chilean society. They mention discrimination against women, and social class differences, among other issues they face in their lives. They also made clear the importance of learning about other countries, about their problems, what other people do and how much they can learn based on different topics presented in classes.

Key vocabulary was introduced in both classes. Word difficulty ranged from the simplest and most familiar for students to the most complex to the more complex. Words were explained, and some were translated into Spanish and then used either on the activities designed by the instructor or in dialogues among learners. One class developed reading comprehension and the other lesson worked on listening skills. Teacher A explained that “these two skills must be promoted due to the policy aims”. It is also explained in the interview that “previous grades aimed to encourage the acquisition of speaking and writing”. In the final two years of secondary school, listening and writing are emphasized. Teacher A also explains the importance of acquiring new language in each class, “it is known that in order to improve linguistic proficiency, learners must be constantly exposed to new words, in order to build linguistic learning”. Students agree on this aspect, as they said that they are constantly learning new vocabulary.

Teacher A highlights how much students appreciate learning a foreign language and how useful English will be for their future professional life. This is also expressed by students. Acquiring another language is seen as a necessity of the globalized world. One student mentioned that “a good command of English may even imply a better salary or more promotional opportunities in their future jobs”.

As I have stated previously, Chile is not exposed to many different languages, this is confirmed by two informants who said “they had never had the chance to speak English with either a native English speaker or a bilingual person”. Speaking English is not something they need to interact with others, but there are always chances to find tourists who may need to communicate with locals, English then becomes relevant. Tourism is an area that had been mentioned by Teacher B in the survey, who pointed out that “currently Puerto Montt is visited by a good number of cruisers ships which has greatly increased the possibility for our students to interact with English speakers”.

Training or professional specialization is highly valued by Teacher A, who has participated in different courses, camps and professional networks which have been organized by EODP. These mechanisms are seen as a good opportunity to update methodologies used in classroom. The informant said about the mentioned mechanism as good as “they encourage dynamic interaction among teachers, and make clear different actions that schools can put into practice while implementing the policy”. Unfortunately, the informant feels that “these activities should be carried out within working hours, as they are currently taught after the working day has finished”. Regarding time, teacher A considers there is lack of professional personnel, as each one of the teachers who undertakes additional study would have no time to plan classes. Based on the changes implemented by MINEDUC, a great number of teachers are required, so there is a big demand for English teachers today. Teachers feel the pressure of working over time and feel that there is little time for class planning. It is for this reason the textbooks sent by MINEDUC are helpful as before the reform, each teacher had to collect and provide their own material in order to carry out the class, as well as having no guidelines. Currently it is easier for educators to organize their lessons as textbooks are a good pedagogical tool.

Regarding the data collected from the two lessons conducted by Teacher B, I can say that most of the features observed denote a close implementation of the policy designed by MINEDUC. Students were exposed to classes conducted in the target language; although teacher B allowed students to answer in Spanish, this was not observed in the performance of Teacher A, as most of the time, students were encourage of to interact in English during classes. Teachers declared that Spanish usage is permitted by the policy, which is necessary due to the language disparity. Teacher B showed good command of the target language using it during the whole class. I observed that students understood what was being said by the educator, but when it came to answering questions or interacting, there were some difficulties with oral production. This information validates what has been expressed in the survey by students as they openly admitted to have low level of oral production, with only 29% of the students ranking their speaking as good or very good.

Both lessons observed based around the same topic “telephone conversation”, which is connected to their everyday life. According to students, these lessons were

connected to previous ones, which generally happens as they are exposed to the same topics in different classes. They therefore considered that they begin with simple contents in order to build up to the more complex ones. Four students made very clear that every new lesson will be connected to what they have seen before. Construction of vocabulary seemed important, as was observed in the classes led by Teacher B. After stating the learning aims, the teacher provided “key vocabulary”, and emphasized those words that had been learned in previous lessons. Throughout both lessons vocabulary was highlighted, and its usage encouraged. Teachers mentioned the importance of teaching contents which are meaningful to every student’s daily life. It is also highlighted by this educator that within the classroom students have different levels of language competence, for this reason it is important to adapt contents and objectives drawn up by MINEDUC.

Listening comprehension was highly developed in both lessons. Teacher B claims that MINEDUC strongly promotes the development of input such as listening and reading skills. To accomplish this aim, it was observed that pupils worked on different telephone based listening exercises. The purpose of listening to different conversations was to repeat, and it also provided different language registers. Conversations moved from informal conversations to formal, marked by the use of language features such as structures which were strongly highlighted. This shows that grammar is taught in order to promote language use, more than syntax in itself. Grammar serves the purpose of communication as it has been established in the language policy. Despite this practice, students declared in the interview, that listening is one of the most difficult skills to master. This matches the results of the survey, as 45% of students agreed that their listening skills are deficient or bad, and only 31% rank their listening as good or very good.

The interview showed that students value highly the fact of learning a foreign language; this was also ratified by Teacher B who mentioned that today, students highly value learning a foreign language, especially English, as it is used more and more thanks to the internet, movies, music and video games. Based on the importance of English, all of the students interviewed consider that English is the language of the world. It opens different doors and that it is required by the academic and working world. Some of them see English as a way of gaining power over those who do not speak the language. In this sense English is

seen as a way of inequality. They think that people who speak this language have more opportunities than those who do not. They also believe it is important to begin the learning process at an early age, as this helps acquisition and reaching high proficiency. Two students mentioned that “they master English quite well as they have had English since first grade primary school”. Although most students said their language competence is very limited, some of them shared some anecdotes of using English in real conversations. One student describes the interaction with a tourist who needed help with transportation. The experience was described as “difficult, but it showed them that English is an important language that can be used when least expected” They described these experiences as rewarding, which motivates them to continue with their learning process.

Some students do not think that the textbooks provided by MINEDUC are good as contents are not pertinent to current issues or topics. Others value the possibility of receiving not just a textbook, but also a CD. These materials are seen as a guideline to their learning of English. Teacher B expressed that although books are important and support the teaching process, there are still more things to do regarding pedagogical materials provided by the government. Both teachers declare that they would need audio-visuals and more tools to teach English, as it still is very deficient.

EODP is known by Teacher B. Two years of training enables the educator to comment on it. This program is highly valued. It is described as an instance of professional exchange, reinforcement of language knowledge, updating teaching methodologies and a good opportunity to work coherently with other teachers.

Chapter 5

Final Discussion

In this chapter I review the analysis of the data presented in chapter four connected to the aims of my study in order to answer the questions that I formulated in chapter one. One goal of this study was to explore the aims of the LEP implemented by the Ministry of Education in 2003. Thus I contrasted information collected from teachers and students to understand the ideology these two stake holders have regarding the LEP. I understand by ideology “is language policy with the manager left out, what people think should be done” (Spolsky, 2004: 14). Ideology is also described as “a particular set of beliefs that individuals or groups of individuals have about the way something works” (Swann, 2004, 141) the implementation of English as FL.

The idea of exploring the ideology that students and teachers have towards LEP was supported by the survey and interview data answered by the stakeholders. A good number of answers and statements from the informants showed that, teachers and students highly evaluate the incorporation of English in the curricula, as this language is the lingua franca used worldwide as medium of communication among speakers of all languages. This finding supports the view of Write (2004) and Shohamy (2006) regarding to English as today’s solution of communication as this language is highly associated to with the global village in which we live.

Further more, the positive opinion on teaching and learning English was demonstrated by the data collected in the interviews and class-room observation. Students and teachers openly expressed the importance of learning English as today’s demands are solved by the accurate command of this language, which also seemed to be conceived as a tool to open different doors, like academic and professional ones. Although this was seen as positive, at the same time it was perceived as a disadvantage of those who do not acquire the language. This view supports what Shohamy (2006) states: acquiring English as FL means opportunities for some, but not others. By implementing FLT, MINEDUC assures that every

student will acquire English, which seems to be a major goal, so in a near future English will not be an obstacle, but an opportunity for every person.

The spread of English in Chile is serious and worth mentioning as the democratic governments have determined to promote it in every single classroom, regardless the real usage that this language has in the Chilean monolingual context. Although the real interaction with this language is reduced to technological context, the data collected in the survey showed that students strongly value the acquisition of this language. Despite the monolingual context of the country, teachers promote in their classroom the use of the target language by exposing students to English as much as possible; this is supported by class observation.

Even though the FLP allows teachers and students to use Spanish in the classroom, teachers use English throughout each lesson. Regarding the number of hours of English classes per week, teachers highly criticize what the policy dictates, as they believe it is not enough to achieve the ambitious goals implemented by MINEDUC. In this point I found discrepancy between what it is expected to be achieved by the government and what it can actually be developed. Thus it is understood that implementation of the FLP has been on the national curriculum for nearly eight years now.

Another aim of this research was to explore the awareness of teachers regarding the aims of the policy. As it is stated by Spolsky (2006) teachers are the managers of LP in the classroom, for this reason, they are important actors when it comes to the implementation of the policy, thus their knowledge on the LEP is crucial to carry out the policy. The data showed that both teachers know the aims of the language policy as well as the contents that have to be taught in secondary grades, this was also supported by what they express in the interview. Nevertheless, they expressed the difficulties encountered as students have different levels of language competence, which makes it harder to achieve the goals of the policy that they so well know.

It is a fact that students and teachers not just value the incorporation of English, but also see FLA as a way of achieving better opportunities in the future. But the data showed there are important things to look after to achieve the goal of becoming a

bilingual community. Teachers mentioned a series of weak points that have to strengthen in the years to come. Some of the required improvements have to do with:

- more financial resources,
- more equipments,
- more personnel,
- less hours in the classroom and more planning classes,
- more students' exposure to English,

all of the aforementioned procedures are in pro to improve the students' knowledge of English.

Chapter 6

Conclusions

The Chilean Reform of Education done during the 90s has brought steady changes and improvements to Chilean education. It has been capable of transforming education from a source of knowledge or making people literate into a source of opportunities to students of all social status. The awareness of equal opportunities to students has resulted into positive effects, such as the implementation of foreign language teaching, more precisely English language. Nevertheless there are still important improvements that the Ministry of Education has to be aware of. The aforementioned conclusion is taken from what the stake holders have mentioned in the study. The disparity of students regarding their linguistic competence in English is an obstacle to achieve the standards required by the end of secondary school. This impedes the use of pedagogical materials provided by MINEDUC, like textbooks, as teachers have to adapt their contents to the reality of the classroom, which is students that have not achieved a good command of English. Another obstacle is the number of hours per week to teach the language. Unfortunately fourth grade of secondary school has three periods per week, which seems not to be enough for the acquisition of FL. I also observed that on top of this, classes are large, with an average of 35 students. Again this interferes to fulfill what the policy establishes.

Another important finding of the study regards to training, which is not just a positive mechanism to update educators regarding their language competence and teaching methodologies, but it is a space that facilitates interaction between the policy and teachers. The courses designed by MINEDUC connect what has been written in documents and official declarations with real and actual practices. Training helps teachers to understand what has to be implemented in their own classrooms and how the LEP has to be carried out. These courses are a way of making teachers active participants of the implementation of the policy, so by understanding better the aims they can transmit to students the policy's ideologies and not their owns. To the question how much do teachers know about the LEP, I have concluded that as both teachers surveyed have actively participated in ALTE courses,

which have been promoted and designed by MINEDUC, they are mindful on the aims and contents of the LEP. It is thanks to how much they have been trained in the last couple of years that makes them knowledgeable on the policy, thus active and accurate managers at the classroom level.

The incorporation of English to the Chilean curricula is commonly seen by the stakeholders as the result of the international opening that Chile has presented in the last 20 years. English is a language that has been linked to the economic, political and educational interests of most of the developed and developing countries. In this sense English gives power to those who achieve its acquisition. This fact initiates different reactions which are also perceived in the data collected in this study. Students who seem to have a good command of the language feel more powerful over those who do not. This power is seen as better opportunities to access information, future academic development in other non-Spanish speaking countries or simply. English language acquisition opens a different space within their local environment, in other words by using English with other people, students feel they build a small, but distinctive and prestigious community which only people who speak English can have access to it.

Finally, my last conclusion regards to the theory and practice of LEP. Regardless the positive ideologies towards the implementation of the English language, there is still a gap between what is provided in the classroom and stated in the policy to what is being learnt by students. There is a unanimous positive attitude towards English learning and teaching practice, but at the same time most students or a high number of them, do not feel they can use the language, as they have not developed all the communicative skills to interact in real communicative situations. As I have mentioned in chapter one, not many studies have been conducted connecting LP and actual learning. It is important to consider this when it comes to the design of any language policy. It is important to see to what extent the promotion of any language has affected the learner or what changes the students' have experienced due to the acquisition of another language, and how importantly, much they have actually learnt.

References

- Aguilar-Sanchez, Jorge (2005), 'English in Costa Rica' *World Englishes*, Vol. 24 (2): 161–172, 2005
- Angell, Alan (1997), 'Reforma Educativa y Política en Chile' *Perfiles Latinoamericanos* 10, Enero-Junio.
- Auerbach, Elsa R. (2000), 'When Pedagogy Meets Politics: Challenging English Only in Adult Education', in Rossean Duenas Gonzalez and Ildikó Melis (eds.), *language Ideologies: Critical Perspectives on the Official English Movement*. Mahwah, NJ: Lawrence Erlbaum, 177-204.
- Cox, Cristian and Maria Jose Lamaitre (1999), 'Market and State Principles of Reform in Chilean Education', in Guillermo Perry and Danny Leipziger (ed.) *Chile Recent Policy Lessons and Emerging Challenges*, Washington D.C., The World Bank.
- Cox, Cristian (2003), 'El Nuevo Currículo del Sistema Escolar' in Hevia, R.(ed) *La Educación en Chile Hoy*. Santiago-Chile, Universidad Diego Portales.
- Cox, Cristian (2006), 'Policy Formation and Implementation in Secondary Education Reform: The Case of Chile at the Turn of the Century'. *Education Paper Series*. 3. Washington: World Bank .
- Del Valle, José and Villa, Laura (2006), 'Spanish in Brazil: Language Policy, business and Cultural Propaganda'. *Language Policy* 5: 369-92.
- Ferguson, Gibson (2006), *Language Planning and Education*, Edinburgh: Edinburgh University Press.

Held, David and McGrew, Anthony (1999), *Global Transformations: Politics, Economics and Culture*, Cambridge, Polity Press.

Kaplan, Robert B. and Richard B. Baldauf (1997), *Language Planning from Practice to Theory*, Clevedon: Multilingual Matters.

Kikuchi, Keita (2009), 'English Educational Policy for High Schools in Japan' *RELC Journal* 40: 172-91.

Kloss, Heinz (1969), 'Research Possibilities on Group Bilingualism'. Quebec: International Center for Research on Bilingualism.

McKay, Sandra (2003), 'Teaching English as an International Language: the Chilean Context', *ELT Journal* 57 (2): 139-48.

Menard-Warwick, Julia (2008), 'The Dad in the Che Guevara T-shirt: Narratives of Chilean English teachers' *Critical Inquiry in Language Studies* 5 (4): 243-64.

Menard-Warwick, Julia (2010), 'Chilean English teacher identity and popular culture: three generations' *International Journal of Bilingual Education and Bilingualism* First Article: 1-17

Milroy, James and Milroy Lesley (1998), *Authority in Language: Investigating Language Prescription and Standardization*, London: Routledge.

Ministerio de Educación de Chile, 2010, Information on mechanism implemented since 2003, email 23rd of March.

Ministerio de Educación

http://www.curriculum-mineduc.cl/docs/fichas/ed_media_idioma_extranjero_decreto_220.pdf

Ministerio de Educación

http://www.curriculum-mineduc.cl/docs/apoyo/articulo_fundamentos_ajuste_ingles_300309.pdf

Shohamy, Elana (2003), 'Implications of Language Education Policies for Language Study in Schools and Universities', *The Modern Language Journal*, 87 (2): 278-286).

Shohamy, Elana (2006), *Language Policy: Hidden Agendas and new approaches* London and New York: Routledge.

Shohamy, Elana (2009), 'Language Policy as Experiences', *Language Problems & Planning*, 33 (2): 185-189.

Spolsky, Bernard (2004), *Language Policy*, Cambridge: Cambridge University Press.

Spolsky, Bernard (2006), *Language Management*, Cambridge: Cambridge University Press.

Swann, Joan; Deumert, Ana; Lillis Theresa and Mesthrie Rajend (2004), *A dictionary of Sociolinguistics* Edinburgh: Edinburgh University Press.

Usma W., Jaime A. (2009) 'Education and Language Policy in Colombia: Exploring Processes of Inclusion, Exclusion, and Stratification in Times of Global Reform'. **Profile**, Bogotá, (11), Apr.

Vitar, Sergio (2003), document provided by Ministry of Education of Chile, email 23rd of March, 2010.

Wright, Sue (2004), *Language Policy and Language Planning: From Nationalism to Globalisation*. Hamshire and New York, Palgrave MacMillan.

Yin, R. K. (1984), *Case study research: Design and methods*. Newbury Park, CA: Sage.

Appendices

Appendix 1

Section A

Original parents' authorization letter in Spanish letter distributed among students who participated in the study.

Carta de autorización

Estimados padres y/o apoderados

Junto con saludarle(s) le(s) ruego tomar un momento para leer la información que la presente carta adjunta sobre el estudio que la suscrita esta realizando en el curso que vuestro pupilo asiste. El estudio tiene como propósito indagar algunos aspectos de la implementación de la política de incorporación de la enseñanza y aprendizaje de lenguas extranjeras a los colegios públicos y subvencionados en estos últimos 8 años por parte del Ministerio de Educación de Chile. El objetivo es recoger la opinión de los estudiantes de la asignatura, respecto a la política diseñada lo cual dará señal de las reformas implementadas, progresos, desafíos presentados y las expectativas a futuro en lo que respecta la enseñanza del inglés entre alumnos de enseñanza básica y secundaria. Los resultados de la encuesta, serán usados para:

- indagar sobre la implementación de la política diseñada y como esta ha sido llevada por los docentes a las aulas.
- Desafíos, fortalezas, oportunidades y amenazas encontradas en estos años de trabajo e implementación de la enseñanza del inglés como lengua extranjera.
- Registro de documentación para la tesis que la suscrita está desarrollando para la obtención del grado académico de magíster en Lingüística Aplicada en la Universidad de Edimburgo, Escocia, Gran Bretaña.

La información ha de ser recolectada a través de entrevistas, observación de clases y encuestas es a través de la voluntaria participación de los alumnos. Este trabajo mantendrá la confidencialidad no solo del encuestado, sino de la institución en la cual se lleva a cabo el estudio.

En caso de tener alguna consulta respecto al trabajo que se esta desarrollando se ruega contactar Valeria Muñoz Russell al email v.s.munoz@sms.ed.ac.uk

Consentimiento

He leído lo explicado sobre los propósitos y procedimiento del estudio sobre las políticas de lenguas extranjeras en el currículo del sistema escolar chileno y autorizo a mi hijo/a a tomar parte en el este estudio.

Nombre del Alumno : _____

Fecha de nacimiento : _____

Firma de Padre o Apoderado : _____

Section B

The corresponded translation of the authorization letter distributed among students who participated in the study.

Authorization Letter

Dear Parent and/or guardian

I would really appreciate if you can take a moment to read the information that this letter provides regarding a study conducted in the English class your son/daughter attends to. The study aims to explore some aspects on the implementation of the language policy that MINEDUC of Chile has designed to teach English language. This language policy has been designed to teach the mentioned foreign language in either public or subsidized schools. This policy was implemented 8 years ago. The purpose of the study is to collect the students' opinion on the policy which will give signs of the implemented reform, progress, future challenges regarding English language teaching and learning in primary and secondary education. The results collected from the survey, class observation and interviews will be used for:

- Explore on the implementation of the language policy and how has been carried out in the classroom by teachers.
- Challenges, strength, opportunities and threats found in the last years by implementing English as a foreign language
- Collect information for the purpose of the dissertation that I am conducting to obtain my degree as Msc in Applied Linguistics at Edinburgh University, Scotland, UK.

The information will be collected through surveys, interviews, and class observation which will have the voluntarily participation of the students. This work will keep the confidentiality of the participants and the school where is taking place.

Any further inquires regarding the study please do not hesitate in contacting Valeria Muñoz Russell to email v.s.munoz@sms.ed.ac.uk

Authorization

I have read what has been explained above and the procedures of the study on foreign language policy implemented in the Chilean school curricula, thus I authorize my son/daughter to take part in this study.

Student's name : _____

Date of birth : _____

Parent or guardian signature : _____

Appendix 2

Section A

Original questionnaire distributed to English teachers of the school studied, which was based on APEC Policy Survey on the Teaching of English and Other Languages as a Foreign/Second Language

Encuesta Foreign Language Policy in Chile

La encuesta a responder esta diseñada y basada en la encuesta "APEC Policy Survey on the Teaching of English and Other Languages as a Foreign/Second Language" para indagar algunos aspectos de la implementación de las políticas implementadas en estos últimos 8 años por parte del Ministerio de Educación de Chile en relación a la incorporación de la enseñanza de lenguas extranjeras en el currículo de nuestros alumnos. El objetivo es recoger su opinión como docente de la asignatura, respecto a la política diseñada lo cual dará señal de las reformas implementadas, progresos, desafíos presentados y las expectativas a futuro en lo que respecta la enseñanza del inglés entre alumnos de enseñanza básica y secundaria. Los resultados de la encuesta, serán usados para:

- La indagar sobre la implementación de la política diseñada y como esta ha sido llevada por ustedes en vuestras aulas.
- Desafíos, fortalezas, oportunidades y amenazas encontradas en estos años de trabajo e implementación de la enseñanza del inglés como lengua extranjera.

Si su respuesta es **SI**:

En que consisten?

Como se logra esto?

- Los estándares establecidos están alineados con estándares internacionales?

___ SI

___ NO

En caso de responder **SI**

Cuales? _____

Pregunta 6

- Son estos estándares medidos a través alguna evaluación?

___ SI

___ NO Especificar:

Nombre de la examinación	Examinación desarrollada por:	Requerido para alumnos de niveles:

- Que habilidades son examinadas en estas pruebas

___ a) Reading ___ b) Listening ___ c) Speaking ___ d) Writing ___ e) Cultural Understanding

- Cada cuanto tiempo se aplican estas pruebas?

___ a) todos los años

___ b) cada dos años

___ c) cada tres años

___ d) cada cuatro años

___ e) nunca

- Que se hace con los resultados?

- a) se entregan a los alumnos de manera individual
- b) se entregan a los profesores
- c) se entregan a los padres
- c) se usan con propósito de certificación
- d) los resultados son usados con el propósito de monitorear y evaluar el proceso
- e) Otro _____

Pregunta 7

Considerando los textos empleados para la enseñanza del Ingles, hacer un tic en todo lo que se aplique:

- a) el uso de los libros es obligatorio
- b) los textos oficiales están a su disposición
- c) el uso de los libros es opcional
- d) el gobierno paga por los libros empleados en colegios públicos y subvencionados.
- e) el costo de los libros es compartido por los padres y el gobierno
- f) los libros empleados son pagados por los padres.

Pregunta 8.

Existen requerimientos de estándares de competencia lingüística declarados para los docentes que imparten ingles?

- SI NO

Si responde **SI**

- están alineados a estándares internacionales?

- SI NO Cuales?

- Como son comprobados estos estándares por el Ministerio de Educación?

- a) Estos estándares no son evaluados.
- b) Cualquier título universitario de Profesor de Inglés es reconocido como indicador de competencia lingüística especificado por los estándares.
- c) Además del título Universitario el profesional debe pasar una evaluación que demuestre su competencia lingüística.

En este caso complete el cuadro:

Nombre de la examinación	Desarrollado por:	Requerido para profesores de los niveles:	Habilidades Lingüísticas evaluadas en la examinación

- Que habilidades básicas del lenguaje son enfatizadas para su desarrollo en el cumplimiento de los estándares?

a) Reading b) Listening c) Speaking d)
Writing

- Cuales son estos estándares? Dar una breve descripción por nivel, en caso de estar organizado de la manera señalada.

- Existe preocupación por la enseñanza de factores culturales dentro del aula?

SI NO

Si su respuesta es **SI**:

En que consisten?

Como se logra esto?

- Los estándares establecidos están alineados con los estándares nacionales?

SI NO

En caso de responder **NO**

Cuales son usados? _____

Pregunta 18

Respecto a las evaluaciones. Son estas diseñadas de acuerdo a las cuatro habilidades del lenguaje?

a) Reading b) Listening c) Speaking d)
Writing

Preguntas 19.

Las evaluaciones son diseñadas de acuerdo a los estándares establecidos por las políticas del Ministerio de Educación?

SI NO

Pregunta 20.

Los resultados de las evaluaciones de los alumnos son:

a) compartidos con el resto de los docentes

- b) compartidos con los docentes al menos del mismo nivel
- c) analizados por la comunidad de profesores de inglés
- d) un recurso importante para la planificación de futuras actividades
- e) discutidos con los estudiantes
- f) otros _____

Pregunta 21.

Las clases de inglés son llevadas en la lengua TARGET (inglés):

- a) siempre
- b) casi siempre
- c) bastante
- d) muy poco
- e) casi nada

Explicar su respuesta:

EFFECTOS DE LA POLITICA IMPLEMENTADA POR EL MINISTERIO DE EDUCACION

Pregunta 22.

Por favor responda de acuerdo a lo que usted como docente de la asignatura ha percibido en estos últimos años respecto a la implementación de enseñanza del inglés por parte del Ministerio de Educación.

	Excelente	Muy Bien	Bien	Suficiente	Pobre
Ha mejorado el resultado de los alumnos en lo que respecta el aprendizaje del inglés.					
Ha estandarizado las evaluaciones a nivel nacional.					
Ha estandarizado los objetivos a nivel país.					
Se han introducido aspectos culturales del idioma que se enseña.					
Existe un gran énfasis en el desarrollo de las cuatro habilidades básicas del lenguaje.					
Ha mejorado la calidad en los profesores de inglés a nivel nacional.					
Ha mejorado el conocimiento y fluidez de los profesores de ingles.					

Ha aumentado la capacitación a todos los profesores que enseñan inglés.					
Existe mayor apoyo al sub-sector en cuanto a materiales didácticos como libros u otros.					
Se ha introducido nuevas estrategias de enseñanza de idiomas extranjeros a las aulas: e-learning, softwares entre otros.					
El currículum ha mejorado, introduciendo actualizaciones de la enseñanza de un idioma extranjero.					
Las metodologías implementadas son de vanguardia.					
El gasto público ha aumentado para la capacitación y entrenamiento de profesores de inglés.					
Los profesores tienen más oportunidades de especializarse fuera del país.					
Existe un fuerte apoyo de profesores nativos de inglés en nuestras aulas.					
Las evaluaciones hechas a los docentes del inglés se transforman en fuentes de retroalimentación para el desarrollo profesional					
La promoción de la política de lenguaje implementada por el Ministerio de Educación a los docentes ha sido pública y la evalúo como:					

DESAFIOS ENCONTRADOS EN LA IMPLEMENTACION DE LA POLITICA DE ENSENAZA DE LENGUAS ENXTRANJERAS (INGLES)

Pregunta 23.

Por favor califique cada una de las siguientes aseveraciones de acuerdo a lo que usted percibe entre la comunidad educativa respecto a las políticas implementadas por el Ministerio de Educación.

	Muy Alta	Alta	Mediana	Baja
Los alumnos se resisten a aprender inglés.				

Los alumnos consideran que aprender otro idioma no tiene sentido.				
Los alumnos valoran la importancia de aprender ingles como un segundo idioma.				
Los profesores no desean participar de las capacitaciones .				
Los profesores se resisten a implementar cualquier tipo de tecnología en sus clases.				
Las escuelas no son provistas de las herramientas básicas para la enseñanza de lenguas extranjeras.				
Las escuelas o colegios promueven distintos tipos de capacitación para la mejor implementación de las políticas emanadas de parte del Ministerio de Educación				
La asistencia de profesores a capacitación es alta.				
Existe una buena percepción de los profesores a capacitarse.				
El existe un uso de tecnología en las capacitaciones, tanto para aprender a utilizarla como para entender las nuevas estrategias de enseñanza.				
Lo aprendido en las capacitaciones tiene relación con lo que puedo desarrollar en la sala de clases.				
Falta apoyo económico.				
El desarrollo de la política carece de estudios que la validen.				
Medición de los estándares por parte de los profesores es clara y con claros objetivos.				
Los profesores se resisten a ser evaluados en sus competencias lingüísticas.				
Profesores se resisten a innovar en la enseñanza del inglés.				

Section B

Translation of the questions distributed to English teachers of the school studied which was based on APEC Policy Survey on the Teaching of English and Other Languages as a Foreign/Second Language

BASIC INFORMATION

Name :

Profession :
Years of experience :
Email :

FOREIGN LANGUAGE POLICY IN CHILE

Question 1

Are you familiarized with the language policy regarding the development of foreign language teaching designed by the Ministry of Education?

YES NO

If your answer is YES, please answer the following question in no more than two pages.

- a. Mention the main reasons why the policy has been Developer and how they are connected to previous policies.
- b. Describe the key features of the policy implemented.
- c. Name the most relevant changes since the implementation of the LEP.

Question 2

In which grade is English (or other language) first taught in the public/state subsidized schools?

Question 3

How many hours of English (or other language) are assigned for each grade level per week?

Question 4

Are any languages other than English widely taught as a second foreign language?

YES NO

If so, which languages:

Question 5

Does the policy establish national standards to measure students' English learning outcomes?

YES NO

If Yes,

Which of these skills are emphasized by the standards?

a) Reading b) Listening c) Speaking d) Writing

What are these standards?

Is cultural understanding addressed in your standards?

- What are these standards?
- How are they achieved?

Are your standards aligned with international standards?

No Yes, which? _____

Question 6

Are the standards measured through national or state tests?

No Yes, which? _____

Which of these skills are measured with the tests?

a) Reading b) Listening c) Speaking d) Writing e) Cultural Understanding

How often are these students tested?

- a) every year
- b) every two year
- c) every three years
- d) every four years
- e) never

What do you do with test results? Please check all that apply.

- a) results are given to teachers
- b) results are given to individual students
- c) results are given to parents
- c) results are used for certification purposes
- d) results are used for system evaluation and monitoring purposes
- e) Other _____

Question 7

Regarding English (or other language) textbooks, please check all that apply.

- a) the use of standard textbooks is mandated
- b) approved (standard) textbooks are available
- c) the use of textbooks is optional
- d) the national/state government pays for textbooks for students in public/subsidized schools
- e) costs of textbooks are shared by the national/local government and the parents
- f) costs of textbooks are paid by the parents

Question 8

Are language proficiency standards for teachers required and officially declared?

YES NO

If yes, are they aligned to international standards (eg ALTE)?

YES NO

- Which international standards they are they aligned: _____

- How are these standards tested? Please check all that apply

a) They are not tested.

b) Any university degree is recognized as sufficient indicators of meeting the required standards.

c) In addition to university degrees, teachers need to pass a test to demonstrate they meet the standards.

Question 9

Are there consequences for teachers if they do not meet the standards?

Question 10

Are there in-service development and training programs delivered? Please check all that apply.

a) training courses

b) teacher networks

c) mentoring programs

d) e-learning training

e) other _____

Question 11

Are there policies that encourage teachers to enroll training?

YES NO

If Yes, check all that apply

a) training is connected to obtaining higher education degrees

b) training is connected to financial incentives

c) training is connected to obtaining promotions within the education system

d) Other _____

Question 12

Does you're the Ministry of education have specific funding designated to support and improve English as a foreign language?

FOREIGN LANGUAGE POLICY AT YOUR SCHOOL LEVEL

Question 13

Does the school where you work have its own language policy?

YES NO

If you answer YES provide the following information

- What are the policies and how are they related to the nacional one.
- Describe the relevant aspects of the policy
- How would you describe the acceptance of the policy in the school.

Question 14

What grade is English first taught?

Question 15.

How many hours of English (or other language) are assigned for each grade level per week?

Question 16.

Are any languages other than English widely taught as a second foreign language?

NO YES

If so, which languages:

Question 17.

Does the local policy establish standards to measure students' English learning outcomes?

YES NO

If Yes,

- Which of these skills are emphasized by the standards?

a) Reading b) Listening c) Speaking d) Writing

- What are these standards?

- Is cultural understanding addressed in your standards?

- What are these standards?
- How are they achieved?

- Are your standards aligned with national standards?

YES NO, which? _____

Question 18

Regarding evaluations, which of these skills are measured with the tests?

a) Reading b) Listening c) Speaking d) Writing

Question 19-

Are these evaluation alienated to national standards?

YES NO

Question 20

What do you do with test results? Please check all that apply.

- a) results are shared with all teachers
- b) results are shared with teachers who teach in the the same level
- c) results are analyzed by all teachers
- c) results are an important resource for lesson planning
- d) results are analyzed with the students
- e) Other _____

Question 21

Are classes conducted in the target language?

EFFECTS OF THE LEP IMPLEMENTED BY MINEDUC

Question 22

Rank the following statements according to your experience and what you have seen since LEP was implemented by MINEDUC

	Excellent	Very good	Good	Sufficient	Poor
The results of language learning has improved .					
Evaluations have been nationally coordinated					
LEP has established clear standards along the country.					
Cultural aspects are meant to be taught					

There is great emphasis in developing all the linguistic competence.					
The quality of English teachers has improved.					
English teachers have better command of the language.					
There is more professional training for English teachers.					
There is more support regarding pedagogical material					
There are more teaching strategies such as the use of TIC.					
The curricula has improved. New methodologies have been implemented.					
Teaching methodologies are up dated.					
There is more investment in teacher training.					
Teachers have more opportunities to get professional specialization.					
There are more native English teachers supporting local teachers.					
Tests are a good source of feedback for future class planning.					
LEP implemented by MINEDUC has been well advertised.					

CHALLENGES ENCOUNTERED WHILE IMPLEMENTING LEP

Question 23

Rank each statement according to how you perceive the LEP implemented by MINEDUC.

	Very High	High	Medium	Low
Resistance from students learning English.				
Students think that learning a foreign language is not necessary.				
Value from students learning a FL.				
Teachers do not like to attend training courses.				
Resistance from teachers to implement new				

Technologies in their lessons..				
Implementation of school with pedagogical tools to teach a FL.				
Promotion of the course training to improve FL teaching.				
Attendance to professional training.				
Value of professional training.				
Use of technological tools in training courses which helps teachers to implement then in classroom practices.				
What training course teach is well related to what I can do in the classroom..				
Lack of financial resource.				
Lack of solid research evidence to support reform directions				
Measurement of the standard is clear by teachers.				
Resistance from teachers to be evaluated.				
Resistance from teachers to innovate in the classroom.				

Appendix 3

Encuesta a los Estudiantes

La encuesta a responder esta diseñada para indagar algunos aspectos sobre las clases de inglés, su diseño y las apreciaciones que los alumnos tienen de ellas. El objetivo principal es recoger tu opinión como estudiante de la asignatura, respecto a los logros, temas, uso y proyección que le das al aprendizaje de una lengua extranjera. Los resultados de la encuesta, serán usados para:

- La descripción de la política diseñada y como esta ha sido implementada en vuestras aulas.
- Desafíos, fortalezas, oportunidades y amenazas encontradas en el aprendizaje del inglés como lengua extranjera.
- Registro de documentación para la tesis que la suscrita está desarrollando para la obtención del grado académico de magíster en Lingüística Aplicada.

Esta encuesta pretende indagar en tres áreas:

- Estándares de la enseñanza del inglés como lengua extranjera.
- Uso de la lengua extranjera.
- Ideología respecto al aprendizaje del inglés.

Importante: Este trabajo mantendrá el anonimato no solo del encuestado, sino de la institución en la cual estudia. Se ruega contestar con la mayor veracidad posible.

INFORMACIÓN BÁSICA

Curso : _____

Número de años de
clases de inglés : _____

SOBRE LO QUE SÉ EN INGLÉS

Pregunta 1: Estos números describen tu nivel de conocimiento y uso del inglés: 5 es muy bueno, 4 bueno, 3 más o menos, 2 básico y 1 deficiente. Marca el número que describe cuanto sabes de inglés en las siguientes habilidades:

<i>Hablar</i>	1	2	3	4	5
<i>Escribir</i>	1	2	3	4	5
<i>Escuchar</i>	1	2	3	4	5
<i>Leer</i>	1	2	3	4	5

Pregunta 2.

Marca el grado en el que comenzaste a estudiar inglés

Enseñanza Básica	1º	2º	3º	4º	5º
6º	7º	8º			
Enseñanza Media	1º	2º	3º	4º	

Pregunta 3.

A la semana estudio un promedio de _____ horas (entre clases, tareas y estudio)

SOBRE LAS CLASES DE INGLÉS

Por favor haz una X en el cuadro que mejor exprese tu opinión respecto a las siguientes aseveraciones:

1 Muy de acuerdo

2 De acuerdo

3 No tengo opinión

4 En desacuerdo

5 Muy en desacuerdo

	1	2	3	4	5
Los temas vistos en clases son significativos.					
He aprendido mucho sobre la cultura inglesa.					
He podido usar lo aprendido en mi vida diaria.					
Las clases de inglés tienen mucho de gramática y poco de actividades comunicativas.					
Leo temas actuales en mis clases de inglés.					
Las clases de inglés me preparan para mi mundo laboral futuro.					
Gracias a las clases de inglés puedo hablar con otras personas que hablan este idioma.					
Las clases me ayudan a desarrollar mi expresión oral en inglés.					
Mis compañeros saben tanto como yo.					
Mis profesores me ayudan con lo que no entiendo.					
Las clases son desarrolladas en inglés siempre.					
Mis profesores tienen buen manejo del inglés.					
Mis notas reflejan exactamente lo que sé en inglés.					
Las horas de clases de inglés a la semana son suficientes para aprender bien este idioma.					
Leo mucho en inglés.					
Mis clases de inglés me entregan técnicas para escribir variados tipos de textos (cartas, narraciones, etc) en este idioma.					
Las clases debieran ser más en español para poder entender mejor.					

Prefiero que mi profesor/a hable durante toda la clase, así no debo hablar en inglés.					
Siempre puedo responder en español en mi clase de inglés, no necesito responder en inglés.					
Las evaluaciones no reflejan lo que he aprendido en clase, son siempre más fáciles.					
Mi profesor/a siempre me explica los errores que he cometido en mis evaluaciones o ejercicios.					
Los contenidos en clases van de lo simple a lo complejo.					
Las actividades desarrolladas en clase son siempre distintas y muy dinámicas.					
Mis profesores siempre nos hacen escuchar distintos acentos en inglés.					
Estoy aprendiendo mucho inglés.					
Mis profesores usan distintas herramientas para enseñarnos inglés: radio, computador, entre otros.					

LO QUE PIENSO DEL IDIOMA INGLÉS

1 Muy de acuerdo

2. De acuerdo

3. No tengo opinión

4. En desacuerdo

5 Muy en desacuerdo

	1	2	3	4	5
Es importante aprender inglés.					
A mis compañeros le gusta aprender inglés.					
Preferiría aprender otro idioma extranjero, como alemán o francés.					
Si viajo por el mundo sé que con inglés me será más fácil comunicarme con otras personas.					
Me gusta mucho aprender inglés porque me ayudará en mi vida profesional futura.					
Aprender inglés me ha ayudado a ver ciertas situaciones de manera distinta.					
Considero que las personas que hablan					

inglés tienen más posibilidades de trabajo que las que no lo saben.					
Las personas de habla inglesa son distintas culturalmente a mí.					
Desde que he aprendido inglés valoro más mi cultura y respeto a personas de otras culturas.					
Es fácil aprender inglés, pues es un idioma fácil.					
Lo que más me cuesta del inglés es la pronunciación.					
Creo que el mejor inglés a aprender es el británico.					

SOBRE LOS ESTÁNDARES DEL INGLÉS

1 Muy de acuerdo

2. De acuerdo

3. No tengo opinión

4. En desacuerdo

5 Muy en desacuerdo

	1	2	3	4	5
Puedo hacer preguntas en inglés de manera fácil.					
No sé como hablar de manera formal en inglés.					
Conozco muy bien como hacer preguntas formales a personas mayores.					
No existe diferencia entre una conversación entre compañeros y una conversación con un adulto.					
Puedo indicar de manera precisa direcciones.					
No hay diferencia entre escribir un email en inglés y una carta.					
Sé como escribir un trabajo formal en inglés.					
Conozco las partes principales de una carta formal.					

Appendix 4

Section A

Questionnaire conducted to teachers in the interviews

1. Nombre, años trabajando para el colegio y como docentes de Inglés
2. ¿Cuáles fueron los objetivos de aprendizaje de la clase?
3. ¿Cómo se enmarcan estos objetivos en el cumplimiento del programa establecido por el ministerio? (si esto no ocurre, cual es el programa a seguir)
4. ¿Qué actividades tuvieron directa relación con los objetivos planteados?
5. ¿Cómo organizó la planificación de las actividades? (motivación, razones, solo en caso de haber existido)
6. ¿Qué cree que aprendieron sus alumnos en esta clase?
7. ¿Qué problemas cree que sus alumnos tuvieron con los contenidos de la clase? ¿por qué?
8. ¿Qué problemas cree que sus alumnos tuvieron respecto al Inglés en esta clase? ¿por qué?
9. ¿Cree usted que sus alumnos valoran aprender inglés? Por qué?
10. ¿Cuál cree usted es la importancia que ven ellos en aprender inglés?
11. ¿Cuál es la importancia que le ve usted enseñar una segunda lengua?
12. ¿Los materiales entregados por el ministerio de educación son coherentes con el programa plateado por el mismo?
13. ¿El programa establecido por el ministerio ha mejorado las condiciones para la enseñanza del inglés?
14. Se ha capacitado usted con el programa Inglés Abre Puertas ¿Cómo le ha ayudado?
15. Cree usted que es importante usar el inglés todo el tiempo en la clase. De al menos tres razones de por qué SI o NO
16. ¿Cuándo le parece necesario usar español dentro de la clase de inglés?

Section B

Translation of the questionnaire conducted to teachers in the interviews

1. Name and years working at the school and as English teacher.
2. Which were the learning objectives of the class?
3. How are these objectives framed in compliance with the programme established by the Ministry? (if this does not happen, which is the programme to follow)
4. Which activities were directly related to the stated objectives?
5. ¿How did you organize the planning of the activities? (motivations, reasons, jus in case they existed)
6. What do you think your students learned in this class?
7. What problems do you think your students had with the class contents? Why?

8. What problems do you think your students had regarding English in this class? Why?
9. Do you think your students value the English learning? Why?
10. What do you think they see as the importance of learning English?
11. Which is the importance you see in teaching another language?
12. Are the materials delivered by the Ministry of Education coherent with the programme they state?
13. Have the programme established by the Ministry improved the English teaching conditions?
14. Have you trained with the programme "English Opens Doors". How has this helped?
15. Do you think it is important to use English at all times in class? Give at least 3 reasons why YES or NO.
16. When do you think is necessary to use Spanish in an English class?

Appendix 5

Section A

Questionnaire conducted to students in the interviews

1. Nombres y edades.
2. ¿Cuánto tiempo han estudiado inglés?
3. De uno a 7, cuan bueno es tu inglés en las siguientes áreas:
 - i. Escrito
 - ii. Lectura
 - iii. Hablar
 - iv. Escuchar
4. ¿Por qué creen que inglés es parte del currículo?
5. ¿Cuál es la importancia de aprender otro idioma?
6. Es importante para ustedes aprender inglés? Por qué.
7. ¿Cómo creen que afectará su vida futura el hecho de saber otro idioma?
8. ¿Cuál es vuestra opinión del inglés? (es importante... fácil...)
9. Si pudieras elegir aprender otro idioma ¿cual les gustaría y por qué?
10. Desde que comenzaron a aprender inglés, ¿les ha tocado usarlo en su vida fuera del aula? ¿En qué situaciones y que les pareció?
11. ¿Qué aprendieron?
12. ¿Qué les pareció difícil aprender? Por qué
13. ¿Cómo integran lo visto hoy con los que vieron la semana pasada o en otras clases?
14. ¿Es fácil para ustedes interactuar en inglés? SI o NO por qué?
15. ¿Te gusta usar materiales como los libros que entrega el ministerio de educación? (solo si en caso de que los usen) por qué.

Section B

Translation of the questionnaire conducted to students in the interviews

1. Names and age.
2. How long have you been studying English?
3. From one to seven, how good is your English in this areas:
 - i. Writing
 - ii. Reading
 - iii. Speaking
 - iv. Listening
4. Why do you thing that English is part of the curriculum?
5. What is the importance of learning another language?
6. Is it important to you to learn English? Why?
7. How do you think your future life will be affected by learning another language?
8. What do you think about English? (it is important... easy...)
9. If you could chose to learn another language, which one would you like to learn and why?
10. Since you started to learn English, Have you use it outside the classroom? In which situations and what did you think about it?
11. What did you learn?
12. What did you find difficult to learn? Why?
13. How do you integrate what you saw in class today with what you have been seeing in previous classes?
14. Is it easy for you to interact in English? YES or No and Why?
15. Do you like to use materials such as the books given by the Ministry of Education? (just in case they use them) Why?

Appendix 6

Section A

Results from the students' survey regarding their linguistic background.

Table 1 Student's basic information regarding the number of years they have studied English

<i>Years of</i>	<i>English</i>	<i>Classes</i>
<i>Years</i>	<i>N^o of</i>	<i>Percentage</i>
	<i>students</i>	
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	3	5.3%
5	3	5.3%
6	8	14.0%
7	10	17.5%
8	19	33.3%
9	7	12.3%
10	4	7.0%
11	1	1.8%
12	1	1.8%

Section B

Table 2 Student's own appreciation on their linguistic competence

	(-)				(+)
<i>Language Competence</i>	1	2	3	4	5
<i>Speaking</i>	7 (12,3%)	11 (19,3%)	23 (40,4%)	13 (22,8%)	3 (5,3%)
<i>Writing</i>	2 (3,5%)	8 (14,0%)	21 (36,8%)	22 (38,6%)	4 (7,0%)
<i>Listening</i>	10 (17,5%)	15 (26,3%)	14 (24,6%)	11 (19,3%)	7 (12,3%)
<i>Reading</i>	1 (1,8%)	5 (8,8%)	12 (21,1%)	27 (47,4%)	12 (21,1%)

Section C

Table 3 Students' opinion regarding classroom practices.

<i>Regarding English Classes and what the LEP states it should be done or accomplished in classes</i>	<i>Agree</i>					<i>Disagree</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Not Answered</i>
<i>In English class...</i>						
1. topics seen are meaningful.	19 33,3%	31 54,4%	3 5,3%	1 1,8%	0 0%	3 5,3%
2. I have learnt a lot about the English culture.	4 7%	22 38,6%	6 10,5%	18 31,6%	5 8,8%	1 1,8%
3. I have learnt vocabulary I can use in my daily life.	19 33,3%	24 42,1%	1 1,8%	11 19,3%	2 3,5%	0 0%
4. I see a lot of grammar.	13 22,8%	29 50,9%	3 5,3%	7 12,3%	2 3,5%	1 1,8%
5. I read about current topics.	8 14,0%	23 40,4%	5 8,8%	12 21,1%	2 3,5%	7 12,3%
6. I been prepared me for my future professional life.	33 57,9%	21 36,8%	0 0%	2 3,5%	0 0%	1 1,8%
7. I have learned to interact with native speakers of English.	11 19,3%	17 29,8%	6 10,5%	15 26,3%	6 10,5%	2 3,5%
8. I have developed good oral skills in English language.	22 38,6%	28 49,1	1 1,8%	3 5,3%	1 1,8%	2 3,5%
9. all students know as much as I do.	6 10,5%	15 26,3%	7 12,3%	21 36,8%	6 10,5%	2 3,5%
10. teachers help me with what I don't understand.	30 52,6%	22 38,6%	1 1,8%	3 5,3%	0 0%	1 1,8%
11. English is spoken all the time.	20 35,1%	31 54,4%	1 1,8%	3 5,3%	0 0%	2 3,5%
12. language teachers have good command of English language.	49 86,0%	5 8,8%	0 0%	2 3,5%	0 0%	1 1,8%
13. I get marks that show how much I know English.	24 42,1%	18 31,6%	2 3,5%	12 21,1%	0 0%	1 1,8%

<i>Regarding English Classes and what the LEP states it should be done or accomplished in classes</i>	<i>Agree</i>					<i>Disagree</i>
	<i>In English class...</i>	1	2	3	4	5
14. The weekly number of hours of instruction is sufficient to learn the language.	5 8,8%	16 28,1%	3 5,3%	22 38,6%	11 19,3%	0 0%
15. I read a good number of text in English.	8 14,0%	14 24,6%	6 10,5%	20 35,1%	7 12,3%	2 3,5%
16. I learn how to write different types of texts like letters, essays, and so on.	8 14,0%	14 24,6%	6 10,5%	25 43,9%	2 3,5%	2 3,5%
17. teachers should speak Spanish more so I would understand better.	7 12,2%	19 33,3	6 10,5%	9 15,8%	9 15,8%	7 12,2%
18. I rather have the teacher talking all the time in that way I don't need to speak English.	2 3,5%	13 22,8%	2 3,5%	21 36,8%	18 31,6%	1 1,8%
19. I can answer in Spanish.	12 21,1%	18 31,6%	1 1,8%	21 36,8%	5 8,8%	0 0%
20. tests are easy so the results do not show how much I know of English.	3 5,3%	16 28,1%	5 8,8%	25 43,9%	7 12,3%	1 1,8%
21. teachers will always explain the mistakes made in tests or exercises	18 31,6%	27 47,4%	2 3,5%	7 12,3%	1 1,8%	2 3,5%
22. contents we see go from simple to more complex.	25 43,9%	25 43,9%	2 3,5%	3 5,3%	1 1,8%	1 1,8%
23. we have a good variety of activities and very dynamic.	29 50,9%	22 38,6%	1 1,8%	4 7,0%	1 1,8%	0 0%
24. we always listen to different accents of English.	13 22,8%	22 38,6%	5 8,8%	13 22,8%	2 3,5%	2 3,5%
25. I learn a lot of English.	13 22,8%	25 43,9%	2 3,5%	12 21,1%	4 7,0%	1 1,8%
26. different tools (radio, computer among others) are used in order for us to learn English.	36 63,2%	17 29,8%	0 0%	1 1,8%	2 3,5%	1 1,8%

Section D

Table 4. Students' opinion on the importance of learning English as a FL.

<i>Regarding the students opinion and attitude towards English language</i>	<i>Agree</i>					<i>Disagree</i>	<i>Not Answered</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
1. English language is not spoken world wide.	3 5,3%	5 8,8%	1 1,8%	16 28,1%	32 56,1%	0 0%	
2. It is important to learn English.	38 66,7%	16 28,1%	0 0%	1 1,8%	0 0%	2 3,5%	
3. My classmates enjoy learning English.	5 8,8%	21 36,8%	18 31,6%	8 14,0%	3 5,3%	2 3,5%	
4. I would rather learn a different foreign language as French or German.	15 26,3%	16 28,1%	8 14,0%	12 21,1%	5 8,8%	1 1,8%	
5. If I ever travel around the world I know English will facilitate communication with other people.	38 66,7%	17 29,8%	0 0%	2 3,5%	0 0%	0 0%	
6. I like learning English as it would be very useful in my future professional life.	28 49,1%	19 33,3%	1 1,8%	7 12,3%	0 0%	2 3,5%	
7. Learning English has helped me see things differently.	12 21,1%	19 33,3%	8 14,0%	15 26,3%	2 3,5%	1 1,8%	
8. I think that those who know English have better chances in life compared to those who do not speak the language.	30 52,6%	20 35,1%	5 8,8%	2 3,5%	0 0%	0 0%	
9. Anglophones are different to me, regarding culture.	15 26,3%	20 35,1%	8 14,0%	5 8,8%	8 14,0%	1 1,8%	
10. Since I started learning English I value my culture more and others as well.	9 15,8%	20 35,1%	9 15,8%	9 15,8%	4 7,0%	6 10,5%	
11. English is an easy language to learn.	10 17,5%	23 40,4%	2 3,5%	18 31,6%	3 5,3%	2 3,5%	
12. English pronunciation is what's most difficult to learn.	16 28,1%	22 38,6%	0 0%	12 21,1%	7 12,3%	0 0%	
13. British English is the best English to learn.	13 22,8%	10 17,5%	19 33,3%	6 10,5%	9 15,8%	0 0%	

Section E

Table 5 Students' opinion on their accomplishment regarding the English standards.

<i>Regarding English standards to be accomplished by the students.</i>	<i>Agree</i>			<i>Disagree</i>		Not answered
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
1. I can easily make questions in English.	11 19,3%	26 45,6%	0 0%	17 29,8%	0 0%	3 5,3%
2. I do not know how to use a formal register in English.	11 19,3%	29 50,9%	1 1,8%	15 26,3%	2 3,5%	3,5%
3. I know how to ask formal questions to elderly people.	6 10,5%	20 35,1%	6 10,5%	21 36,8%	2 3,5%	2 3,5%
4. There is no difference when talking to a classmate or a teacher in English.	4 7,0%	13 22,8%	2 3,5%	25 43,9%	14 24,6%	1 1,8%
5. I can give directions in English.	7 12,3%	19 33,3%	3 5,3%	24 42,1%	4 7,0%	0 0%
6. There is no difference between writing an email and a letter.	6 10,5%	15 26,3%	9 15,8%	25 43,9%	5 8,8%	2 3,5%
7. I know how to right an essay in English.	4 7,0%	9 15,8%	2 3,5%	32 56,1%	9 15,8%	1 1,8%
8. I know the main parts of a formal letter.	6 10,5%	13 22,8%	3 5,3%	27 47,4%	8 14,0%	0 0%