



UNIVERSIDAD METROPOLITANA  
DE CIENCIAS DE LA EDUCACIÓN  
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS  
DEPARTAMENTO DE INGLÉS

**THE BELIEFS OF ENGLISH TEACHERS AND  
EDUCATIONAL RESEARCHERS ABOUT THE  
TEACHING OF ENGLISH AS A FOREIGN LANGUAGE:  
A GRASSROOTS-EMANCIPATORY PERSPECTIVE ON  
EDUCATION**

SEMINARIO PARA OPTAR AL TÍTULO DE PROFESOR DE INGLÉS

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UMCE CAMPUS MACUL, Santiago - Chile

4 de Mayo, 2020

2020

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## ACKNOWLEDGMENTS

*Me gustaría agradecer primero a mi papá y mamá, Osvaldo y Cecilia, cuyo apoyo incondicional, amor y sabiduría me han ayudado muchísimo a navegar este viaje loco que es ir a la universidad.*

*También agradecer a mi polola Isidora, quien ha sido mi cable a tierra en este proceso de tesis, escuchándome pacientemente, aguantando mis rabietas, y dándome mucho nanai y sushi cuando más lo necesitaba.*

*También hacer mención honrosa a mis amigos quienes prestaron oído a mis frustraciones, me aconsejaron, o me sacaron sus buenas risas a través de su compañía o memes.*

*Agradecer al Diego, nuestro profe guía, que nos prestó mucho apañe en los momentos más difíciles y del cual aprendí más cosas estando en la Tesis que en Inglés Escrito jaja. Agradezco profundamente el hecho de que nos dio la libertad de explorar opciones y la importancia de apropiarnos de nuestro trabajo.*

*Finalmente, a quién más me gustaría agradecer es a las maravillosas mujeres de este seminario, que con su eterno apañe, dedicación y compromiso hicieron éste trabajo posible. Me alegra mucho pensar que este triunfo no es de nadie más que de nosotras. Que incluso enfrentando a tanta adversidad, no nos separamos nunca, sino que decidimos a seguir adelante en compañía de las otras. Sin duda, su convicción de terminar con la violencia hacia las mujeres en todas las áreas de la vida me han hecho crecer muchísimo como persona y como profesional. Siempre llevaré tales lecciones en mi corazón y les deseo lo mejor en lo que se propongan.*

*Paulina Constanza Espina Aguilar*

*Mi mayor agradecimiento va dirigido a mi Madre, mujer luchadora y de esfuerzo que me ha inspirado y apoyado día a día a seguir mis metas y sueños. A mi familia, quien siempre ha estado presente en mis etapas dando su apoyo incondicional. A mis amistades, que son el empujón a seguir adelante en cada momento con su gran amor. A cada profe que me marcó y me motivó a elegir este rumbo de la pedagogía, y un especial agradecimiento, a Diego, nuestro profe guía, quien fue un gran apoyo durante este proceso incluso en los momentos más difíciles que tuvimos que vivir durante la tesis, y que también me ha inspirado a seguir siendo un profe de pensamiento crítico.*

*Y finalmente, un gran agradecimiento a las maravillosas y poderosas mujeres que me acompañaron en esta tesis, los agradecimientos nunca serán suficientes para ustedes, las admiro un montón y tengo claro que con sus convicciones transformaremos la educación hacia el feminismo.*

*María Ignacia Muñoz Carvajal*

*En primera instancia agradecer a toda mi familia, quienes con su ejemplo de perseverancia y resiliencia me guiaron durante todo este proceso, haciéndome más querida, más fuerte. Agradecer también a mis amigas y compañeras por su constante sororidad y amor, sobretodo a las dos grandes mujeres que fueron parte de esta investigación, sin ustedes no lo hubiese logrado de la manera en la que lo hice e hicimos, a seguir construyendo en amor y feminismo hacia una pedagogía emancipadora.*

*Rocio Andrea Peña*

*Rojas*

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## ABSTRACT

Due to the social crisis emerged in the last two decades, the inefficiency of the Chilean educational system has become evident; therefore, different educational alternatives are required. In this sense, grassroot education emerges as an answer to mainstream education, having the purpose of joining the local communities together to take collective social action. In order to produce education by and for the communities, our objective was to identify and interpret the English teachers' and educational researchers' beliefs about the teaching of English as a foreign language and their English Curricula in exemplary and traditional public schools of Santiago. We interviewed 7 teachers and 7 educational researchers through in-depth semi-structured person to person and online interviews. After gathering the results, we proceeded to analyze them by using a Critical Discourse approach and Content analysis in which the answers were categorized. We could identify as main categories the language education deficiency and the required aspects of the English curriculum. We concluded that there is a huge gap between what is expected and demanded from teachers and what they can actually do in terms of decontextualized curriculum and resources. These systematic difficulties were ascribed to the hegemonic role of English and to a neoliberal-globalized ideology present in Chilean education. Finally, a alternative curricular proposal was laid out based on what teachers and curricular educators believe, together with our visions as prospective teachers and researchers, so as to make the English curriculum pertinent, contextualized, grassroot-oriented, feminist and counter-hegemonic.

**Key words:** *(de)contextualization, curriculum, hegemony, ideology, grassroot education.*

## RESUMEN

Debido a la crisis social emergida en las últimas dos décadas, se ha dejado en evidencia la ineficiencia del sistema educacional chileno, por lo tanto, se requieren de perspectivas alternativas en tanto a la educación. En este sentido, la educación territorializada emerge como una respuesta a la educación formal, la cual tiene el propósito de unir a las comunidades locales para tomar acción colectiva. Con el propósito de construir una educación desde las comunidades y para las comunidades, es que nuestro objetivo fue identificar e interpretar las creencias de profesores de Inglés y de investigadores educacionales sobre la enseñanza del Inglés como lengua extranjera y su currículum en colegios emblemáticos de Santiago. Entrevistamos a siete profesores y siete investigadores educacionales usando entrevistas semi estructuradas, presenciales y de modalidad online. Después de recoger los resultados, procedimos a analizarlos usando Análisis Crítico del discurso y Análisis de Contenido en donde surgieron un número de categorías. Pudimos identificar que las principales inquietudes de nuestros entrevistados relacionadas a las deficiencias presentes al enseñar Inglés y sobre los aspectos requeridos de tanto el currículum como la educación del inglés en general. Concluimos que hay una gran brecha entre lo que se espera enseñar y lo que realmente se puede hacer con el tiempo y recursos disponibles. Creemos que estas dificultades sistemáticas son consecuencia del rol hegemónico del inglés y de una ideología neoliberal-globalizada presente en la educación chilena. Finalmente, una propuesta curricular fue trazada y la cual se basa en las creencias de profesores e investigadores educacionales, junto con nuestras visiones como futuras profesoras e investigadoras, con el fin de crear un currículum de inglés pertinente, contextualizado, orientado a la educación territorializada, feminista y contrahegemónico.

**Palabras claves:** *Contextualización, currículum, ideología, hegemonía, educación territorializada*

## INTRODUCTION

We understand that schools benefit from a privileged position granted by society as it is considered one of the most fundamental institutions where the education of future generations takes place. This role is fulfilled by providing students with tools associated with a range of different fields of knowledge. Yet, it is accepted that the function of schools extends to the instilment of attitudes, beliefs, virtues, and ethos. Those are regarded as crucial for students to learn so that they are able to participate in a democratic society, and more importantly, to face the challenges that the globalized world of the twenty-first century poses.

Given that students are one of the main protagonists of education, we as English Teachers, consider relevant listen to their necessities and interests to transform the Chilean education by improving the national curricula. Even more so after the Chilean social outburst, which began on October 18, 2019, when high school students, in response to the rise of transport fare, impulsing a massive subway evasion in the capital of our country. This issue was the starting point of a “Chilean awakening” because of decades of oppressive social inequality, given that students' actions inspired further protests across the country, leading to a widespread revolution. Students' influence in social movements in Chile needs to be acknowledged since they are a very much present sector of society, which has actively challenged and contributed to the educational debate for decades. Thus, we ought to take into consideration their demands to improve Chilean education.

Another relevant factor within the school community is, of course, the teachers. Their importance comes from the fact that they are the ones responsible for displaying pedagogical knowledge in a range of different settings, for allowing students to feel empowered and significantly fulfill the teaching-learning processes. In other words, as expressed by Mirman (2013), “teachers have a primary responsibility in education to help students cultivate personal qualities of motivation that can give them resources for developing aspiration and independent learning for achieving goals” (p.535). In this sense, teachers and their role in classrooms pose high importance in students' development as social beings.

Therefore, as the national contingency allowed given the undefined strikes on the educational area, we decided to center our research in educators, because to propose an alternative to the current English curriculum, we have to concentrate on students' needs

and interests; therefore, one of the means to identifying said needs and interest is by consulting teachers. As Peter Rule (2015) expresses “unless the teacher learns about his learners, their contexts, concerns and aspirations, he will not be able to engage them in learning” (p.51).

Regarding English teaching, the Chilean government has established within the confines of its curriculum that English should be taught as a foreign language since it is the official global lingua franca. The objective of said measure is entrenching communication with the rest of the world, as it is mentioned in the “Curricular Proposal of the English Foreign Language” of the MINEDUC:

In our country, the learning of English has acquired an increasing importance due to our insertion to the globalization process. Such a process is associated with a widespread usage of the English language in the scientific, economic, technological and academic areas, among others. As a consequence, the ability to communicate through this language enhances the possibility to involve in the distinctive dynamics of globalization, to cope with its challenges and benefit from its contributions. (p.5)

Nevertheless, from our point of view, this instrumental vision of language, seemingly justified under globalization, fails to recognize the oppressive system of unequal relations that has granted English its privileged position in today’s language market, as well as the material and historical conditions that have made it possible. Moreover, the catastrophic and long-lasting consequences of such position in the lives of subordinate language and non-English speaking cultures. So, when thinking about the curriculum, we must take this larger context into consideration so as to review it with a critical eye, and to propose a pedagogical project that aligns with the students’ and teachers interests and needs, as well as the demands of the communities in which they are inserted in.

The disposition of the curriculum components is directly related to its own ideological configuration. That is to say, the objectives, methodologies, techniques, content, assessments and activities are chosen and systematized in function of the attitudes, beliefs, and values of the ones who design the curriculum, which are intended to be instilled in the educational community. At the same time, we acknowledge that these may be in dispute with the viewpoints of those who are subjected to the authority

of the curriculum; either they may be students or educators, and whether they carry out this process at a conscious or unconscious level.

Moreover, few studies have focused on the English national curriculum to uncover the mechanisms that it utilizes to exercise control, and how it affects people and their relation to society. Thus, it is of our concern as educators to engage in a critical revision of the foundations of the pedagogical endeavor, and to aim for more emancipatory ones that will help us build a more fair society. Consequently, if we thought of a contextualized curriculum concerning English, we could expand places to perform classes more appealing to the students along with leaving behind the approach in which English is complicated and outside the students' interests at schools, as we will be appealing to their context and necessities through communication in another language.

This research aims to understand the real scope of the English curriculum in Chile. Taking into account the large body of existing literature we decided to focus on the curricular area since we view curriculum not only as a set of objectives, methodologies, techniques, contents, and assessment proposals or activities, but we also understand that it includes a range of visions, conceptions and perceptions about the world, about the people who live in it, as well as the teaching-learning process itself. It is a matter of utmost urgency for the educational community to question and discuss the role of educational spaces in the construction of society. In that sense, by carrying out a critical analysis of the perceptions of teachers about the curriculum and revealing its ideological setting, we will be able to contribute and expand the debate about teaching English as a foreign language in the Chilean region.

Therefore, our objective was to identify and interpret the English teachers' and educational experts' beliefs about the teaching of English as a foreign language in exemplary and traditional public schools of Santiago and their English Curricula. We conducted our research by interviewing 7 teachers and 7 educational researchers through the use of a semi-structured person to person and online interviews and questionnaires for collecting the data. Both instruments included a set of approximately fifteen, mostly open-ended questions. After gathering the results, we proceeded to analyze them by using a Critical Discourse approach and Content analysis in which the answers were categorized into different aspects in order to obtain the main concepts dealt with in this work. From the process, we could identify the main concerns of our interviewees which were related

to language education deficiency and required aspects of both the English curriculum and the English language education in general, specifically concerning contextualization/decontextualization, inadequate curricular design, globalization/instrumentalization, interculturality and critical perspectives on English language education.

Given that our subjects of the study identified a variety of factors interfering in education as well as the lack of some others, we were able to conclude that there is a huge gap between what is expected from teachers to teach and what they can actually do with the time and the resources available in both the Chilean education system and the English teaching in the country; ascribing these factors to the hegemonic role of English in Chilean language education and the neoliberal-globalized ideology installed in the English curriculum which seeks to dominate local subcultures and pose a defined way of life in order to gain workforce to fulfill their economic purposes.

We believe that if these factors were effectively regularized, the teaching/learning process would be more relevant to all the parts involved. As a consequence, we elaborated a curricular proposal based on what we could retrieve from teachers and educational researchers' beliefs, along with our own visions on what the ideal language education should entail. In said section, we go through the reasons we think it is important to teach and learn English as a foreign language in today's Chilean context; the limitations we recognize in the current curriculum and the public education system; and what it needs to be reformulated and incorporated in order to make the English curriculum pertinent, contextualized, grassroot-oriented, feminist and counter-hegemonic.

## **CHAPTER I: LITERATURE REVIEW**

The following constitutes a review of the existent literature concerning the teaching and learning English as a foreign language in Chile. The purpose of said revision is to shed light on the current state of EFL and ELT research, as well as justifying the need for the present study by framing it in a broader context. To reach said objectives, we divided this review into four distinct sections.

First, we look into a general historical overview of Chilean English Education, so as to examine how EFL teaching and learning and policy have evolved since its introduction in Chilean education. Second, we go over the main lines of investigation in EFL and ELT research during the last 5 years, to look at current research trends both at a national and international level. Third, we explore research exclusively concerning decontextualization, since we consider it one, if not an essential issue of the English curriculum today. Finally, we review research in relation to the Hegemony of English, for we believe that the aforementioned disconnection between the curriculum and the classroom reality is closely connected to the status of English in today's language and cultural landscape.

### **1. Historical review of English Language Education and policy in Chile**

The evolution of English education in Chile has been greatly influenced by an ensemble of remarkable historical and social processes and events. For that reason, in this part, we take a look at key historical moments in English language education that have led to the current state of the English curriculum. We begin with a quick recapitulation of the first appearances of English in Chilean education in the XIX century. Then, we move on to the XX century, as we examine the emergence and development of English teaching programs, as well as the radical reforms to state-university education under Pinochet's civic-military regime. Finally, we come back to the XXI century, where we go in detail on the different reforms and adjustments to the English curriculum and policies since the 90's.

According to Barahona (2015), the first sign of English-speaking natives in Chile dates from the 1800's, where the English, Scots, and Irish came to Chile for "new trading opportunities facilitated by the opening of the port of Valparaíso in 1811. British immigrants ran foreign trade, maritime business, commerce and factories" (p.15). Around the same year in Santiago, the first notices of English as part of the study plan of the soon-to-be-founded National Institute began to appear (Vera, 1942). It was called "Plan for the organization of the Chilean National Institute (Instituto Nacional), for the distribution and training of useful knowledge", and it ought to teach

English, French and Spanish grammar alongside literature (p.187). However, officially this plan came into motion in 1819, where English and French were established as compulsory lectures of the school's study plan. Even back then, English was regarded as a valuable asset for the country's scientific and economic progress. For instance, Vera (1942) indicates that in the first Pan American scientific congress of Chile between 1908 and 1909, Patrick J. Kenny, a prominent professor of foreign languages, stated that:

“Currently, the ones who speak English in the civilized world reach up to a 7 percent. Therefore, if the countries of the South give further importance to the study of English, naturally they gain better markets for their products and those countries position themselves among the best markets of the world” (p.214).

Meanwhile, the University of Chile, under the direction of Andrés Bello, in 1843 started implementing programs dedicated to the study of modern and classical languages which were intended to keep “citizens in touch with their past, and with the more civilized, free nations of their times” (Abrahams and Farías, 2017, p.109). Furthermore, Abrahams and Farías (2017) indicate that in 1870, “Rodolfo Lenz, a leading German educator, gave the first lecture on English language education in Santiago” (p.109). Later on, Lenz was hired by the University of Chile to prepare future teachers for working in the public educational system at the Pedagogical Institute (Instituto Pedagógico). The teaching training programs at that time lasted around 3 to 4 years and “included discipline-specific subjects (e.g. English language, English language teaching and phonology) and general pedagogical subjects (e.g. pedagogy and theory of education” (p.109).

During the early 1900's the presence of British immigrant population in national territory increased significantly after the boom of nitrate mining. The British established themselves in Santiago due to the foundation of the Chamber of Commerce in 1932, where they continued their commercial and business activities (Barahona, 2015). As a result, a considerable amount of private bilingual schools was founded and imparting education to British descendants in various cities across the country.

The first English teaching training center in Universidad de Concepción was created in 1919 (Abrahams and Farías, 2017). From that point up until 1956 seven university programs were launched, and nearing 1965, nineteen additional regional teaching schools were founded; thus, the access to English teaching education was democratized to a larger part of the population. This continued on until Augusto Pinochet's military coup d'état in 1973. From there on, the public educational system suffered deep structural changes that affected not only public schools but also state-funded teaching schools and programs. Arguably, the separation of the Instituto Pedagógico from Universidad de Chile is the most remarkable event of said restructuring (Barahona, 2015). The latter set a dangerous precedent for other schools of education which suffered the same fate



of being forcefully divorced from state universities and transformed into “Higher Education Academies of Pedagogical Sciences of *Academias Superiores de Ciencias Pedagógicas*” (Abrahams and Farías, 201X). Moreover, Barahona (2015) argues that during this period “teacher-education programs were ideologically manipulated and a number of academies were sacked, particularly the ones working with social sciences” (p.20). In this way, teacher education progressively lost its former prestige, which in turn meant that fewer students signed up for teaching programs (Abrahams and Farías 2017).

While the public educational system was under attack, private university schools and programs started to proliferate over the country. According to Abrahams and Farías (2017) over sixty private universities, forty-four professional institutes, and fifty eight institutes for technical education have been created since 1973, and most of these currently offer English teaching programs. Then, the privatization of the school system under the neoliberal model has had a detrimental effect on the quality teaching education programs and teacher training in general (Avalos, 1999). Abraham and Farías (2017) on Avalos (1999) think that this is due to

“(…) The existence of fragmented, overloaded curricula; lack of coherent vision of teacher education; insufficient access to updated education resources (including lack of good libraries); inadequate of academic level of teacher training staff; students with limited motivation; and teacher training programs disconnected from school realities in which future teachers would teach. ” (p.110).

The next big event in English language education was the great curricular reform of the 1990's. Barahona (2015) claims that, after the return of democracy, the significant growth in Chilean economy impulsed a radical shift concerning the role of English in the country's economic development. Learning English as a foreign language became a paramount concern of the Chilean state due to the increasing demand of the language for achieving “international insertion” (Ministerio de Educación, 2009a, p.22). Thus, the Ministry of Education determined English as a compulsory subject from fifth to twelfth grade and incremented the hours of English lessons per week and the amount of years of English classes in municipal and subsided schools (Ormeño,2009). Moreover, the reform targeted the development of receptive skills; for that reason, 40 percent of the English curriculum had to be focused on reading comprehension, another 40 per cent to listening comprehension, and the remaining 20 percent divided between writing and reading (Barahona, 2015). In that sense, the focus of English education is that students are able to “comprehend what they read and listen (...) at an instrumental level” (Ministerio de Educación, 2009a, p.22). As well, the reform was designed as to “reflect students' needs and contexts, taking into account the learners' geographical location, their socio-economic conditions and the demands of the modern world” (Barahona, 2015, p.23). Consequently, the distribution of

authentic teaching material, such as textbooks and cassettes, based on Chilean reality and topics constituted a substantial improvement for EFL educators and learners (p.24).

Later on, the spirit of the reform was fully supported by the signing of the Asian-Pacific Economic Cooperation (APEC) agreement in 2004. The members of the agreement, amongst of which was Chile, committed to comply with the “Skills for the Coming Challenges”, which emphasized the “improving the learning of English and other foreign languages at the school level as well as among workers and small business entrepreneurs and the use of technology for teaching and learning.” (Ministry of Foreign Affairs of Japan, 2004). Accordingly, the government saw fit to direct further efforts to train Chilean citizens in the English language so as to respond to the global market (Barahona, 2015).

In addition, Abrahams and Farías (2017) argue that around the same time, due to the desire of measuring the effectivity of the new policies, the Ministry of Education arranged with the University of Cambridge the design of assessment instruments similar to English to speakers of other languages examinations (ESOL). After the test was applied to fourth and eighth-graders, the results were so underwhelming that new modifications had to be done (Abrahams and Farías, 2017). Moreover, the governmental program English Open Doors (Inglés Abre Puertas or PIAP) was founded during this period. The mission of this program was to “improve the level of English that 5th to 12th grade students learn through the definition of national standards for the learning of English, an strategy of teacher professional development, and the support to the English teachers in the classroom” (Inglés MINEDUC, 2020). For pre and in-service teachers we can find a diversity of professional development opportunities, such as teacher training programs, English language courses, workshops, seminars, short internships, and methodology courses, among others (Abrahams and Farías, 2017). Similarly, for students we can find debate and public speaking contests, spelling bee, and winter and summer immersion camps (Inglés MINEDUC, 2020). In the same line, *EOD* has suggested standards for improving teachers’ language proficiency that have been progressively included in Second Language Teaching programs (SLTE) in their curricula (Barahona, 2015).

Undoubtedly, the late 90’s and early 2000’s set an important precedent for policy and curricular changes in the new decades to come. For instance, the English curriculum suffered further curricular amendments in 2009 because of the General Law of Education. The Ministry of Education established “fundamental objectives and minimal compulsory contents for the teaching of English as a foreign language” (Ministerio de Educación, 2009a, p.22). Accordingly, the Ministry published curricular guidelines with the intent of

“Providing information on the skills (listening, speaking, reading and writing) to be developed in the English language; the methodology guiding instruction (i.e Communicative Language Teaching, CLT); and attitudes toward the language learning situation to be encouraged in the classroom. Additionally, teachers are provided with Level Study programs with practical ideas and suggestions to help them improve their instructional practices”. (Abrahams and Farías, 2017, p.112).

Furthermore, the English curriculum underwent adjustments at the level of its contents and objectives. First, the curriculum was redistributed in such a way that its focus moved on from receptive skills to the development of productive skills, such as speaking and writing (Barahona,2015). Second, the content and objectives were lined up with CEFRL, so as to “lift the English curriculum to well-known curricular standards and follow a trend that other countries in South America and Asia (...) had adopted” (Barahona, 2015, p.25). Third, the acquisition of new vocabulary was highlighted as a way of distinguishing “what the students can recognize and what they are capable of using” (Ministerio de Educación, 2009a, p.27). Fourth, the ministry demanded that “teachers should use Spanish as another methodological tool that promotes learning, byt English should be used as much as possible” (Barahona, 2015, p.25).

In 2010 it was decided that the National System of Measurement of Quality of Education (Sistema de Medición de la Calidad de la Educación or SIMCE) should be in charge of the national standardized test of English, based on the official curriculum (Abrahams and Farías, 2017). The new instrument was a Test of English for Communication (TOEIC) test, which aimed at assessing eleventh graders’ language proficiency, and which included lower to intermediate levels of proficiency (p.113).

In 2012, new curricular adjustments were introduced to the English curriculum. On the one hand, we have the the curricular guidelines explicitly declare and embrace the contributions of different approaches and methods, “from task-based and natural approaches, cooperative language learning, and content-based instruction” (Barahona, 2015, p.25). Moving on to 2013, the Ministry of Education begun to distribute programs and textbooks for teaching English since first grade, although officially the existent curricular guidelines start from fifth grade (Abrahams and Farías, 2017).This has caused problems since there are not sufficient teachers of English, specialized in primary education, and primary teachers have been forced to start teaching English without having the necessary knowledge and qualifications to do so (Abrahams and Farías, 2017). The latest curricular development was done in 2019, when “the National Council of Education approved curricular changes in eleventh and twelfth grade that should be put into practice since 2020” (La Nación, 2019). From there on, History stopped being a compulsory subject, leaving Language and Literature, Maths, English, Philosophy and Sciences for citizenship, and Civic

Education as the six mandatory subjects for professional-technician, scientific-humanist and artistic schools.

Clearly, English curricula and policy have undergone significant modifications which have responded to specific socio-political circumstances in Chilean history. We have seen that as the Chilean Republic began to establish itself as an institution in the nineteenth century, the English subject was already a key part of the education plan of future public schools, such as Instituto Nacional. In the late 1800's to the early 1900's, the ever-growing presence of British migrants due to the nitrate mining boom pushed the consolidation of English public education and teaching through the creation of different teacher training programs and schools of education. This process continued on until Pinochet's coup d'état in 1973 and subsequent civic-military regime, where public education was dismantled and replaced by a neoliberal model. This educational model deeply affected English language education, since private language schools of education started to proliferate; meanwhile, former prestigious institutions, such as Instituto Pedagógico, were in decline due to heavy intervention done by the regime. Only after the return of democracy in 1990's, public language education could begin to rebuild itself while also facing the consequences of the new model, such as increasing social inequality between municipal-subsidiary and private schools. Since the 2000's, reforms to the English curricula and policy have skyrocketed in contrast to other historical periods. Chile in this last two decades has directed efforts not only towards transforming and improving the teaching and learning of English education and teaching, but also in finding its place among other leading nations in the current neoliberal-globalized world.

As we have already reviewed the evolution of Chilean English language education policy, we now focus on the current state of research related to English teaching and learning, so as to assess the advancements of previous investigations concerning EFL education and curricula, and to justify the need of the present work by looking at the bigger picture.

## **2. English teaching and learning in Chile**

The teaching and learning of English as a foreign language in the Chilean context has been an extensive and diverse area of research. For this section, we will outline some of the main lines of investigation in English Language Education and English Teacher Education during the last five years, both at a national and international level, which will help us get a general perspective on the current state of EFL research and its most recent interests.

### **2.1 Development of language skills / improvement of linguistic performance**

Research in this area mainly explores the implementation of new strategies in order to achieve major levels of language proficiency in students. Research is focused on promoting both active (speaking) and receptive (listening) skills, though there is a notorious interest in the former.

For instance, Cuitiño, Díaz and Otárola (2019) examine how to improve linguistic performance in fluency and accuracy through the use of roleplay. Similarly, Ortiz-Neira (2019) found that information gap-activities had a positive impact on students' fluency. Moreover, Toledo and Hoit (2016) study the impact of puppets so as to increase spoken interaction and motivation among primary students. Nonetheless, there is also a growing interest in investigating detrimental factors that may prevent the development of students' communication skills.

Yilorm, Acosta and Martinez (2019) explore the development of listening skills in public school students. They argue that emotional imbalance, "product of unsatisfied needs and social vulnerability" (para.24) that characterizes public school contexts may be the cause of said underachievement. They explain that this imbalance "impacts negatively in interpersonal relationships inside the classroom, and in turn affects peaceful, tolerant, respectful and dialogic coexistence necessary for the building of significant and pertinent learning" (para.24), which means that the socially vulnerable conditions of the public-school system get in the way of those students' language proficiency, at least concerning listening skills.

Although language proficiency has been researched adequately, the most prolific and broadly investigated area has been the examination of the beliefs of students, teachers, and pre-service teachers.

## **2.2 Examining the beliefs of students, teachers and pre-service teachers**

Here, perceptions, beliefs and attitudes work as similar or synonymous categories, in the way that most of them are focused on what teacher-educators, academics, teachers, and pre-service teachers think or feel about English Language Education and English Teacher Education, namely beliefs.

Research does not seem to agree on the consistency or origin of teachers' teacher educators and pre-service teachers' beliefs about teaching itself, their identities and their role as teachers. On the one hand, Lehman and Weber's (2015) comparative research on the perspectives of German and Chilean teachers suggest that Chilean teachers tend to have a more teacher-centred perspective than their German counterparts; one much that is less constructivist and that includes less communication tasks (p.23). Meanwhile, Perez (2015), in his study of teacher-trainees' beliefs about their teacher training and self-image, suggests a shift in the beliefs of teacher educators towards more inclusive perspectives, that prioritizes communication over accuracy. Nonetheless, Tagle et al (2017), while examining pre-service teachers' beliefs about their teacher roles, argue that Chilean pre-service teachers hold both traditional and constructivist types of beliefs, which they use in order to face appropriately classroom reality by taking the best of both (p.122). Along the same line, Alarcón et al (2015) go even further and suggest that at a university

level, pre-service teachers' beliefs oscillate depending on the year of training they are in (p.174). Meaning that first year students tend to believe teachers are transmitters of knowledge; meanwhile, fifth year opt for more student-centered approaches. Archanjo, Barahona and Finardi (2019) in their examination of pre-service teacher identities, suggest that Chilean teachers identities and, by extension, their beliefs oscillate between their identities as students and teachers (p.73). The latter seems to be supported by Ormeño and Rosas (2015) in their study of university students and academics beliefs about learning a second language, who suggest that beliefs of pre-service teachers are significantly influenced by their own experiences as students during their school years (p.222).

Now, research does seem to agree that beliefs about the importance of language proficiency in teacher training. Archanjo, Barahona and Finardi (2019) notice how language proficiency plays an important role in Brazilian Teachers' identity (p.73). The latter seems to be shared among Chilean pre-service teachers in Ormeño and Rosas (2015) who suggest that fifth- and first-year students in an Initial Teacher Education program share the concern about the importance of learning vocabulary and grammar during their teacher training (p.222). However, this degree of relevance seems to shift along the years, where students seem to be more worried about vocabulary and grammar in the earlier years of training than in later years. However, both first- and fifth-year students and academics of the programs agree on the importance of pronunciation.

All in all, the diversity of views and possible causes of these differences suggests that both teachers, teacher educators and pre-service teachers hold "inconsistent and contradictory beliefs" (Martin and Rosas-Maldonado, 2019, p.11). Tagle et al. (2017) and Díaz et al. (2013) promote further research on these beliefs, since they inform and have great influence on teachers' and pre-service teachers' actual pedagogical practices in the classroom (Tagle et al., p.124; Díaz et al., p.59). Moreover, Lehman and Weber believe that Teacher Initial Education programs should promote students' reflective skills by engaging in a critical discussion about their pre-existing beliefs about teaching (p.23). Martin and Rosas-Maldonado (2019) on their part argue that said beliefs prove to be significant for attending pre-service teachers' needs in Teacher Education programs, and therefore should be taken seriously (p.11). Finally, Inostroza (2018) concludes that research outside the constraints of applied linguistics "benefit researchers in uncovering factors present in language learning" (p.16) that may help address better the needs and demands of school communities.

As we may attest, students, teachers and pre-service teachers' beliefs are a major area of research; however, another major line of investigation, equally thoroughly discussed, appears to be English Teacher Language Education.

### **2.3 Examining English Teacher Language Education**

One trend in research suggests that there are a number of weak areas in teaching training that makes the teaching practice difficult. Martin and Maldonado (2013) notice a “theoretical-practical gap” (p.10) in pedagogical knowledge which leads novice teachers to feel underprepared to solve challenges in the classroom. They argue that although pre-service teachers mostly assess positively their performance in teaching experiences, they do recognize difficulties concerning the design of appropriate assessment and how to treat with parents (p.58). Along the same lines, Tagle et al (2017) notice the need for training of emotional and affective skills in order to face the emotionally rich yet complex environments of classrooms (p.124). Martin and Maldonado (2019) suggest that this mismatch between SLTE programs and realities in the classroom needs to be addressed in Initial Teacher Education programs (p.11).

Another trend focuses on identifying key factors in English Education policies and Teacher Development programs that may affect proper teacher preparation. When it comes to English education policies, Abrahams and Silva (2017) recognize “the lack of interaction among Initial Teacher Education programs, the professional development of NQT’s<sup>1</sup>, and the needs of public schools” (p.11) as one of the main concerns in current EFL and SLTE. Additionally, other pressing issues include:

”The lack of credibility in teachers, the inadequate provisions of teacher education curricula, the outdated pedagogical repertoire of classroom teachers and university faculty alike, the lack of awareness about the very complex educational contexts with their associated social demands, the concern with the quality of teacher educators and the quality of NQT’s upon graduation.” (p.119).

Barahona (2015) argues that in order to solve said problems, schools and university must question their pedagogical practices and construct new knowledge about teaching EFL, from the point of view of “the problematic nature of teaching English in a globalized world, reconsidering the role of English beyond economic and social developments”(p.172). Meanwhile, concerning Teacher Development programs, Schuster, Tagle and Jara (2010) highlight the positive impact of

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<sup>1</sup> Stands for “Newly Qualified Teachers”. Terminology used to refer to English teacher graduates that meet Ministry of Education’s national standards which “describe the pedagogical and disciplinary knowledge, skills and dispositions considered necessary for effective teaching.” (Abrahams and Silva, 2017, p.116)

mentoring programs in Initial Teacher Education. They argue that said programs help teacher educators and mentors as it results in an improvement of the quality of their pedagogical practices, advancement in their reflective process, and in a significant commitment with the results of pre-service teachers' learning. However, Barahona (2018), while reviewing TESOL's Teacher Development programs, argues that much needs to be advanced in the matter yet. She argues that these programs need to incorporate the experiences and insight from EFL teachers from the "periphery", namely Asia, Africa and South America, as well as primary teachers' (p.12). Furthermore, she argues that Teacher Development programs should aim to address the tension between demands for teachers' language proficiency and teachers' professional capabilities (p.12).

While challenges in Chilean ELT education and Teacher training have been properly addressed, major challenges in Chilean EFL education as a whole have also been explored.

#### **2.4 Challenges in English Language Education**

The primary trend of research is dedicated to identifying key factors that difficult the learning process, mostly at a primary level. Inostroza (2015) analyzes the opinions of primary level teachers on the matter concludes that contextual factors such as "limited time for planning, lack of parental involvement and a mismatch between policy and school reality" affect the teaching-learning process. Meanwhile, Barahona (2016) adds that the lack of qualified teachers, insufficient numbers of hours allocated for teaching compared to the crowded curriculum, and suitable resources and materials that are more than often limited count as well as impediments. However, there is another minor trend in research concerned with studying factors outside the classroom setting, such as social inequity and school segregation.

Rodriguez Garces (2015), in his study of differentiated achievement levels and school segregation, argues that even though listening and reading comprehension levels among Chilean students is generally low, students in higher socio-economic classes perform better and have better results due to the advantages that their socio-economic class brings (p.90). Yilorm and Acosta (2016), while critically analyzing the impact of social vulnerability on national and international tests results, argue that "socio-educational policies in Chile permit social segregation from pre-school education to higher education depending on their social status and parents' ability to pay for education" (p.132). They also explain that said segregation is the result of "the incompatibility between the business educational model with learning-teaching process"(p.132). Likewise, inadequate methodological approaches to promote genuine communication and unsuitable pedagogical materials with no approximation to real life situations to motivate students also have a role in school segregation (p.133). Both Rodriguez Garces and Yilorm agree on the



urge of radical reforms against school segregation such as the elimination of selection processes (Rodriguez Garces, 2015, p.90) and profound methodological changes (Yirlorm, 2016, p.133). Unfortunately, Romero (2019) explains that social inequality has not been researched in the ELT community enough (3rd RICELT Biannual Conference Programme and Book of Abstracts, p.6). For that reason, she urges Chilean EFL researchers to take responsibility on this issue and to give it the attention it deserves.

Even though, research so far has been focused on examining a number of aspects concerning the teaching and learning of the English language; language ideology is an area that has been scarcely investigated.

## **2.5 Language ideologies in EFL and ELT programs and policies**

Research seems to agree that language Ideologies concerning English contain an array of clashing ideologies.

Robertovich (2014), in his study of language ideologies of English and Mapudungun official programs, argues that there are two main paradigms concerning the value of English and Mapudungun, respectively. The value of English is linked to its functional utility or rational value, meaning in the way it allows Chilean students to access information and communicate with English speaking people (p.68). Meanwhile, the value of Mapudungun is intrinsically tied to its culture and history, where it is expected that Mapuche natives reserve it for particular circumstances and through which they gain cultural knowledge (p.68). In the same line, Robertovich (2016) further explains that Mapudungún has an "expressive value" that does not seem to have any major functional utility in the modern world (p.79). Said ideologies have their origin in "official sources" such as school authorities and official documentation from the Ministry and the school, which are later transmitted to teachers and students (p.78).

Alarcón et al. (2016) for their part argue that said "instrumentalization" of the English language is the product of an over-idealization of the same, in which extra-linguistic elements are attached to certain languages, without having empiric proof to justify that status (p.72).

Likewise, Aceituno et al. (2015), in their study of English Teaching Standards in Chile, argue that these ideologies do not seem to be overtly stated in the policy, rather that the idea of "English as a tool for students to become global citizens of Chile and the world" (p.90) is way of subtly declaring said ideologies.

As well as language ideology, EFL and ELT curriculum has been a minor area of research in the Chilean EFL community.

## **2.6 Examining EFL and ELT Curriculum in Chile**

The vast majority of research in this area tends to focus more on reviewing SLTE curricula, rather than school curricula.

On the one hand, research focuses on the challenges of current SLTE programs and the need for moving onto a more Integrated Curriculum. In her study of English Teaching programs, Barahona (2014) argues that English proficiency along with experiential learning opportunities at schools are a key concern in Initial Teacher Education. She adds that a disadvantage of this approach remains in how the academic load of the curriculum affects students' capacity of engaging in reflective practice, which eventually leads to superficial achievement (p.64). Therefore, Barahona suggests moving onto a critical curriculum approach, perspective that Aliaga (2017, 2019) is also in agreement with. Aliaga (2017) examined the curriculum of the Initial Teacher Education program based on an Integrated Curriculum approach, meaning that linguistic subjects were taught and integrated into pedagogical courses. Aliaga highlights as positive the collaboration and teamwork among teacher educators, as well as the promotion of critical thinking when engaging in reflections of pre-service teachers' pedagogical practices (p.52). However, she also notices the amount of workload required for preparing said courses, while also raising concerns about how to achieve language proficiency under this approach (p.52).

Meanwhile, research on school curricula tends to focus either on comparing curricula in private and public schools or comparing what the curriculum states and the classroom reality. Concerning the former, Toledo and Gonzalez (2016) noticed several significant differences between the two curricula: private schools spend more hours on teaching English; they are interested in certifying students' level of English; they reduce the numbers of students per class significantly: and students are exposed to the language at an early age (p.20). Toledo and Gonzales argue that these differences play out in the breach of results between both types of schools (p.20). Now, regarding the latter, Yilorm (2016) while studying the English Education Program for 6th grade, identified a disagreement between the curriculum and the reality in the classroom. She noticed that even though the curriculum declares a communicational approach and an integral development of the four communication skills, in reality in public schools they still engage in traditional means for teaching (p.130). Yilorm argued that in order to address said issues there needs to be more collaboration between teachers as well as a thorough revision of the theoretical foundations of language education.

As we may see, research has been primarily focused on critically examining the Overt Curriculum of English in Chile, on what is explicitly declared; however, fewer to none attempts have been made to effectively identify the Hidden Curriculum or what is implied in said

document. For that reason, we review the few research on this topic in a national contexts, as well as findings in the international EFL community that help us shed some light on the state of the art concerning this topic as well as recognizing opportunities for further research.

## **2.7 Examining EFL Hidden Curriculum**

Research on this matter has been focused on unveiling Hidden Curriculum through a critical examination of EFL textbooks discourse. Authors seem to agree that textbook discourse transmits students a number of social constructions (Camaño, 2018), social representations (Alimorad, 2016; Song, 2013 and Xiong and Qiam, 2012) or portrayals of identity (Cabezas and Fariás, 2015) which affect students in different aspects of their personal and social life.

For instance, Song (2013), in their study of the deconstruction of cultural dominance in Korean EFL textbooks, explains that these representations entail value judgements about "race, gender, rationality, and intercultural interactions"(p.389). Meanwhile, Camaño (2018), while studying social constructions in 5th, 6th, 7th and 8th grade Chilean curricula, argues that these also have an effect on how we view "family and sexual diversity". For their part, Alimorad (2016) in a while researching cultural values in Iranian EFL textbooks, found that said representations may be incompatible with students ideologies and beliefs (p.6). In comparison, Cabezas and Fariás (2015) while studying Identity Imposition in Adult EFL textbooks, argue that these conceptualizations are decontextualized, biased and irrelevant for the intended audience. They further argue that these are "aimed at maintaining a capitalist status quo and imposing a neoliberal identity (...) and a particular view of the world (p.15).

Research agrees that said homogenization poses threat to students' ability for critical thinking and democratic action (Camaño, 2018, p.128), understanding of culture (Song, 2013, p.389; Xion and Qiam, 2012, 86. Canagarajah (1993) in his study of the use of American EFL textbooks in Tamil classrooms suggests that students show resistance towards said dominant textbooks discourses in subtle and various ways (p.151).

Research agrees on the urgency of addressing tensions between the Hidden and Overt Curriculum by teachers. Xion and Qiam (2012), while studying Chinese EFL textbooks, argue that teachers must problematize them through their classroom practices, so to pay attention to said problematic elements. Furthermore, Canagarajah adds that elements of students' culture must be included into the curriculum (p.155). And if necessary, to promote the development of locally produced textbooks that gather local cultural features (Alimorad, 2016, p.6).

Then, research regarding the teaching and learning English as a foreign language in our country has been diverse and extensive. We have seen that major areas of research as language

proficiency and beliefs of teachers and students have been thoroughly explored. Even more so, studies in relation to the challenges in both English Language Education and English Teaching Education and training have been of interest to Chilean researchers. Nonetheless, this body of research is rarely concerned with how ideologies about language are reproduced in the classroom. Furthermore, research on curriculum development, especially when it comes to investigating school curricula and the hidden curriculum of English, is still scarce. Therefore, future research should tackle said topics and keep unveiling the complexity of teaching and learning EFL in Chile.

### **3. (De)contextualization**

The above-mentioned research evidences the idea that the Chilean English curricula carry problems related to the decontextualized curriculums for which communities are not recognized and left aside from their educational process.

Decontextualization has been a controversial topic among several studies conducted, particularly in Chilean education.

One trend in research points out that the phenomenon of de-contextualization in Chilean education is mainly due to educators' incapability to deal with an arrangement of different contexts. Sandra McKay (2003) refers to the decontextualization in education, especially when it comes to teaching English in Chile, as a mandatory concern on the educators' part to recognize the value of including topics and methodologies that deal with the local educational context (Fernando Vera, 2008; Jorge Miranda, 2012). The following authors have recognized the idea that it seems convenient to direct responsibility on educators respecting decontextualization. Nevertheless, another promising line of research reflects that the problem around the educators' incapability to contextualize contents or methodologies is particularly related to the decontextualized curriculum.

In order to address the problematic outlined above, other authors bring some information about the background of the decontextualization phenomenon. For instance, Rolando Pinto (2009) mentioned that, as long as educators are immersed in this decontextualized curriculum, it is natural for them to have the incapability to contextualize critically the knowledge at teaching; this fact is supported considering that when a curriculum is constructed under a decontextualized perspective "the pedagogical practices and the design of the teaching environment do not value the social and traditional modes of the relation of the students" (Pinkey, Williamson and Gomez, 2004, p.187). For this reason, the problem that is around the decontextualization in Chilean Education is related to the curriculum that does not integrate reality and social actions as a content (Pinto, 2009; Pinkey, Williamson and Gomez, 2004; Ximena Martinez, 2013).

This questioning is part of the central evidence to understand that the Chilean curricula carries problems related to decontextualization and the impact it has on the development of the different disciplines in education. Along these lines, a new analysis is therefore developed related to the decontextualization phenomenon, Loreto Acuña (2013) and Diego Pinto (2016) emphasise the urgent need to contextualize the Chilean curricula to make the educational processes more relevant with the local cultures and contexts. For the simple reason that Pinkney, Williamson and Gomez (2004) clarifies about the decontextualized curriculum in Chilean education that it “fails to recognize both local culture and local knowledge” (p. 187) in the different schools over the country.

The unexpected findings signal the need for additional studies to contextualize the Chilean education. Regardless some authors have driven a further development about contextualization, this has been previously assessed in this context only to a very limited extent that would help us to understand and find solutions about the decontextualization in the Chilean curriculum, particularly when it comes to teaching English in Chile. Nevertheless, a contextualized curriculum has been taken into consideration throughout certain regions of Chile to obtain verifiable results to fill this literature gap that question the decontextualization phenomenon in Chilean education.

Those contextualized curricula are based on the needs and interests of certain communities, for instance, “escuelas populares” and Mapuches territories are evidence of investigations demonstrate that when context and communities are taken into consideration, the learning process becomes significant to all the parts involved. Therefore, an example of the above is a project developed in the ninth region of Chile called “Kelluwün” that permitted the community to participate in “educationally defined processes” that are relevant to their needs, for this Pinkney & Gómez (2004) mentioned:

“This project has reconfirmed that an intercultural approach is a necessity within the curriculum as well as in the organization of adequate pedagogy responsive to the necessities of the students in Ercilla. These practices can be translated into practical application in many ways: class projects, didactic innovations, reformulation of curricular units, methodological changes, the incorporation of linguistic elements, Mapudungun, in the curriculum, schools for parents, etc. These projects and possible practices would create spaces in which neither the theme nor content of central binding ideology would represent that of the educational authorities. Rather these spaces would respond

to the exigencies generated from social indigenous and nonindigenous reflection.” (p.193)

Although this study has evidenced that in Chile this problem is still insufficiently explored. As the authors noted earlier, more work is necessary to be addressed because the decontextualization in the educational curriculum in Chile and the evidence given can only be considered a first step towards a more profound understanding of the decontextualization phenomenon. Hence, a piece of further evidence that demonstrates this idea of contextualized curriculum is the educational project taking place in another country. A Spanish school called “Paideia” that Robert Haworth (2012) refers to in *Anarchist Pedagogies*’ book.

The “Paideia” school “was conceived of as a lifelong process of character building in preparation for direct democracy. It involved the absorption of knowledge and skills, but most importantly, it was about creating a living practice of participatory self-managed citizenship.” (p. 107). In this school, children take full responsibility for every aspect of the school development on assemblies in which they decide, for example, “From organizing the lunchtime menu to planning the timetables, resolving personal conflicts to choosing what academic subjects to study, every detail is discussed and managed collectively without coercion or authority”. (p. 109).

In this same study, postgraduate students’ opinions about the school are established in which it is stated that “schooling at Paideia have given them a strong grounding, in that they have been taught how to learn and so has given them a huge advantage over the other college students who don’t seem to have the ability or the motivation unless they obliged and directed.” (p. 120). This paper addresses the need for understanding the decontextualization phenomenon so far in the literature, in order to provide solutions for a contextualized curriculum in the Chilean curriculum.

Clearly, decontextualization has emerged as a major issue in EFL curriculum development for the last twenty years. However, research done in this area is still scarce in the Chilean context. Then, we believe that the decontextualization of the English curriculum needs to be properly addressed, since it is a crucial factor that contributes greatly to our analysis of the current state of English Language education and how to effectively attend the ever-growing needs and complexities of the Chilean EFL classroom.

#### **4. Hegemony of English**

When the components of the curriculum are not studied carefully and are merely approached from a methodological point of view, its political and ideological baggage, especially concerning the hegemony of the English language, tends to be ignored.

Given the development of transportation and communication, the learning of a second language constitutes a fundamental aspect. It is for this reason that those countries who impose a language over other nations increase the possibilities of executing a dominion over those who watch their culture perish over the one imposed, and which manage to become a universal language, as it the case of English due to the influence of the English colonization, and then with the role of economic and military superpower acquired by the U.S after the Second World War. The League of Nations was the first modern international alliance in giving the English language a dominant place since all the documents were printed in English or French. During the last decades, the concept of English as a lingua franca emerges as a form of communication between speakers of different mother tongues; specifically, 75 countries around the globe speak it as a second or foreign language. (Gutiérrez et al., 2010).

According to a study called “Historic Development of the Official Studies of English in Chile” by Orestes Vera in 1942, the teaching of the English language was initially established in Chile in 1811 as a secondary subject in the study program of the “Instituto Nacional”, the first educational establishment of the country created in 1810. Through the years, it gained relevance in Chile from the necessity of being part of the global market to contribute to national economic progress. In this concern, Vera (1942) indicates that Patrick J. Kenny established in the first Pan American scientific congress of Chile between 1908 and 1909, that “currently, the ones who speak English in the civilized world reach up to 70%; therefore, if the countries of the south give further importance to the study of English, naturally they gain better markets to their products and those countries position themselves among the best markets of the world” (p.214). Rodriguez (2015) establishes that English became an obligatory subject in Chilean schools from 5th grade in 1999 with the educational reform. Gutierrez et al. (2010) indicates that the importance of the learning of the English language in Chile is established with the creation of the governmental program “English opens doors” in 2003 through the definition of learning standards-based in the Chilean curriculum but aligned with its international counterparts, the elaboration of national exams, and the strengthening in the professional development of teachers.

In the same line, Barahona (2015) says that “Chile agreed with the Skills for the Coming Challenges (APEC Secretariat, 2004), which emphasized the development of competencies to be successful in the globalized world: to be proficient in English and competent in the use of technology for teaching and learning” (p.23). Subsequently, according to Barahona “in 2009 the

Ministry of Education made adjustments to the content and objectives of the English curriculum (...) that are aligned with the Common European Framework of References for Languages (CEFRL)” (p.25); Barahona (2015) explains that this adjustment was made by the Ministry of Education “as a way to lift up the English curriculum to well-known international standards, and follow a trend that other countries in South America and Asia such as Colombia, China, and Taiwan had adopted” (p.25).

In Chile, according to Rodriguez (2015), the English language enables students at the end of the school period with bigger insertion and mobility possibilities in the labor market in better-paid jobs, in the same way that generates the opportunities of accumulation of advanced human capital through the access of perfectionism scholarships abroad. In this sense, the author explains that the competent development of English in schools provides institutions with an added value of importance.

Abello (2005) establishes that the incontrovertible English hegemony along with the necessity of learning it to fulfill practical objectives, leaving aside the analysis of the ideological messages which foster the idealized image of the English-speaking cultures. This hegemony is implicitly transmitted in the books used in the classrooms which are fabricated by multinational companies destined to the non-English-speaking countries. Soto (2018) on his part states that the prevailing idea of cultural domination in the English curriculum developed by international experts, who are the ones who have selected the culture that is acquired or learned by the child or adolescent, undeniably underlays an alienating burden upon the learner’s mind. These learners experience a process of transculturation in which values, customs and beliefs are erased from their own culture to give way to the culture of domination.

A discourse analysis on English teaching in Chile published in 2008 determined that the public discourse on English teaching is dominated by economic considerations given that several people conceived English as the business language, a market necessity, and as the globalization language (Glas 2008). Furthermore, research in a technical school in Chile in 2018 established that for students, teachers, and managers, the English language is considered a social tool, a linguistic idiomatic competence to face the employment and improve labor integration (Espinoza et al. 2019). Nevertheless, and despite the huge amount of evidence regarding the English hegemony in Chile, Rodriguez (2015) indicates that the heterogeneous implementation modalities of the English curriculum in the practice have not permitted to ensure the Chilean school population an efficient teaching and a quality learning of the English language, along with the observable differences among students depending on their socioeconomic family level or their school. Espinoza et al. (2019) concludes that the students under study graduate from school with an useless English dominance to understand or produce texts with specific purposes, and that it is



possible to evidence a disconnection between the English language and employability, along with an unawareness of the importance of the technological transference in learning new knowledge, ideas, innovations or processes.

Therefore, taking into account the above mentioned, we believe that it is important to focus on the reasons to teach English and the way these are enshrined on the curriculum through the topics it develops. All in all, throughout this section, we have seen important features of the literature regarding English Language Education and Teaching in Chile.

Firstly, we examined how transformations in English policy respond to specific social, political and economic circumstances in history. In that sense, we sustain that English education today is shaped so to meet the goals of neoliberalism and globalization.

Secondly, we acknowledged how English proficiency and concerns on how to effectively address challenges in the classroom constitute major concerns in current EFL research. Hence, we evidenced how English education and research in Chile rarely engages in critical discussions about ideologies about English as a lingua franca, and how they transmitted through the curriculum.

Thirdly, we noticed that EFL research does not really address the problem of the decontextualization of the English curriculum. Therefore, we highlighted the urgency of ensuring enough flexibility in English policy as to be able to adapt it to the circumstances of diverse local communities.

Finally, we saw how EFL research refuses to discuss the Hegemony of English and its subsequent consequences in today's language and cultural landscape. This denial leads to an instrumentalization of the language, where English is perceived by the public as devoid of any political or ideological baggage as it constitutes a tool for accessing global communication and social mobility.

The aforementioned issues provide good opportunities for opening up new lines of investigation that will help diversify current EFL research. Accordingly, this research attempts to explore these problems in depth, and for that reason, we need to establish a solid theoretical foundation in order to discuss them properly.

## **CHAPTER II: THEORETICAL FRAMEWORK**

This section sets the boundaries for the theoretical framework. As we believe relevant the English teaching and how this is set through the topics, it is important to account the following concepts to study this area.

This study is focused mainly on the English Curriculum; therefore, we have to examine the different levels through which it operates. For that reason, we review concepts such as Explicit, Hidden and Critical Curriculum. Explicit curriculum refers to what is explicitly expressed in the curriculum in order to determine the pedagogical components of education. Meanwhile, Hidden curriculum gathers the values and beliefs underlying the explicit curriculum. Then, Critical curriculum to a curricular innovation that has a social-cultural viewpoint.

We sustain that curriculum transmits more than content and knowledge, but ideologies as well. Ideology that refers to socially shared beliefs associated with the characteristic properties of a group. Closely connected to this term is Ideological configuration which is the organization of ideological attitudes. In that sense, we need to take a look at what attitudes are, and especially ideological attitudes. Basically, attitudes are ways in which people react to different aspects of society. Meanwhile, ideological attitudes allude to evaluative stances in respect of specific ideological aspects (or objects) of a social group.

In order to understand how ideologies, operate through the curriculum, we need to take a look at discourse, which in short is language in use.

We explore two distinct ideological perspectives concerning the curriculum and teaching: Neoliberal-Globalized education and Emancipatory- Grassroot education; the last one being the one we aspire and align with.

On the one hand, we examine the term globalization which describes the spread of communication production and connection technologies throughout the world. Neoliberalism entails a political and economic model with limited state intervention. Then, Neoliberal education refers to a competitive, stratified, layered and ranked educational system.

On the other hand, Emancipation means to become independent and free. Therefore, Emancipatory education entails an education that breaks authoritarian rules into a relationship of love, trust, critical thinking and dialogue among their participants. Moreover, Grassroot education refers to the ability of individuals to join together at the local level, and take collective action that they direct toward the improvement of both their own situation and that of the broader society.

As we ascribe to a Emancipatory-Grassroot educational project, we need to understand the concept of Pertinence. Pertinence is the level of significance of what is being taught and/or learned to a specific school community.

Lastly, school community refers to a community which includes students, legal tutors of students, educational workers, the proximate school surrounding and educational experts that contribute to the participation and construction of curricular development.

## **1. Curriculum**

The curriculum has been widely defined in a variety of ways. Some conceive it for what it openly expresses, while others identify different branches such as the Hidden Curriculum and Critical curriculum.

### **1.1 Explicit Curriculum**

“The “curriculum” is probably one of the most controversial concepts that is part of the disciplinary analysis of education since its appearance in Bobbitt's book “The Curriculum in 1918” (Angulo, 1994, p.1). Therefore, it is essential to understand that the concept has been under constant renovation and evolution throughout the years, and which has led to different perspectives of analysis.

John Franklin Bobbitt (1918) might constitute the first attempt to define the term, where he states that it is “a series of things that children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life.” (p. 56). This conception is a rather vague approximation that does not embrace social necessities in its construction.

On the contrary, Alicia de Alba (1995) claims that the curriculum has to be understood “as a synthesis of cultural elements that creates a political-educational proposal that should consider social diversities and interests” (p.59). Those cultural elements set up a curriculum founded in the struggles among social and cultural sectors, which de Alba refers to as the “dominant” and “submissive” groups. Consequently, de Alba (1994) clearly points out that the

curriculum becomes an arena in which power is exercised by and mainly set up for the interests of the hegemonic group.

In a more recent analysis, Rolando Pinto (2009) claims that “nowadays the curriculum has been understood as a political, cultural and systematic expression that determined the pedagogical components of education” (p.3). These political and cultural expressions are referred to as a curricular model “focused on a hegemonic education”, supporting the idea that the curriculum is installed in order to adapt to the hegemonic order. Hence, the structure of the curriculum and its contents are selected to reach social behaviors required for participating in a globalized society (Pinto, 2009). In this scenario, Pinto (2009) urges for curricular innovation that will lead to a radical transformation of the current curricular model.

Hence, the beliefs mentioned point to work into a socio-cultural curriculum that can be used as a common ground for many other researchers about the traditional conception of the curriculum. Subsequently to this previous analysis of the curriculum’s definition, it is vital to have a further examination into the transformation of this conception to a perspective of curriculum known as “Hidden Curriculum.”

## **1.2 Hidden Curriculum**

One of the first authors that not only talks about curriculum but also coins the concept hidden curriculum is P. W. Jackson (1968), who establishes the hidden curriculum as a “deep dimension in scholarship that every student and teacher must handle to unfold themselves in the school”. His analysis limits the concept of schooling culture that includes: values, dispositions, and social and behavioral expectations that are essential for student’s “success.” However, Jackson’s analysis is rather superficial, because it only considers the relationship between teachers and students as Eisner (1965) did it previously (hidden curriculum) is a product of the interactions between teachers and students, and among both of them and the cultural contents that are transmitted (Eisner 1965).

On the other hand, Giroux (1988) expands the analysis on the concept of hidden curriculum defining it as “the norms, values and beliefs not explicit that are transmitted to the students through the significative structure underlying such as from the formal content as from the relationships of the school life and classroom” (p.23). This vision includes more than the culture of an educational establishment but also the beliefs that will be treated in detail in “ideology”. Both values and beliefs are ideas that are not considered in the formal curriculum,

and even when they try to be included (for example, in the Chilean curriculum, in the OAT<sup>2</sup>, They do not include all the aspects that take place in a school, and consequently in our society.

This idea of values and beliefs in the hidden curriculum are also considered by Jurjo Torres (1991) who affirms that “the hidden curriculum makes reference to knowledge, abilities, attitudes and values that are acquired by participating in the teaching and learning process and that generally, are required in all the interactions that take place every day in the classrooms and teaching centers” (p.149). Though, this description is too general, considering that it also entails the official curriculum. Therefore, he bets on more in-depth analysis and continues: “this usually influences a reinforcement of the knowledge, procedures, values, and expectations more suitable to the needs and interests of the hegemonic ideology of that socio-historical moment” (p.150).

This relationship between ideology and curriculum is detailed in Apple (1995) who explains the hidden curriculum in a way that pointed to the concept of hegemony. He argues that the idea of hegemony shapes the school in many respects and defines schools as not just distributors, but also producers of culture that are vital for the socialization of students. In other words, students encounter various norms and customs through rules and activities during their school and classroom life that form the social life in the school. Here lies the reason for the relevance of the hidden curriculum for both education and also the co-dependency between the society and the school.

On the same approach, Apple (2001) contextualizes his diagnosis and identifies that the hidden curriculum corresponds to the ideological needs of the capital. This diagnosis involves the deepening and continuation of a series of problems that our economic system carries out. But on the other hand, Jurjo Torres (1991) establishes the other side of the coin “... the development of the hidden curriculum does not always work on the same track of a consolidation of the interest of the dominant social groups and the structures of the production and current distribution” (p. 149). The previous situation described has its inception in the Frankfurt school with its critical analysis, leading to the essential creation of curriculum that answers the needs of the non-hegemonic groups.

### **1.3 Critical Curriculum**

As the curriculum has been a controversial concept of analysis for many researchers, it has been promoting further questionings to innovations for its effective implementation in education. Therefore, in this sense Rolando Pinto (2008) points out that “the curriculum does not

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<sup>2</sup> Objetivos de aprendizajes transversales

integrate reality and social actions as content informal education, and it still focuses on the didactic transmission of theoretical contents on the subjects” (p. 57). From his perspective, Pinto and other researchers such as Paulo Freire, Tomaz Tadeu Da Silva, Jurjo Torres, etc., have been pursuing a curricular innovation that has a social-cultural viewpoint known as Critical curriculum.

Jurjo Torres (1998) claims that “The critical curriculum tries to demand students to be questioning the knowledge, attitudes, and behaviors that are considered *natural* and *evident*” (p. 150). He also points out that “critical curriculum has a completely contrary purpose to the formal curriculum” (p. 150), because as Jurjo Torres (1998) mentioned:

“The critical curriculum not only selects other cultural contents as a reconstructive form of knowledge provided by the community, but it is also interested in the teaching and learning strategies that facilitate the reflection process of democratic participation, responsibility and solidarity” (p. 151).

This conception is a different perspective on how the curriculum works out in education nowadays because his perspective to the curriculum is an ideal innovation for the curriculum based on the social-cultural viewpoint.

On the same approach, Rolando Pinto (2008) in his book “Currículo Crítico: Una pedagogía transformativa para la educación Latino Americana”, Pinto develops a contextualized vision about the critical curriculum in Latin American education. The author highlights “the searching to create a curriculum that breaks the educational institution which is shaped by academic intellectualism and technical-instrumental rationality of the curriculum” (p. 113). Along this line, Pinto refers to the possibility of changing the curricular practice at schools as a powerful expression. (p. 114)

Therefore, Pinto explores the concept of Critical Curriculum, claiming that “this theory assumes an approach of curricular construction that conceives the curriculum as a negotiation process of meanings among the educational actors in the educational field committed in a common project of educative action” (p.11). Moreover, he even points out that the Critical curriculum is a process in which “the learner develops their cognitive, affective and active process in the pedagogical - cultural interactions in which the teacher and the learner compose their own world’s viewpoint and set up emancipatory relations committed to their own changes and their environment” (p. 113).

On this basis, we are not focusing our attention to the explicit curriculum, which central point is on content, topics, and other perspectives; moreover, that does not allow us to notice the implication of the explicit curriculum at teaching English. Therefore, we are interested to explore the beliefs that emerge from the English national curriculum, having a deeper analysis from its implicit ideas to elaborate a proposal from the critical curriculum perspective.

## **2. Ideology**

As we are interested in uncovering what is underneath the explicit or overt curriculum, namely the hidden curriculum, we consider it necessary to inquire about the ideologies that can be unveiled through an in-depth analysis of the English curriculum. We focus on ideologies since they inform about the core beliefs of a social group in relation to critical social issues. Therefore, we sustain that the English curriculum greatly influences the opinions of educational workers, students, and other social agents in education regarding learning English as a foreign language in Chile. In this way, we argue that the current English curriculum transmits ideologies concerning the nature of language and language education, and its connection to globalization and neoliberalism. We believe that these ideologies must be acknowledged and analyzed thoroughly, to be able to propose alternative forms of English language education, that actively challenge this hegemonic perspective, and which adequately address the demands of the local communities.

### **2.1 Van Dijk's Theory on Ideology**

The concept of ideology has been widely developed and studied by different academic spheres; therefore, the necessity to coin a common notion of ideology is imperative. Van Dijk (2004) elaborated a concise definition and characterization of the term, stating that ideology operates in three levels: cognitive, social, and discourse dimension. These are in constant interaction with each other and work simultaneously. In this section, we review in general terms what these three dimensions entail, and we start by defining beliefs as “thoughts of any kind” (Van Dijk, 2004, p.6-7).

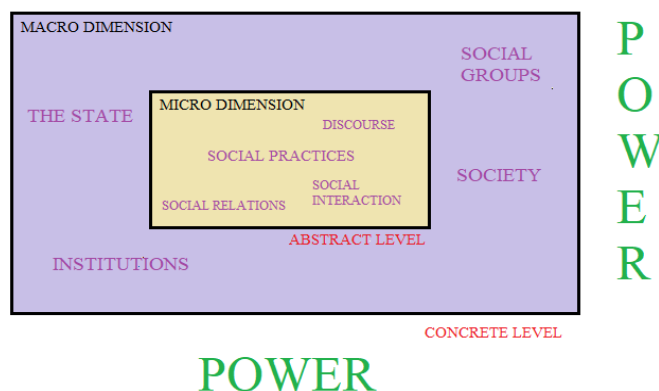
Firstly, Van Dijk (2004) ideology as “socially shared beliefs that are associated with the characteristic properties of a group such as their identity, their position in society, their interests and aims, their relations to other groups, their reproduction, and their natural environment” (p.12). Ideologies are always in relation to “social and political issues, namely those issues that are relevant for a group and its existence” (p.11). In that way, ideologies constitute a framework of reference that organizes the beliefs of a specific social group, beliefs which are connected to their sense of identity which Van Dijk calls “membership” (p.33). Secondly, Van Dijk (2004) proposes that ideologies influence everyday social practices, such as discourse. According to Van Dijk, this is crucial since whoever gets to control public discourse, for example, has the chance to change

the perception of events, and therefore, controlling the beliefs attached to said events and the actions driven by said beliefs. Thirdly, the social dimension focuses on how ideologies are intermingled with power, since they serve as a way of protecting a group's interests and as a manner of justifying, legitimizing, condoning, or accepting certain groups' position of power (Van Dijk, 2004). Therefore, ideologies seem to instigate conflict between groups (p.14). In that sense, ideologies are to be reproduced or resisted against.

Van Dijk (2004) explains that there are two dimensions in which ideology operates at a social level: the macro and the micro dimension. In the former, we can find larger structures such as the state and society, as well as institutions and social groups. In the latter we have discourse, social practices, interactions and relationships. Van Dijk explains that larger structures of the macro dimension exercise power through the elements in the micro dimension. Due to that, he highlights the role of institutions in the transmission of ideologies, since the latter seems to be transmitted not only through discourse, but also shaped by “many non-verbal practices, the organizational structures and other aspects of companies and institutions” (p.34). Those aspects being its organization, the roles assigned to the members of the group (p.34), the interactions among members inside or outside the social group, the institutions that it creates, among other forms (p.33). If we take it to the school setting, ideology may be present “in lessons, teaching, textbooks, curricula, and teacher-student interactions” (p.35). We may even expand the latter to interactions among other school members, such as students, authorities, education professionals, guardians or parents, or others. In short, it is present in most areas of school life.

*Scheme 1: Social Dimension of Ideologies based on Van Dijk's Theory*

SOCIAL DIMENSION OF IDEOLOGIES



Van Dijk acknowledged that depending on the point of view or group membership, ideologies may be regarded as positive or negative (p.6). He adds that from a Marxist point of view, ideologies are usually referred to as “false consciousness or misguided beliefs inculcated



by the ruling class legitimate the status quo and to conceal real economic conditions of the workers” (Van Dijk. 2004, p.7). This concept of ideology as system of “self-serving ideas” (p.7) in favour of the dominant groups has been stuck in the public’s common sense and have always been considered as the opposition to true knowledge. Van Dijk explains this as the “we have true knowledge, they have ideologies” dichotomy (p.7). The responses to said misinterpretation have ideologies that advocate for “systems that oppose and resist domination and social injustice,” (p.8). In this way, ideologies do not necessarily need to be dominant or hegemonic; for example, feminism and anti-racism are not just opposition to dominance but also have their own ideology (p 8). In sum, ideologies always entail a sort of struggle, an opposition between forces, or as Van Dijk (2004) puts it an “Us against Them”. This conflict can be present at an ingroup and outgroup level (Van Dijk, 2004), since we all may be part of a specific group. Still, at the same time we may identify ourselves with “different social groups or formations at the same time, and these may lead to different ideological positions” (p.23). There lies the ideological conflict.

Van Dijk (2004) stated that “social practices are developed through language use and discourse which influence how ideologies are learnt, acquired, and changed”(p 9). This process is developed during our entire lives through each text or speech that we encounter or create. For example, as children we interact with our families or tutors from whom we learn certain values and ideas considered crucial to our education. Then, we go to school we learn by reading or listening to teachers and other authorities which may express ideological based opinions that dictate what is important to learn. Through media, we can also acquire certain views about specific events and that shapes our understanding of the world. So, we go by in our lives interacting with ideologies through multitude existing forms of discourse. In such a manner, Van Dijk noticed the multidisciplinary nature of this concept and the overlapping of cognition and society because “discourse is part of society, and so are the socially shared ideas of group members” (p 10).

In sum, ideologies are constituted by the core beliefs of a social group which are in close relation to the sense of identity of said groups, called membership. These beliefs tackle important social issues for the group and provide orientation to the members in their interpretation of events and actions derived from said perceptions. Ideologies can affect the group's social practices, namely their interactions, relations or discourses, either the ones that occur inside the confinements of the groups or they interactions with other groups. Therefore, they always involve a struggle for power, since ideologies still serve the purpose of protecting a specific groups’ interests and for justifying their position of power. This eventually leads to conflict and struggle among group ideologies.

Additionally, ideologies function at a micro and a macro level. The former involves social practices that we have mentioned; while the latter involves larger structures such as institutions,

the State, society at large, etc. Thus, schools as institutions have a key role in transmitting ideologies through their discourses, especially the ones present and surrounding the English curriculum. Then, ideologies can be present in almost all educational spheres. Lastly, ideologies are usually mistaken as misinformation that serves the ruling class; however, they can also be directed at more just aims, such as social justice and equality. Therefore, they can either be positive or negative.

Now, that we have seen the concept of ideology and the ways it can be transmitted, we turn into what we mean by exactly by discourse, since it constitutes as a key part in identifying and interpreting the ideologies present in the English curriculum.

### **3. Discourse**

As we have stated, one of the main means to transmit and express beliefs, and ideologies, is through discourse.

As Wodak (2013) states, the term is used very differently by researchers in different academic cultures. Some of them make the distinction between "text" and "discourse" while others conceive it as both written and oral texts. The author gives her own definition by saying that "discourse means anything from a historical monument, a lieu de memoir, a policy, a political strategy, narratives in a restricted or broad sense of the term, text, talk, a speech, topic-related conversations to language per se." (p.23). Hence, what is clear about the term, and in which most researchers agree is that "The analysis of discourse is, necessarily, the analysis of language in use" (Brown & Yule 1983) (p.1). In the same line, the authors express that "the discourse analyst treats [the] data as the record (text) of a dynamic process in which language was used as an instrument of communication in a context by a speaker/writer to express meanings and achieve intentions (discourse)" (p.26).

Stecher (2010) indicates that to Fairclough discourse is "how the language in use is considered a means of social practice, and the discourse analysis how texts (spoken or written) operate within a sociocultural practice" (p.100). In this sense, Wodak and Meyer (2001) mention that "Van Leeuwen distinguishes two kinds of relations between discourses and social practices: 'discourse itself [as] social practice, discourse as a form of action, as something people do to, or for, or with each other. And there is discourse in the Foucaultian sense, discourse as a way of representing social practice(s), as a form of knowledge, like the things people say about social practice(es)" (p.9). The authors define the concept by saying that "Discourse is often defined as a communicative event, and occurring in a social situation, featuring a setting, participants in different roles, actions, and so on." (p.116).

In relation to discourse and ideology, Teun A. Van Dijk (1985) gives a definition of the term in “The handbook of discourse analysis” by stating that:

“Ideological analysis of language and discourse is a widely practiced scholarly and critical endeavor in the humanities and the social sciences. The presupposition of such analyses is that ideologies of speakers or writers may be uncovered by close reading, understanding or systematic analysis, if language users explicitly or unwittingly express their ideologies through language and communication” (p.135)

Following the same line, Mario de la Fuente on one of the principles of Fairclough’s ACD states that through discourse, ideologies are in no small extent, configured. Therefore, we could say that the connection between discourse and ideology is as close as that of the term and language and its implications in research are of great relevance in order to address the social beliefs of the speakers.

#### 4. Ideology in education

There are two broad ideological perspectives in regards to the curriculum and teaching in general. We are aware that both of these perspectives are not well-defined extremes, but rather that they have several nuances and certainly overlap in a few areas. However, in order to attempt a critical and useful analysis, we consider them as two extremes of the same continuum. Those extremes being a globalized, neoliberal education, and a grassroot-oriented, emancipatory education. We review each one of those in the following section.

##### **4.1 Neoliberalism**

Neoliberalism has acquired various definitions over the years and by different authors; nevertheless, all of them point out the same characteristics. Leitner et al. (2007) states that “neoliberalism is a distinctive political-economic philosophy that took meaningful shape for the first time during the 1970s, dedicated to the extension of market (and market-like) forms of governance, rule and control across-- tendentially at least-- all spheres of social life.” (p.28) Furthermore, the authors express the term evolved in 1973 with the Chilean coup d’état and the Chicago boys.

In this line, Ganti (2014) indicates that it was during this period of time that the term acquired its negative connotations, after being used by Pinochet and the Chicago boys “who

radically restructured and transformed economies throughout the region, leading to tremendous social inequality and various political and economic crises, have also contributed to the general negative valence of the terms neoliberal and neoliberalism within social science scholarship.”(p.93).

According to Harvey (2005) “neoliberalism is in the first instance, a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets and free trade.” p.2. The author claims that the role of the state should be extremely limited in order to not be biased by institutions. He adds that the state function

“is to guarantee the quality and integrity of money. it must also set up those military, defense, police and legal structures and functions required to secure private property rights and to guarantee, by force if need be, the proper functioning of markets.” (p.2.)

Meanwhile, Larner (2003) indicates “neoliberalism was understood to refer to the process of opening up national economies to global actors such as multinational corporations and to global institutions such as the IMF and World Bank.” (p.509). To Larner, the concept of neoliberalism was commonly intertwined with globalization regarding the restructuring of the economy, thus, the author explains that it can be referred to under the name “neoliberal globalization”. Leitner et al. (2007) declare that this distinctive characteristic of neoliberalism “normalizes the logics of individualism and entrepreneurialism, equating individual freedom with self-interested choices, making individuals responsible for their own well-being, and redefining citizens as consumers and clients.” (p.1) They define the concept by saying “it is a global project, accepted by elites and mainstream political parties in varying forms almost everywhere around the world, and implemented at scales ranging from municipal to supranational authorities.” (p.3).

As reported by ONG (2006) “in the global popular imagination, American neoliberalism is viewed as a radicalized capitalist imperialism that is increasingly tied to lawlessness and military action.” (p.1) Although the lawlessness and military action parts are not denied, Ganti (2014) declares in contrast to ONG that

“Whereas late capitalism is a descriptive or explanatory concept that indexes a set of changes in the organizational structures of production and in relationships between states, industrial capital, and labor, neoliberalism is a prescriptive concept that articulates a normative vision of the proper relationship between the state, capital, property, and individuals”. (p.92).

Ganti adds further comparisons by saying that capitalism has emerged

“from scholarly commitments to understanding and explaining the challenges faced by the organized industrial working class owing to new regimes of production, regulation, and workplace organization.” Neoliberalism, by contrast, is a concept that originated from a political agenda that was hostile to the idea of economic decisions being predicated on working-class interests.” (p.93)

Even more so, the author states that capitalism is viewed as a neutral term in contrast with neoliberalism that gained its negative connotation, in Chile with the Pinochet era, as stated above.

#### **4.2 Globalization**

The English curriculum and teaching, in general, are based on a globalized perspective.

According to Sassen (2007) the social sciences have made important contributions to the study of the global in stating that multiple globalizations exist and that the dominant way of globalization - the global corporate economy - is just one of them. In this sense, David Harvey (1995) distinguishes three major shifts in order to understand the concept, the first one related to financial deregulation, the second one to the media and communication systems, and the last one related to the cost and time of moving commodities and people. Through the analysis of these areas, the author comes to define globalization as “a process of production of uneven temporal and geographical development” (p.10). Additionally, Cuturela (2012) establishes that “globalization is usually used as a handy form to describe the spread of communication production and connection technologies throughout the world. Most often, the term globalization is used in a confusing manner with respect to the efforts of the IMF, World Bank and the institutions to create a free global market for goods and services” (p.139). Following this line, is that Bresser-Pereira (2008) gives the concept the definition of being “the process of accelerated economic, social, and political integration the world is experiencing since the 1970s — and the name of the present stage of the capitalist economic system.” (p.559). Friedman (2000) supports this claim in Fairclough (2006) by stating that:

“ Globalization means the spread of free-market capitalism to virtually every country in the world. Therefore, globalization also has its own set of economic rules - rules that revolve around opening, deregulating, and

privatizing your economy in order to make it more competitive, and attractive to foreign investment.” (p.9)

Oyarzún (2018) establishes that Stanley Hoffmann (2002) distinguishes three dimensions of globalization, the economic one associated to the development of the technological and information revolution, along with the action of multinationals and the foreign investments; the political one linked to the western-American primacy, as well as the international organizations, regionals and transgovernmental networks; and the cultural organization linked to the circulation of cultural products. In terms of the political dimension of globalization, Jan Aart Scholte (2007) says “is about contests between different interests and competing values” (p.32). In relation with the “western-American primacy” (p.166) denominated by Hoffmann (2002) in Oyarzún (2018), Sen, A. (2002) indicates that the global interrelations of globalization (travel, trade, migration, the spread of cultural influences, and dissemination of knowledge and understanding, including that of Science and Technology) “have not necessarily taken the form of increased Western influence. Indeed, the active agents of globalization have often been located far from the West.”(p.14) As there is a great number of conceptions around the term in question, the definition that will take place over the course of this research will be the one given by Fairclough (2006):

“Globalization is a reality: a complex, interconnected but partly autonomous set of processes affecting many dimensions of social life (economic, political, social, cultural, environmental, military and so forth) which constitutes changes in the spatial organization of social activity and interaction, social relations and relations of power, producing ever more intense, extensive and rapid interconnections, interdependencies and flows on a global scale between the global scale and other (macro-regional, national, local, etc.) scales. Globalization is not as it is often represented, a phenomenon which developed in the last decades of the twentieth century. It has a much longer history, but there has been a distinctive contemporary surge in globalization associated especially with innovations in communications and information technology. “ (p.163).

#### **4.3 Neoliberal Education**

In terms of education, neoliberalism has reshaped educational establishments by making them institutional markets. In this sense, Savage (2017) claims the “new school autonomy models

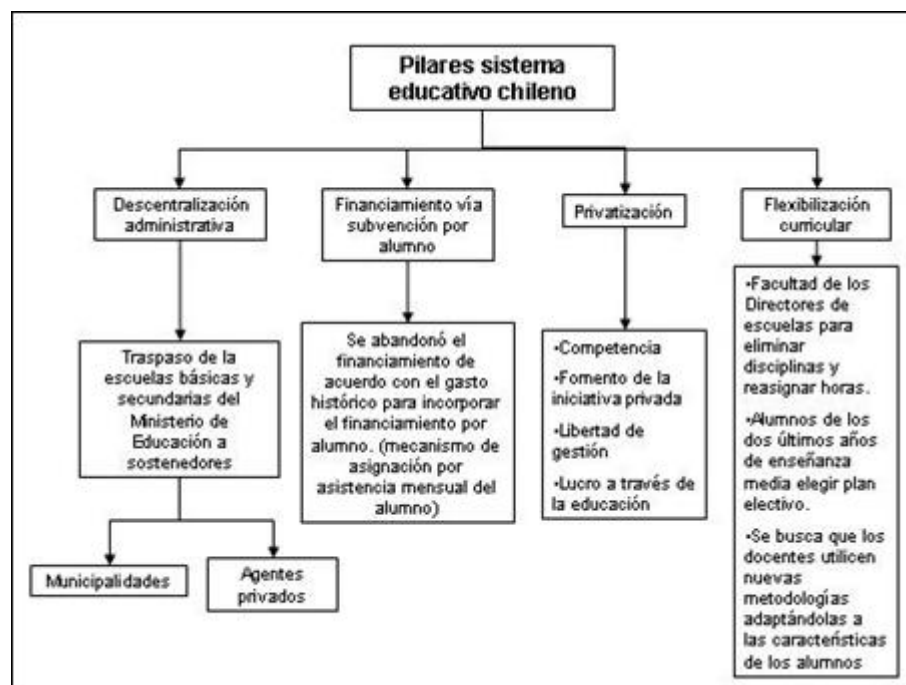
position schools to operate more like businesses, and reposition school leaders as managers, who are increasingly responsible for tasks such as marketing and ‘client’ recruitment, as well as the hiring and firing of staff.” (p.153) Savage indicates that education, under this neoliberal scope, is seen as a place for creating human capital in order to contribute to economic productivity. He adds, “as a result, the official school curriculum is increasingly being assessed and reformed based on its ‘utility’ in terms of preparing young people for the evolving global knowledge economy.” (p.156) The author explains that “policies have been designed to heighten competition between schools, driven by new regimes of accountability, measurement and comparison based on standardized testing measures.” (p. 153).

This particular situation created by neoliberalism has directly affected Chilean education in terms of creating a huge social difference in the access to education in which upper classes charge expensive fees in order to attain better commodities, expanding in this way, the gap to a wider range. In this sense, Cavieres (2009) states that

“Chilean society continuously reproduces a process of class stratification that touches different levels and aspects of national life. Private schools in many ways participate in that process of stratification, benefiting from it as well as reinforcing it. Hence, schools constitute an important site where privileged groups can continue to maintain their predominant position.” (p.35)

It is in this way that neoliberalism has been interwoven with the concepts of globalization and capitalism due to its perpetuation of individualism and competition between companies and organizations in order to achieve market-related goals. Education, in this manner, has been highly affected given that, as stated above, is seen as a place in which former “clients” will eventually become the workforce.

Clearly, it is necessary to change this business-like view on education, which has done nothing but to precarize and dismantle public education even further, which has had a detrimental effect on the lives of students from socially vulnerable families and contexts. Thus, we believe it is paramount to radically transform this perception of Chilean education, and to replace it a more emancipatory and grassroots perspective.



Scheme 2: MARTÍNEZ, Pablo y MANSILLA, Jenny. *La reconfiguración del mapa socioeducativo como manifestación territorial de la sociedad neoliberal chilena. Diez años de cambios en el Mundo, en la Geografía y en las Ciencias Sociales, 1999-2008. Actas del X Coloquio Internacional de Geocrítica, Universidad de Barcelona, 26-30 de mayo de 2008.* <<http://www.ub.es/geocrit/-xcol/148.htm>>

#### 4.4 Emancipation

On the other hand, the term Emancipation arise as a contraposition to the neoliberal concept, in which Gert Biesta (2010) defines that “Emancipation literally means to give away ownership (ex: away; mancipum: ownership).” and “More broadly it means to relinquish one’s authority over someone.” (p. 41). Therefore, “This implies that the object of emancipation, that is, the person to be emancipated, becomes independent and free as a result of the act of emancipation”. (Gert Biesta, p.41).

Following that line, Charles Bingham & Gert Biesta (2010) claim that “only individuals can be emancipated. And all emancipation can promise is to teach people to be equal in a society ruled by inequality and by institution that “explain” such inequality” (p.9). In this sense, Gert Biesta (2010) also points out that “The emancipatory impetus is particularly prominent in critical traditions and approaches where the aim of education is conceived as emancipating students from oppressive practices and structures in the name of social justice and human freedom” (p.39).

Therefore, from this notion, we can project this term to education nowadays, because the emancipation conception plays an important role in respecting the educational fields. Moreover, to understand the “Emancipatory Education”, which is mainly proposed by Paulo Freire, we need to comprehend the notion of Emancipation as a starting point.



#### 4.5 Emancipatory Education

The notion of emancipatory education began to take shape in 1960 and emerged as an alternative to fight in favor of the exploited people as a result of Paulo Freire's work with illiterate groups" (Miguel Escobar, 1985, p.9). Furthermore, this field closely follows what Miryam Carreño (2009) claims about Paulo Freire's ideas in which "Freire criticizes the traditional pedagogy relation that is established between educator and learner. This educational relation, dominant in the teaching model, treats the learner as if it is a bank where knowledge is deposit" (p. 207), known as "Banking education". Therefore, the first main contribution proposed by Paulo Freire regarding emancipatory education in this field is essential to begin understanding its controversial notion in depth.

First of all, Paulo Freire (1970) states that "the main purpose of the emancipatory education lies in the initial conciliator impulse" (p.79) that is overcoming the relation between "educator-learner." Following that line, Freire (1970) also claims that "the emancipatory education rejects communiqués and embodies communication" (p.90). He points out that the emancipatory education cannot be just an act to transfer "knowledge" and "values" to the learners (p.91). Therefore, "in this sense, the educator is no longer merely the one who teaches, but one who is himself taught in dialogue with the students, who in their turn while being taught also teaches." (Paulo Freire, p.92).

From that point on, Freire also claims that "educators and learners are transformed into individuals of the process that grow together, and in which "the authoritarian arguments" no longer rule" (p. 92) breaking the idea of authorities at education. Based on his notion, Sarah Galloway (2012) establishes that "the existence of this relationship is dependent on love and trust which are essential to dialogue and the initiation of a complex of dialectical relationships between critical thinking and dialogue, dialogue and reflection, reflection and action" (p.15). Moreover, Galloway also adds that "Freire not only trusts people's relationships with each other, but also their relationships with the 'world' which they may reveal to each other without the unveilings of an educator" (p.16).

On this basis, we concluded that Paulo Freire is probably one of the most prominent figures in contemporary education and his book *"Pedagogy of the Oppressed"* still has a strong influence concerning the education field. Peter Mayo (2014) states that "Freire has provided us with a huge corpus of literature containing ideas that can inspire people committed to the fostering of greater social justice" (p. 33).

For this reason, it is important to analyze this notion of emancipatory education to counteract the presence of the neoliberal ideology in education. Therefore, it "is central to the use

of Freire as an antidote to the current dominant discourse in education characterized by the emphasis on technical rationality and marketability and which presents this discourse as having no alternatives.” (Peter Mayo, 2014, p. 24).

#### **4.6 Grassroot education**

Taking into account these two poles of the same segment, we take the position that to answer the needs of the current Chilean context, an emancipatory education is necessary. Hence, grassroots emerges as a Latin American trend to enhance emancipatory education from communities and not as a vertical way to impose education.

According to Seehwa Cho (2010) critical pedagogies “emerged against the structural determinism of the Neo-Marxist theories of education in the 1970s and 80s” as a means to “re-discover the human agency” (p.317). Cho defines the concept as a pedagogy that rejects the assumption of knowledge as objective and neutral; therefore, being the transformation of knowledge (curriculum) and pedagogy (teaching) its two major agendas; creating an emancipatory culture of schooling, exploring “more democratic pedagogical arrangements and school culture, aiming to empower students. (p.312). In this sense, Van til et al. (2008) gives the concept the definition of being “the ability of individuals to join together at the local level, and take collective action that they direct toward the improvement of both their own situation and that of the broader society”. (p. 362) which can also be known as “grassroot social movements” or “grassroot education”.

Oakes et al. (2006) establish that “the construction of knowledge and understandings that grassroots groups engage in can generate mobilizing ideas, framing educational justice to motivate widespread participation and broad public support”. (p.22) The author poses the idea that in order to establish education as a fundamental right, social movement activism is required by “explicitly challenging prevailing cultural norms and the distribution of resources and opportunities that advantage elites” (p.7). An example of this idea is given by Jones (2011) in a research about “community development through grassroots education in Argentina” in which group of catholic sisters with individual and different theologies came together to embrace and explore new types of pedagogies, redefining their roles in society by creating an independent household in their community.

A further and relevant example is a Spanish school called “Paideia” referred by Haworth (2012) as “a lifelong process of character building in preparation for direct democracy (...) creating a living practice of participatory self-managed citizenship” (p.109). Although uncountable experiences of grassroots education can be accounted all around the globe in order to state their effectivity, it is important to highlight what Oakes et al. (2006) express about them by

saying that “grassroots groups have laid the groundwork for significant changes in educational policy by building power among those most affected by inadequate and unequal education and by providing new sites of public deliberation about the role of public education in (American) democracy.” (p.2) In other words, the grassroot concept is “a process of identification, definition and production of a space created by its actors from the individual or collective with a geographic sense”. (Salas, 2006. p.4)

Mejias (2011) states in his book “*Educación y Pedagogías Críticas del Sur*”:

“Today, it is necessary to retake the criticism of the school as social reproduction and developer agent of the linkage of this to productive processes, and go beyond it and make a new reading that depresses the pedagogy of the school and poses the challenge of building pedagogies in line with its processes and the contexts in which it operates”(p.58).

Therefore, grassroot education emerges as the answer to an emancipatory education which joins the local communities in order to take collective social action.

## **5. Pertinence**

If we are to propose an educational project founded on the premises of Emancipatory and Grassroot Education, it is necessary to define the concept of pertinence. For that purpose, we will explore several definitions of the term and explore how it interplays with curriculum development.

Fernando García (2002) focuses on curricular pertinence at a university level. He defines it as the “degree of contribution or intervention of universities in the needs or demands of society, whether they are technical or social, currents or future, their contributions and the manner in which these educational establishments are felt, studied and perceived” (p.110). In that sense, pertinence refers to the extent to which universities effectively address and take action to attend society's needs and demands. More importantly, said contributions and its value are assessed depending on how the public acknowledges and appreciates them. To achieve that aim, García suggests that pertinence “entails the study and research of critical problems of its social environment in order to identify, rank, propose and participate in feasible solutions” (p.111). Therefore, educational establishments who aim to be pertinent are required to assume an active role so to provide answers for social problems.

In agreement with García et al. (2014) consider pertinence as “the role that [university] plays and the place it occupies in higher education depending on the needs and demands of the various social sectors” (p.143). They conceive pertinence as a sort of positioning that educational

establishments take in regards to social issues, and requires them to be in contact with different social backgrounds so to provide satisfactory solutions. They also invoke a notion of sustainability, which involves “an education for sustainable development, whose aim is to make possible for the educational community to acquire the values, capacities, abilities and knowledge needed to contribute to the construction of a more sustainable society” (García et al. 2014 p.143). Thus, pertinence is a strong force that can be utilized to drive social transformation.

Another important feature is the multifaceted nature of the concept. García (2002) explains that it derives from an:

“Agreement between the internal and external community of the university, in order to offer timely responses, adequate for the formation of the critical human resources, and with high potentialities and capacities to fulfill in a market of constant change, which takes into account the social, political, cultural and economic values of the society where it exercises its social function (p.111). ”

In that sense, pertinence recognizes the complex nature of social issues, and for that reason, the task of educational establishments is to incorporate adequate resources and input in order to address those problems comprehensively.

Although the previous conceptualizations are quite valuable for our understanding of pertinence, the problem is they are mainly centered on institutions, namely universities, rather than the local contexts in which a school community is situated in. There is less focus on the local community and much more on bigger structures and organizations. So, by this definition, pertinence emerges mainly from the efforts of an institution, not directly from the people that constitute said institution. This is highly significant to take into account if we are to put forward an educational project under the heading of Emancipatory and Grassroot Education. Said approaches demand to aim education towards people’s liberation, and that can only be achieved through the collective action of individuals that compose a community, in this case, schools. For that purpose, we examine Maria Victoria Peralta’s (1996) and Javier Insunza’s (2011) perspective on the concept that is oriented towards that goal.

From a Latin American context, Peralta (1996) proposes the concept of “Cultural Pertinence,” which she considers:

“It aims to ensure the selection, organization and cultural transmission that implies every curriculum (...) In short, it involves an attempt to reconcile the particular "world" of the students, their family and community, with larger cultural contexts, which are dominant in most cases; ensuring the proper development of learning experiences that enable their interaction with all these contexts, depending on their human improvement and the common benefit.” (p.89)

In other words, it embraces students' reality, culture, and identity, and effectively integrates those elements into their learning process, making it more meaningful and relevant. It does not impose an already established vision of the world onto them, but rather validates their understanding of the world.

Meanwhile, Peralta (1996) further explains that:

“The ‘adaptation’ of the curriculum to its cultural bases, implies, in general terms, to acknowledge the most significant contributions offered by the different spatial areas of culture (either known as local, regional, national, zonal or sub-world), both in its past and present as in its future projections”(p.89).

This is an all-encompassing approach of pertinence since it emphasizes both its local and structural dimensions.

Furthermore, she points out that said accommodation of the curriculum has to have “a criterion of flexibility or adaptation necessary in the selection, based on the characteristics of the evolutionary stage in which the student is and the specific needs that each student has within their socio-cultural context” (p.89). In this way, curricular pertinence is a process that we need to undertake regularly since it greatly depends on the socio-cultural circumstances in which the educational process takes place, our knowledge about the educational needs of students, and the developmental stage in which students are in. As these are in constant flux, the pertinence of a curriculum relies on how much freedom it allows to make the necessary curricular changes in order to adapt it to the diverse range of situations faced in classrooms.

Concerning the Chilean context, Insunza (2011) explains that pertinence involves “the levels of significance of what is being learned (...) understanding significance as the connections between the identity of the subjects (interests, expectancies, necessities and individual history)

and the previous knowledge that they possess at a cognitive and cultural level” (p.35). In here, Insunza points out the fact that students are not blank slates, but rather that they are constantly bringing new knowledge to the table to be discussed and used. Thus, Insunza proposes that the learning process (and therefore the curriculum) should be pertinent in order to be significant; and that pertinence should emerge from the students and their context.

Furthermore, Insunza (2011) recognizes the relationship between pertinence and “curricular equity” (p.34). The latter defined as “the fair distribution of the basic curriculum, related to how equally it extends itself to the school population, independent from social, economic, cultural or religious background” (Magendzo, 2008 as in Insunza, 2011). Along these lines, Insunza (2011) argues that curricular pertinence is an element of curricular equity, which involves “establishing levels of representativity” (p.34) to different cultures; meaning that a curriculum is pertinent when it incorporates a range of elements that allows the visibility of diverse cultural groups. Finally, Insunza explains that the level of curricular equity is directly proportional to the level of curricular pertinence (p.35). In other words, when we construct a curriculum that is pertinent to a given community, the more equal it is to the peoples and cultures which compose said community.

Lastly, we will refer by curricular pertinence as to how significant is what is being taught/learned to a specific school community. The level of significance of the curriculum may be assessed through the following criteria. Firstly, with how successfully the curriculum addresses and attends the needs and demands of said community. Secondly, with how it is able to connect the identity and culture of the members of the school community with their larger socio-cultural context. Thirdly, with how effectively the curriculum links the history, experiences and interests of the school community members with their previous knowledge. Fourthly, with how it provides representation for different socio-cultural groups. All these aspects should always be oriented towards the democratization of knowledge and curricular equity, because that is the way that will eventually lead us to the liberation and emancipation of the peoples.

## **6. School community**

If we are to create a curriculum that is pertinent to the community where the teaching and learning of English take place, it is necessary to determine what do we refer to as the school community and how we define who and who does not belong to said community.

The term “School community” has been described in different manners throughout the years by several authors with different backgrounds in the field. Astuto et al. (1993) in Hord (1997) has established three areas within the community; one related to the professional community of educators, another related to the learning communities of teachers and students (and among students) both within and outside the classroom, and the last one concerning the

stakeholder community. On the other hand, Arístegui et.al (2005) has identified the actors of the school community as teachers, directives, students, parents, and guardians; acknowledging the last ones as part of the community. According to the MINEDUC, the school community is a group of people that, inspired by a common purpose, integrate the educational institution; this view includes students, fathers, mothers and guardians, educational professionals, educational assistants, directive teams, and educational stakeholders. Nevertheless, for some researchers, the school community must integrate the school context as part of the community, that is to say, the proximate school surroundings, which for the purpose of our research plays a significant role in the school, taking part in the community. In this manner, Michael Fullan (2002) in Miranda (2002) has synthesized as a basic lesson which “emerges from the new paradigm of dynamic change” that “the (educational) centers must maintain connections with its school community and with its surrounding” (p.3). Furthermore, others who have considered the context in their work with the school have established its importance, distinguishing the concept of “School” from the concept of “community,” identifying the former with the school’s surroundings previously mentioned. In this sense, Dr. Shirley M. Hord stated in his paper called Professional Learning Communities: What Are They and Why Are They Important? That “the term learning community has become commonplace. It is being used to mean any number of things, such as extending classroom practice into the community, bringing community personnel into the school to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning.” (p.1). Moreover, a study made by the Nellie Mae Education Foundation (2017) in the USA has it as a result that “when forming partnerships, the demographics of the school, district, families, and community need to be taken into account” (p.18); stating that “research has found the importance of involving community organizations in addition to families in order to improve student and school outcomes” (p.15). A research that took place in the Ninth region of Chile by Pinkney et al. (2004) demonstrated the benefits of working with the “communities” in school manners in which it stated that through the exchange of opinions and ideas – often oppositional and critical – concerning the work in local schools, the project has facilitated a greater understanding between the teachers in this area and the communities in which they work.

In this regard, it is that the focus of our research is to take into consideration the community in which the school is set as part of the community itself given the huge amount of research that proves the importance of it in the learning process of the students and its sense of community; therefore, we will define the concept as a community which includes students, legal tutors of students, educational workers, the proximate school surrounding and educational experts that contribute to the participation and construction of curricular development.

All in all, this section served the purpose of examining key concepts that will help us in our analysis of the ideologies present in the English Curriculum and identifying the mechanisms with which they are transmitted to members of the school community.

First, we explored the three levels in which the curriculum works: Explicit, Hidden and Critical Curriculum. Explicit or overt curriculum refers to the elements that are distinguishable and evident in the curriculum. Meanwhile, Hidden curriculum entails the values and beliefs implicated and reproduced through, but that are not explicitly declared in the curriculum. Then, the Critical curriculum refers to a social-cultural perspective on curriculum that aims at a radical curricular innovation towards the liberation and emancipation of the peoples.

Second, we have sustained that the curriculum reproduces ideologies. Ideology refers to the socially shared beliefs associated with the characteristic properties of a group.

Third, we examined how ideologies are reproduced through the use of language, which we defined as discourse.

Fourth, we explored the two main ideological perspectives concerning the teaching of English as a foreign language: Neoliberal-Globalized education and Emancipatory- Grassroot education. While Neoliberalism is concerned with a political and economic model that aspires towards limited state intervention, globalization depicts the spread of communication production and connection technologies throughout the world. Neoliberal education refers educational model that pursues a more competitive, stratified, layered and ranked public educational system. On the contrary, Emancipation aims at the liberation of people of the oppressive relations and hierarchies present in society. Thus, Emancipatory education prioritizes equal relationships among social participants, instead of authoritarian ones. Grassroot education aims towards local collective action of the school community directed towards the improvement and reformation of society.

We decided to align with the second major ideological perspective since it perfectly illustrates our own view of education and suits better the purposes of this work.

Finally, as we adhere to an Emancipatory-Grassroot educational project, we had to define the term Pertinence, which is the level of significance or relevance of what is being taught in a specific school community. The latter refers to the participants pertaining to an educational community, which includes students, legal tutors of students, educational workers, and the proximate school surroundings. We chose to incorporate educational researchers in said description since they hold a lot of power in deciding what should be taught at schools and the manner in which it should be taught; and inform significantly on the state of EFL public education and policies.



Now, that we have laid out a solid theoretical foundation from which to stand on, we describe the goals, steps and elements we took into account in order to carry out the present research.

## **CHAPTER III: METHODOLOGICAL FRAMEWORK**

In this section, we continue section describing the objectives, questions, design, methodology, participants, instruments and procedures that we believed appropriate for identifying and interpreting the ideologies at play in the English curriculum, the mechanisms with which they are reproduced, and the implications they have on the teaching of English as a foreign language in the Chilean classroom.

### **1. Objectives**

#### **1.1 General objectives**

To identify and interpret the English teachers' and educational experts' beliefs about the teaching of English as a foreign language in exemplary and traditional public schools of Santiago and their English Curricula.

#### **1.2 Specific objectives**

- 1.2.1 To identify and interpret the teachers' beliefs about the teaching of English as a foreign language in exemplary and traditional public schools of Santiago and their English Curricula.
- 1.2.2 To identify and interpret the educational researchers' beliefs about the teaching of English as a foreign language in exemplary and traditional public schools of Santiago and their English Curricula.
- 1.2.3 To identify and compare the teachers' and educational researchers' beliefs about the teaching of English as a foreign language in exemplary and traditional public schools of Santiago and their English Curricula.
- 1.2.4 To discuss the projections of an emergent curriculum proposal from the teachers and educational researchers' for the teaching of English.

### **2. Research Questions**

- 2.1 What are the English teachers' and educational experts' beliefs about TEFL in exemplary and traditional public schools and their curricula?
- 2.2 What are the teachers' beliefs about TEFL in exemplary and traditional public schools and their curricula?
- 2.3 What are the educational experts' beliefs about TEFL in exemplary and traditional public schools and their curricula?
- 2.4 Which are the differences between the beliefs of teachers and educational researchers' about TEFL in exemplary and traditional public schools?
- 2.5 What are the teachers and educational experts' projections of an emergent curriculum proposal for the teaching of English?

### **3. Research design and methodology**

The purpose of this section is to determine the limits of the investigation and to explain its layout in order to show how the research was carried out. For this purpose, 14 professionals were interviewed, out of which 6 were educational researchers and 8 English teachers.

After this elucidation, this research is qualitative and ethnographic developed through depth interviews, which were divided into two main sections. The first one includes contents and topics which aim to identify the role of English as a globalized language in Chilean education, and to recognize the ideological configuration of the English national curriculum, and the perceptions and beliefs of the educator about it. The second division encompasses the reactions of the professionals intending to get opinions for two quotes from MINEDUC's "Planes y Programas de Segundo Medio" and their use in the classroom.

The answers were analyzed using a Critical Discourse approach and Content analysis to obtain the main concepts dealt with in this work.

#### **3.1 Critical Discourse Analysis**

Baker and Ellece (2011) define Critical Discourse Analysis as an approach in which language is a social practice focused in the way ideologies and power relations are expressed through language, taking words and social context into account. According to them, CDA was first developed by Norman Fairclough, who proposed a three-step method for analysis involving a stage of description which considers text analysis and critical linguistics. The first one is concerned with the interpretation of the relationship between text and interaction, and the other one with an examination of the relationship between interaction and social context.

CDA has been proposed with several other approaches, but as Baker and Ellece explain, "there is generally no step-by-step fixed approach to analysis. The analyst is given considerable freedom in choosing texts. (...) (e.g., they could select texts that prove their point while ignoring those which do not)" (p.27). Therefore, there is always a risk of the author's' bias. Nevertheless, CDA copes with said risk by affirming that the neutral researcher does not exist; thus, researchers have a position with respect to the text being analyzed: Meanwhile, they also incorporate qualitative and sampling techniques that provide evidence to support their analysis.

Since the middle of the twentieth century, Critical Discourse Analysis (CDA) has turned into a standard instrument in qualitative research. This instrument allows identifying and exploring the subjects' beliefs. For instance, Diaz & Solar (2011) dig into the linguistic - pedagogical beliefs of EFL academics in Concepción. Their research showed that the beliefs' of Chilean EFL academics are rarely documented in the existing literature and that raising awareness

about them constitutes a crucial part of their pedagogical practice, which in turn affects the future teachers' practices and beliefs. However, as we have seen previously, there is plenty of research on teachers, student-teachers, and students' beliefs.

As we are aware of the chance of having the author's bias, we explicitly declared in the theoretical framework section that we take a political and pedagogical position of work towards emancipatory education. Therefore, we consider CDA a coherent approach to our research. Thus, after taking a theoretical stand in the Critical Discourse Analysis, it is essential to discuss the methodological approach that leads to the content analysis.

### **3.2 Content Analysis**

According to Baker and Ellece (2011), the term is a method that tries to study the content behind communication involving the development and use of coding frames, frequently to make comparisons between different kinds of texts. For instance, comparing the use of specific keywords in political texts. The authors explain that according to Weber (1990), "classification systems need to be reliable in that different human raters ought to be able to make the same categorizations" (p.21). Furthermore, they establish that the analysis tends to focus on what has been stated rather than interpreting the speakers' intentions. Baker and Ellece determine that Krippendorff (2004) identifies six questions that must be addressed by content analysis: "(1) which data are analyzed? (2) How are they defined? (3) What is the population from which they are drawn? (4) What is the context relative to which the data are analyzed? (5) What are the boundaries of the analysis? And (6) what is the target of the inferences?" (p.21). Finally, the authors point out that "content analysis is normally carried out on electronically coded texts, allowing a large amount of data to be quickly and accurately processed." (p.21)

Given that we are going to use content analysis in our research, we will focus on what explicitly the interviewees, who give the data to analyze, say. We are not going to focus on their intentions but rather on concrete results; from there, intersubjectivity will relieve and interconnect to propose standard views.

## **4. Population**

### **4.1 School Community**

Although much has been said about the concept, we define the term as a community that includes students, legal tutors of students, educational workers, and the proximate school surrounding. Nevertheless, due to the extent of the sample and following the logistic behind the parameters of an undergraduate thesis, as well as the context given in Chile after October 18th, we will only take into consideration teachers from exemplary-and-traditional public schools,

educational researchers from higher education institutions, and educational experts from alternate educational organizations.

From the perspective of grassroot education that we embrace in this work, we consider that school teachers have the undeniable right, together with students and the school community in general, to choose the type of curriculum that is the most suitable for their contexts and necessities. In that sense, we sincerely believe that no one outside a determined territory can define what is best for the community involved in it.

Regarding the sample for our research, we consider two kinds of educational experts: teachers of English from exemplary-and-traditional public schools and educational researchers from higher education institutions and alternate educational organizations. We define in the following section what we understand by exemplary-and-traditional public schools.

#### **4.1.1 Exemplary-and-traditional public schools**

For a further understanding of this concept (also as known as “*emblemáticos*”), we define them as those that have a significant and vital recognition in society, in addition to a remarkable historical performance in terms of grades among their students, as inside their institutions as in national standardized tests such as SIMCE and PSU. In that regard, “distinguish-and-traditional schools are centenary schools characterized by the acceptance of a historical role at a national level and for having held highlighted historical people within their classrooms. Insunza (2009) as cited in Argüelles (2016) states that they are characterized for their association with the formation of republican elites and their resistance to privatizing the system after the “*municipalización*”<sup>3</sup> in the early 80's”. These kinds of schools are exclusively found in Santiago City and mainly within two municipalities, Providencia and Santiago Centro. Nevertheless, due to its methodological limitations, this research only takes into consideration the following exemplary-and-traditional schools within Santiago Centro.

##### **4.1.1.1 Liceo N°1 “Javiera Carrera”**

Liceo N°1 Javiera Carrera is a scientific-humanistic public school, located in Santiago downtown, near Santa Ana metro station. The institution covers from 7th to 12th grade and holds around 2600 female students in two shifts, morning and afternoon. Besides, it is well-known for being the first public school for women in Santiago.

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<sup>3</sup> “*Municipalización*” was the process in which the objective was to decentralize the Chilean educational system through transferring the administration of schools from central State to local counties, also known “*municipalidades*” in Chile. This process was imposed through an educational reform during Pinochet’s coup in 1981.

#### **4.1.1.2 Liceo Confederación de Suiza**

This school is a scientific and humanistic co-educational school located in the boundaries of Santiago Centro, near Irarrazaval metro station, which covers from 9th to 12th grade. Every level has three groups that have around 30 students each, making this school a small student-community of about 350 young people who attend classes from different nationalities and areas of Santiago. In this sense, Confederacion Suiza has assumed the responsibility of accepting a vast diversity of students, having special priority to those coming from low-income backgrounds and those who have been arriving in Chile from countries like Perú, Colombia, Venezuela, República Dominicana, or Haití, which makes this school an interesting reality to observe and work with since it represents current Chilean society from the perspective of Public Education.

#### **4.1.1.3 Liceo de Aplicación**

Liceo de Aplicación is located in Santiago downtown, near República metro station in a neighborhood identified by its mixture between university life, patrimonial heritage, and residential usage. This school is considered a secular institution with approximately 1400 students, having a male-student population, between 12 and 20 years old, mainly Chilean in spite of the fact that there are some Peruvian, Colombian, Haitian, American, Venezuelan and Argentinian students. Furthermore, the grades are between 7th and 12th, and, in some cases, they start in the letter “A” to “M”. The institution has a scientific and humanistic nature.

#### **4.1.1.4 Instituto Nacional “José Miguel Carrera”**

Instituto Nacional is a scientific and humanistic public school located in Santiago Downtown, near Universidad de Chile metro station, which holds a 4100 male-student population from 7th to 12th grade in morning and afternoon shift. In this concern, as other exemplary-and-traditional schools, it embraces many students from different socio-cultural and economic contexts along with immigrant students. Also, Instituto Nacional is the oldest educational center in Chile, founded in 1813. Still, its educational tradition is even older, due to this school inherited the central values from the colonial period. After all, it is a provocative reality to research due to its experimental programs and unleashed competitiveness.

All in all, we consider these schools because they are usually taken as a standard to measure the goal for other schools regarding public education. In other words, we believe these exemplary-and-traditional schools as public education ideal representatives.

## **4.2 Sample**

### **4.2.1 Teachers of English**

In terms of the participants, we collect information from a sample of teachers of English from the schools described above. The downside of said privileged position is that the amassing

experience gained by teachers through their constant pedagogical practice tends to be taken for granted, which prevents them from participating actively as a political organization, and consequently, stagnates the educational debate. This sample is organized as follows:

*Chart 1: Sample: Number of teachers of English per school vs. number of teachers who participated in the study.*

Educational Establishment	Total of teachers of English per departments	Sample of teachers
Liceo N°1 Javiera Carrera	12	1
Confederación Suiza	2	2
Liceo de Aplicación	7	1
Instituto Nacional	13	2

#### **4.3 Educational Researchers**

We consider educational researchers from higher education institutions are a valuable asset in our research, due to the commitment that supposedly, universities have towards the strengthening and development of public education. Also, educational researchers are frequently consulted and in charge of curricular reforms as, according to Chilean institutional culture, these have carried out research and are endowed with academic merit as to be regarded as one of the most appropriate people in the school community to be consulted on matters of education.

Despite this we take into consideration educational experts from alternate educational organizations as they build up a significant experience outside the traditional educational system. The practice of a pedagogical process from the perspective of popular education gives us fresher points of view about how a different education can be constructed. In that sense, we find grassroots education as an expression of an education given by the pertinence and contextualization of the different territories. Consequently, the fact that grassroots education promotes teachers not only as instructors of certain areas of knowledge, but as political agents who facilitate the learning-teaching process through students' own life experiences, gives us the chance to consider perspectives, acquired not by theory but practice, that are not usually found within the traditional system articulated by the State through the Ministry of Education.

Although we sustain that the perspective from the school community is central for any discussion about curriculum and its construction, we also think that the information we can collect from educational researchers from higher education institutions represents a global view that can complement the local and contextualized views from the territories. Even though we critique to the current hegemonic way in which academy is taken into consideration for this aim, we do not

deny the fact that there exists a considerable number of researchers who have a respectable work coming from that context, being that the reason we consider essential to establish a dialogue between the local and contextualized experience and the voices raised from the academy and its contributions to set up an analysis which allows us to consider the most comprehensive perspective possible.

The total numbers of participants were fourteen, from which seven were English teachers and seven were curricular researchers. We decided to maintain their identity confidential, but we do point out, in the case of teachers, the educational establishment in which they currently work to prove they work in traditional-exemplary public schools. As well, for experts, we detail the area of research in which they specialize as to justify their participation in this study, due to their expertise in matters of curriculum design, alternative education, as well as EFL education.

*Chart 2: Teacher participants and their educational establishments.*

ID #	Educational Establishment they currently work in.
Teacher 1	Confederación Suiza.
Teacher 2	Liceo de Aplicación.
Teacher 3	Confederación Suiza.
Teacher 4	Liceo N° 1 “Javiera Carrera”.
Teacher 5	Instituto Nacional “General José Miguel Carrera”
Teacher 6	Instituto Nacional “General José Miguel Carrera”
Teacher 7	Liceo de Aplicación

*Chart 3: Curricular researchers and their areas of specialty*

ID #	Area in which they specialize
Educational Researcher 1	Curriculum design and development.
Educational Researcher 2	TEFL
Educational Researcher 3	Evaluation and Curriculum design.



Educational Researcher 4	Critical Curriculum
Educational Researcher 5	Critical Curriculum and Curriculum design.
Educational Researcher 6	Alternative education and curriculum.
Educational Researcher 7	Alternative education and curriculum.

## 5. Instruments

We used semi-structured person to person and online interviews to collect the data. Both instruments included a set of approximately fifteen, mostly open-ended questions. Although the majority of the questions were similar for both teachers and curricular researchers, we had to create one set for each type of participants.

The instruments were divided into four main themes. Each theme is pretty straight-forward; therefore, there is no need to explain in much more detail.

1. Topics present in the English curriculum.
2. Interests for learning English: both at a personal and social level.
3. Pertinence and contextualization of the teaching of English.
4. Reactions to the curriculum.

The first three parts have around three or four questions each, which are related to each theme. In the last section, we include four excerpts from the “English Program for Tenth Grade”, which we read to the teachers and curricular researchers in order to elicit responses regarding what those excerpts say.

We decided to focus on Tenth Grade, because it would be time consuming and burdensome to cover the curriculum of all grades at once. Besides, we made sure to choose teachers that have taught in Tenth Grade so as to get the perspective of what the document declares versus the perspective of the curriculum in practice. Even though, not all researchers were familiar with the English Program for Tenth Grade, their work informs greatly on what English language education should aim at, the type of content it should cover, and the techniques and strategies that should be used in order to teach it effectively.

### 5.1 Criteria for validity and reliability for instruments

#### 5.1.1 Validity

The validity of our instruments relies on the fact that the questions and the thematic sections were based on the “English Program for Tenth Grade” and the existent literature

referenced throughout this study. Furthermore, both sets of questions for interviews and questionnaires have been checked and validated by two experts.

### **5.1.2 Reliability**

The reliability of the answers of the teachers was corroborated with the consistency in the experts' responses.

It is important to note that, even though this dissertation is written entirely English, the interviews were conducted in Spanish, so as to ensure better understanding and communication between interviewers and interviewees, since the study entails complex concepts that may be difficult to express in a foreign language at the spot. As well, we decided to keep the Spanish version of the answers of teachers and educational researchers in some parts of the results section, so as to give full context to the information later used in the analysis, section which was translated to English.

To end this section, we attached the translated version of the sets of questions for education/curricular researchers and teachers.

## **Questions for Interview N°1: Educational/Curricula researchers**

### **1. Topics present in the curriculum**

1. Do you know the topics or objectives present the national curriculum?
2. What kind of topics should be covered in order to learn/teach English? Why and what for?
3. On the topics you just mentioned, are they included in the current curriculum? If not, why should they?
4. What is the focus of the English curriculum and support instruction material? Topics or linguistic content? Why?
5. What do you think is the ideological imposition of the topics of the English curriculum?
6. Do you think that the topics of the English material/curriculum are motivating, interesting and/or useful for teachers and students? Why?
7. Does the English taught at public schools grant greater possibilities for job placement in the context of the global village?

### **2. (Personal) Interests to learn English**

1. What is/are the purpose (s) of teaching / learning English in Chile today?
2. What do you think are the motivations of both students and teachers to teach/learn English in Chile today?
3. What is the use (s) of teaching / learning English for students and teachers of the future of Chile?

### **3. Contextualization/relevance of English teaching**

1. Why should you teach English at school?
2. How relevant is what is taught in English for the needs of the students' local context?
3. How can we articulate the curriculum in such a way it addresses the needs of the school community?
4. How does what is taught in English favor critical reflection?

#### 4. Reactions to the curriculum.

The following excerpts were taken from the official MINEDUC document "English Program for Tenth Grade". For each extract, questions will be asked for eliciting reflection.

1. What are your thoughts on the following fragments? Do you think the English class happens or can happen in the classroom the way it is expressed here? How?
  1. "The purpose of the subject is that students continue on developing their communication skills related to the English language in simulations of real-life situations and to access different types of knowledge that will contribute in their advancements in both academic and future work life" (*Introduction, English Program For Tenth Grade, p. 38*).
  2. "The learning of any language is closely connected with the learning of its culture, since through learning a new language, students acquire knowledge about the social, political, economic, or artistic aspects of its speakers, and in general about their values, practices, and ways of life. In the case of the English language, due to its international status, students not only have the possibility to learn about the culture of English-speaking countries but to access information about different countries, their customs, inhabitants, literature and other aspects that broaden their knowledge about the world" (*Culture and international competence, English Program For Tenth Grade, , p. 45*).

Read and reflect on the following statements. Then, answer if you agree that these situations can be achieved in your classes or not. Give reasons for your answers.

1. " This subject favors self-confidence through recognizing and communicating one's ideas, experiences and interests".
1. This subject allows the promotion of respect and understanding towards the relation between ideas, values , and products of other cultures, and towards the connection between culture and language".

#### Questions for Interview N°1: Teachers

##### 1. Topics present in the curriculum.

1. Which topics do you normally see in your English class? For what and in which manner you treat those topics?
2. Do you think the topics are motivating, interesting, and/or useful for your students? Justify your answer.
3. Which topics would you like to include in your classes? Why?
4. Which is the focus of the English supporting instructional material? Topics or linguistic content? Why?

##### 2. (Personal) Interests to learn English.

1. Why do you think the State determined relevant teaching English in Chile?
2. Do you think that English should be taught at schools? Why?
3. Are there any limitations in regards to what you can do or see in your English classes? If that is the case, which are they?

##### 3. Contextualization/relevance of English teaching.

1. In your opinion, why English is taught/learned in Chile today?
2. How relevant is what is taught to the needs of the local context of the students?
3. Do you encourage students to practice English outside school? If that is the case, how do you do it?

#### 4. Reactions to the curriculum.

The following excerpts were taken from the official MINEDUC document "English Program for Tenth Grade". For each extract, questions will be asked for eliciting reflection.

What are your thoughts on the following fragments? Do you think that the English class happens or can happen in the classroom the way it is expressed here? How?

1. "The purpose of the subject is that students continue on developing their communication skills related to the English language in simulations of real-life situations and to access different types of knowledge that will contribute in their advancements in both academic and future work life" (*Introduction, English Program For Tenth Grade, p. 38.*)
2. "The learning of any language is closely connected with the learning of its culture, since through learning a new language, students acquire knowledge about the social, political, economic, or artistic aspects of its speakers, and in general about their values, practices, and ways of life. In the case of the English language, due to its international status, students not only have the possibility to learn about the culture of English-speaking countries, but to access information about different countries, their customs, inhabitants, literature and other aspects that broaden their knowledge about the world" (*Culture and international competence, English Program For Tenth Grade, p. 45.*)

Read and reflect on the following statements. Then, answer if you agree that these situations can be achieved in your classes or not. Give reasons for your answers.

3. "This subject favors self-confidence through recognizing and communicating one's ideas, experiences and interests".
4. "This subject allows the promotion of respect and understanding towards the relation between ideas, values and products of other cultures, and towards the connection between culture and language".

## 6. Procedures

We gathered data through face-to-face interviews and online interviews. Then, we divided the research into two parts. First, we conducted the interviews in individual sessions that took approximately forty-five minutes to one hour. Second, for those who we could not interview in person, we scheduled online sessions. The questionnaire took approximately twenty to thirty minutes to complete. Both the interviews and questionnaires contained the same questions.

Before carrying out the interviews, we contacted each participant personally through email. Then, we proceeded to schedule a time and location for a meeting, while at the same time sending out the questionnaires. The consent forms for the interviews were sent out after scheduling. Participants read it and then either signed (if it was available in physical form) or gave their consent in spoken word. Additionally, the audio of the interviews was recorded and then later transcribed. As well, we created an excel spreadsheet with the written answers of those participants that we sent questionnaires to.

Due to the large body of information, we gathered during the interviews, while using Content Analysis, we created several categories for presenting results and analyzing the data. Then we came up with two main categories and seven sub categories. While the main categories join the sub-categories into single themes, the secondary categories refer to specific pieces of

information related to said theme. These categories derived from the thematic sections of the interviews, so they share several common elements. Now, we outline them and briefly describe what type of information we were looking for each one of them.

*Chart 4: Categories and Subcategories for Results and Analysis*

Main Category	Sub-category	Description
<b>Topics of the English Curriculum</b>	<i>Topics present in the curriculum</i>	Topics from the current English curriculum do teachers and curricular researchers identify as the most used during the English class.
	<i>Beliefs about the topics present in the curriculum</i>	Teachers' and curricular researchers' beliefs towards the topics present in the current English curriculum.
	<i>Topics to be incorporated in the curriculum</i>	Topics that teachers and curricular researchers think that need to be incorporated or included in the current English curriculum.
	<i>Beliefs about the topics to be incorporated in the curriculum</i>	Teachers' and curricular researchers' beliefs about the topics they think need to be incorporated or included in the current English curriculum.
<b>Pertinence of the teaching-learning of English in Chile</b>	<i>Beliefs on the pertinence of the teaching-learning of English from the Chilean State's point of view.</i>	Teachers' and curricular researchers' beliefs about how pertinent or relevant is for the Chilean State the teaching/learning English as a foreign language in exemplary and traditional public schools of Santiago and their English Curricula.
	<i>Beliefs on the pertinence of the teaching-learning of English from the teacher's point of view.</i>	Teachers' and curricular researchers' beliefs about how pertinent or relevant is for teachers the teaching/learning of English as a foreign language in exemplary and traditional public schools of Santiago and their English Curricula
	<i>Beliefs about the limitations of the teaching-learning of English</i>	Teachers and curricular researchers' beliefs about the limitations to the teaching/learning process of English in exemplary and traditional public schools of Santiago and their English Curricula.
<b>Other general commentary</b>	<i>Comments</i>	Comments or opinions, not related to the topics already mentioned, and that we considered being important to highlight or mention.

Afterwards, we generated a spreadsheet that helped us organize and present more efficiently the results of the interviews and questionnaires. The spreadsheet we created had seven rows and eight columns.

*Chart 5: Sample spreadsheet for answers of teachers and Educational researchers*

Educational researcher or Teacher and number		Topics present in the English Curriculum	Beliefs about the topics of the English Curriculum	Topics to be incorporated in the English Curriculum	Beliefs about the topics to be incorporated	Beliefs about the pertinence of the teaching-learning of English from the states' point of view	Beliefs about the limitations of the teaching-learning of English	Beliefs about the pertinence of the teaching-learning of English from the teachers' point of view	Other general commentary
	Questions for each section	1 (1rcc)	3,4,5 (1 rcc)	1 (2 rcc)	1,2 (2 rcc)	7,10*, 11*, 12* (1 rcc)	7,8,9,10*,11*,12*, 13*	10*,11*,12* (2. rcc)	

On axis X, we wrote the number of each participant from the top row to the bottom row. Then, on axis Y, we put the names of the categories from the furthest column to the left to the furthest column to the right.

*Chart 6: Sample Column Axis X with numbers of participants*

Educational researcher or Teacher and number
Educational Researcher/Teacher 1
Educational Researcher /Teacher 2
Educational Researcher/Teacher 3
Educational Reseracher/Teacher 4
Educational Researcher/Teacher 5
Educational ResearcherTeacher 6
Educational Researcher/Teacher 7

*Chart 7: Sample Row Axis Y with names of the categories.*

	Topics present in the English Curriculum	Beliefs about the topics of the English Curriculum	Topics to be incorporated in the English Curriculum	Beliefs about the topics to be incorporated	Beliefs about the pertinence of the teaching-learning of English from the states' point of view	Beliefs about the limitations of the teaching-learning of English	Beliefs about the pertinence of the teaching-learning of English from the teachers' point of view	Other general commentary
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We also indicated below axis Y, the numbers of the questions of the interviews and questionnaires that we thought would provide the most significant insight about the categories.

*Chart 8: Sample of Row below Axis Y with numbers of questions for each category*

Questions for each section	1 (1rcc)	3,4,5 (1 rcc)	1 (2 rcc)	1,2 (2 rcc)	7,10*, 11*, 12* (1 rcc)	7,8,9,10*,11*,12*, 13*	10*,11*,12* (2. rcc)	
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In addition, as the order of questions for curricular researchers differ slightly from the ones we asked teachers, we generated two distinct spreadsheets, one for each (See more in detail in the Results and Discussion section)

We filled out the sheet with direct quotes from the interviews and questionnaires that we considered that matched and provided the most relevant pieces of information on each category.

Later on, we focused on finding connections or common features between the opinions of teachers and curricular researchers. For that purpose, we created three more spreadsheets with the same format as before, only without the question numbers below Axis Y and the number of the participants on Axis X.

*Chart: 9: Sample spreadsheet for common features.*

Topics present in the curriculum	Beliefs about the topics present in the curriculum	Topics to be incorporated in the curriculum	Beliefs about the topics to be incorporated	Beliefs on the pertinence of the teaching-learning of English from the states' point of view	Beliefs about the limitations of the teaching-learning of English	Beliefs about the pertinence of the teaching-learning of English from the teachers' point of view	Other general commentary

The first one was dedicated to the common features among teachers; the second one summarized the common themes among curricular researchers; and the last one recap on the common themes among teachers and curricular researchers.

What we did was look for ideas that were the most commonly mentioned throughout the interviews and questionnaires, and then boiling them down to short phrases or concepts (See more details in the Results and Discussion section).

## **CHAPTER IV: RESULTS AND DISCUSSION**

In this section, we will show in detail what teachers and educational experts expressed regarding the beliefs of the topics and pertinence of the English curriculum and teaching-learning in Chile.

To present the results, we divide the section into three parts. We first take a look at what teachers said; then, we move on to what educational researchers said; and finally, we focus on the commonalities between them.

We organize the results following the order of the categories we established previously. Therefore, we start by reviewing teachers' beliefs about the topics in the English curriculum. We take a look at teachers' beliefs about the topics present in the current English curriculum. Then, we move on to teachers' beliefs about topics they believe should be incorporated in the curriculum. Afterwards, we examine teachers' beliefs about the pertinence of teaching- learning of English in Chile. We start by reviewing teachers' beliefs about the pertinence of teaching-learning English in Chile from the Chilean States' point of view. Later, we concentrate on teachers' beliefs about the limitations of teaching-learning of English in Chile. Finally, we focus on teachers' beliefs about the pertinence of teaching-learning of English from the teachers' point of view. We applied the same order to educational researchers' beliefs.

Lastly, the order of the charts for each section is organized into three sections.

In the first part, we show charts with the detailed version of the most important contributions that each of the interviewees made for each category. Here we include several full quotes so as to give teachers' and researchers' ideas as much context as possible, and subsequently to be able to interpret them accurately later on. Then, we attach a chart in which we summarize and organize teachers' and researchers' beliefs identified throughout the interview. After this part we discuss the results in terms of their frequency, detailing specific quotes that portray or refer to the topics being discussed. Finally, we present two charts that sum up and systematize the common features between teachers' and researchers' beliefs about the topics and pertinence of the English curriculum and teaching-learning.



## 1. Teachers' results

### 1.1 Topics of the English Curriculum from the teachers' point of view

In this part, we attach the results obtained in relation to teachers' beliefs about both the topics present in the current English curriculum in Chile and the topics they believe should be included in the curriculum.

#### 1.1.1 Results "Topics present in the curriculum" and "Beliefs about the topics of the English Curriculum"

Here, we show the results obtained in relation to teachers' beliefs about the topics present in the current English curriculum in Chile in their full context.

*Chart 10: Results "Topics present in the English curriculum" and "Beliefs about topics present in the English curriculum" among teachers.*

	Topics of the English curriculum	
Teacher	Topics present in the English Curriculum	Beliefs about the topics of the English Curriculum
Teacher 1	<p>"Interculturalidad, género, derecho, medioambiente."</p> <p>"Uno igual trata temas que a ellos les gusta, como la música o las películas o cosas así."</p>	<p>"La idea es que el trabajo entre asignaturas apunten a un eje específico (para lograr trabajo interdisciplinar). Al comienzo [del trabajo con los ejes] fue motivante para las y los estudiantes, pero como se van repitiendo todos los años, como que ha bajado un poco el interés. Yo creo que son buenas. Tiene el hecho de buscar temáticas relacionadas con género, cosas que son temas de hoy en día que están en la cultura, o ya sea de la interculturalidad, pero yo creo que de repente ya es mucho. Como el ir todos los años repitiendo, porque son todos los años las mismas temáticas, entonces yo creo que igual hay un cansancio de los chiquillos en torno a los ejes. Pero las primeras veces que los trabajamos yo creo que fue más efectivo."</p> <p>"El material de apoyo apunta más a contenidos lingüísticos. Yo creo que es porque, de partida, te piden en el marco contenido obligatorio que tenemos que pasar. No sé si es que no habrá libertad para pasar otras cosas, pero como que está ese listado de cosas que son las que tienes que ver. Entonces, como que siempre uno apuntaba a la onda gramatical. Pero cuesta salirse de ese enfoque porque, de partida, uno cuando estudió pedagogía, le enseñaron eso, que tenías que enseñar la gramática y esas cosas. Por lo menos a mí me cuesta."</p>
Teacher 2	"Medioambiente, reciclaje, bullying, valores (por ejemplo el respeto), culturas de otros países".	"Las temáticas dan contexto que le dan forma a los contenidos gramaticales". "Son transversales (...) y contingentes".

		<p>"Son cercanas a la realidad (...) y a las inquietudes que existen hoy en día."</p> <p>"Pero son las menos politizadas (...) ya que crean una mayoría de consenso. No en temas donde haya más discrepancia... controvertidos".</p> <p>"[Las temáticas] al parecer no están en sintonía con las necesidades de la generación que está en la escuela".</p> <p>"El aprender Inglés por obligación genera desinterés y desmotivación". "Veo difícil encontrar la pertinencia más allá de lo que el sistema te pide".</p> <p>"Hay un rechazo hacia la escuela como institución y en Inglés es más porque no se aplica en el contexto del día a día de los estudiantes."</p> <p>"Es un lenguaje tan ajeno, desde el mismo sonido (...) aunque digas algo muy simple, una instrucción, las posibilidades de que sea comprendido son bajas".</p> <p>[Sobre el material de apoyo]: "Hay más foco de contenido lingüístico y luego se infiere de qué se puede hablar".</p> <p>[Sobre emplear la lengua en situaciones similares a las reales] "¿Similares en qué sentido? ... no va a pasar en el contexto social, no me parece realista". "Sería ideal si los chiquillos se fueran un semestre al extranjero, pero se sabe que el 90% de los estudiantes no lo van a hacer".</p>
Teacher 3	<p>"Se usan temáticas propias, atinentes a estudiantes: derechos, interculturalidad, género, medioambiente".</p> <p>[Sobre comunicarse en situaciones similares]Es lo ideal pero no se da en su totalidad. Acá lo intentamos pero en una pincelada en los temas de derechos, con varias citas pero no politizado porque los niños no les gusta Estados Unidos por el neoliberalismo".</p>	<p>"Se usan esas temáticas porque son atinentes a los estudiantes y son parte del plan de estudio que se armó en el establecimiento. Los estudiantes hacen pequeñas presentaciones en cada tema. Son interesantes para ellos aunque a veces es mucho ya que se yuxtaponen las temáticas de inglés con lo que están viendo en historia por ej y se aburren. Nosotros usamos guías hechas por nosotros (como material de apoyo) o copy-paste, textos de grammar."</p> <p>[Sobre autoconfianza] Hay que hacerlo pero cuesta. Hay que hacer todo lo posible porque en un grupo 1 o 2 se niegan. hay que ir de a poquito superando etapas".</p> <p>[Sobre actitud de respeto a otras culturas]: "Acá por el hecho de los chicos migrantes, se escuchan y respetan mucho, depende del profe también."</p>
Teacher 4	<p>"Bueno, lo que recuerdo del currículum porque como no me lo sé de memoria. En básica hasta más o menos octavo son temas más que nada instrumentales que tienen que ver mas o menos con conocimiento de vocabulario, adquisición de vocabulario, el clima, la ropa, la familia, la ciudad, el</p>	<p>"Mientras más va avanzando en los años de escolaridad el currículum pretende ser, tiene la intención de ser, de ir en abarcar temas en más profundidad que tienen que ver más con el ser humano. Yo creo que depende de la profesora, obviamente el currículum está hecho de una manera para que se usa de una forma</p>

	<p>transporte, ¿ya? y a medida que va avanzando el currículum entre séptimo, yo diría, y cuarto medio ya los temas tienen que ver más con cultura, identidad, y temáticas que tienen que ver con medio ambiente, costumbres eso es como en muy términos generales que trata el currículum, mientras más va avanzando en los años de escolaridad el currículum pretende ser, tiene la intención de ser, de ir en abarcar temas en más profundidad que tienen que ver más con el ser humano.”</p>	<p>comunicacional, ¿cierto?, pero dependiendo de la profesora y dependiendo del contexto del colegio es como uno aplica el currículum que en el fondo tienes una temática, y la temática tiene habilidades que son de vocabulario, comprensión lectora, comprensión auditiva, de <i>writing</i> también tiene, de <i>speaking</i>, de <i>listening</i>, pero también hay un componente de gramática en el currículum, no está explícito pero está.”</p> <p>“El problema está en la implementación, yo creo que somos los profesionales los que tenemos que tomar como el rumbo de la aplicación del currículum y cómo lo va aplicar para que la clase sea de aprendizaje significativo, de largo aliento, que aprendizaje esperan declarar y para que esto suceda.”</p> <p>“Bueno, hay un divorcio ahí entre el CC y el material de apoyo. Es chistoso a estas alturas porque, en el fondo, tú como profesional te tienes que siempre guiar por el CC y el libro se entiende que es un apoyo al aprendizaje y la enseñanza no es algo que tienes que tomar al pie de la letra pero sería bueno que las temáticas que propone el CC, las mismas que se tratan en los textos escolares, entiendo que el primero medio coincide y en algunos, me parece que hay un par más de de propuestas en que coincide el CC con los textos escolares. No pueden esclavizarte por un texto, no pueden esclavizarte como si fuera la biblia y no puedes cambiar nada, también lo puedes adaptar, seleccionar, proponer tu propio material, y yo sí creo que las profesoras pueden proponer su propio material, el libro tú lo vas a ver considerar cuando sea un apoyo de aprendizaje, ese es el espíritu del libro, por esto también se entiende que no coincida todas las temáticas pero sí sería bueno tener obviamente las temáticas coincidentes con el CC.”</p>
Teacher 5	<p>“Dependiendo de los cursos con los cuales se trabaja, las temáticas pueden variar desde el espacio personal hasta contingencia medioambiental.”</p>	<p>“Las temáticas mencionadas se utilizan con fin de contextualizar, apelar al sentimiento de pertenencia y a la realidad de los estudiantes, considerando también que dichas temáticas propenden a influenciar positivamente el desarrollo de las y los estudiantes como seres sociales.”</p> <p>“Si bien se le intenta dar un espacio a contingencia nacional, los contenidos lingüísticos limitan a esta temática a estar presente solo en los últimos años de escolaridad.”</p> <p>“Creo que las temáticas son útiles tanto para los estudiantes como para nuestra sociedad, ya que fomentan criticalidad al pensar y abordar discusiones.”</p>

Teacher 6	<p>"Se usa el tema de conditional porque es muy útil. Por ejemplo, una especie de 'Caso Cerrado' para entregar como al estudiante que es juez y los demandados que puedan entregar sus posiciones del caso basándose en suposiciones. Y ahí uno va evaluando el uso de condicionales dependiendo de cómo sea la situación de la que ellos están hablando."</p> <p>"Utilicé también para pasar modals of advice una presentación oral donde ellos exponían los secretos de abuelita para curar ciertas enfermedades. Por ejemplo, hoy les voy a contar del dolor de espalda o del dolor de cabezas, por ejemplo. Uno debería usar rodajas de papas en las sienes de la cabeza. Ahí se aprovecha de pasar modals. "</p> <p>"Porque en el primero [fragmento] hay una parte clave que dice situaciones similares a la vida real, en eso estamos absolutamente de acuerdo, porque no es una cuestión auténtica. Seguimos con el diálogo preparado en donde todas se llaman Sally, todos se llaman Will o John. Es una cuestión similar pero no auténtica. Por eso los estudiantes no prestan atención a lo que están viendo porque no es algo real. En cambio, en el segundo, uno está agregando algo sumamente importante a esa enseñanza, el aspecto auténtico. Y eso es como debería hacerse pero insisto eso es más pega para el profe".</p>	<p>"Sí, las temáticas son motivantes porque el trabajo del profesor es identificar qué le motiva o es motivante para el estudiante o qué podría serlo, no tal vez motivante en un sentido personal para lograr un aprendizaje significativo pero si desde un nivel de grupo. El tema de cómo adaptar las temáticas, los contenidos, los aprendizajes depende mucho de lo que uno como profesor vea antes de empezar a hacer clases en sí. Uno primero tiene que relacionarse con los estudiantes para poder alcanzar de mejor forma que ellos se compenentren con lo que estás pasando"</p> <p>"Yo creo que depende del contenido lingüístico y de la temática. Porque hay contenido lingüístico que en verdad no requiere tanto esfuerzo ni por parte del estudiante ni del profesor (...) Yo haría un balance entre eso. Mientras sea más fácil de pasar el contenido gramatical o del idioma, más importante va a ser la unidad temática y así también en viceversa. Por ejemplo, si estamos hablando de tenses, y de tenses importantes que hay que pasar, por ejemplo, present continuous. Aplicarlo en su uso para el futuro y para el presente. De repente, hay que parar un par de clases, aunque no es lo que idealmente debería hacerse pero hay que hacerlo. En la realidad, hay que detenerse un poco a repasar para ver cómo los chicos difieren el present continuous y el present simple. Las reglas de cómo escribir o que de repente fallan mucho en la enseñanza que no se sabe cuando tienen que duplicar la última consonante entonces va variando de eso. Mientras más fácil el contenido gramatical más importante es la temática"</p>
Teacher 7	<p>"Primero, clarificar que nosotros no usamos el material del ministerio, pero el libro que usamos viene por temáticas, o sea, cada unidad es un tema distinto. Entonces, esas temáticas incluyen cosas de lo más simple como conocerse, presentarse, la ciudad. Y ya para después, para los más grandes, tecnología, una ciudad nueva, viajes. Bastante diversos los temas pero bajo mi perspectiva algunos no son tan interesante para los chiquillos como los penpals y no tienen idea de lo que es eso si uno ahora tiene internet. Entonces, esas temáticas uno las deja de lado para que no sea un impedimento para la clase. Se transforma un poco para que sea un aliado más que una cosa que te tire la clase para atrás".</p> <p>"En lo de la cultura, si creo que debería presentarse de esa forma pero resulta súper complejo pero acá puede que suene media, no sé, pero creo que se hace difícil por los profesores, porque a veces hasta los libros del ministerio traen ese enfoque, que el texto de este otro país, que las personas de allá, de acá. Pero los profes se enfocan tanto en la gramática que se les olvida el tema que están viendo y pasan a solo hablar de la estructura.</p>	<p>"Como decía, algunas no son tan interesantes pero también depende mucho del nivel de los chiquillos. Por ejemplo, en el caso de séptimo y octavo los temas son los que se enseñan en el principio de la enseñanza del inglés: la presentación personal, las cosas básicas de la sala de clase y ese tipo de cosas. Entonces, por ese lado puede que no sea tan interesante pero si son de utilidad para los estudiantes y ellos lo ven en el aula, pero en los más grandes si hay algunas que son muy aburridas. Tal vez no aburrida pero si ellos las encuentran fuera de contexto como cuando se habla de Londres y ellos dicen por qué estamos aprendiendo sobre Londres si nosotros nunca vamos a ir. Entonces, eso genera un para qué aprendo inglés si lo que me está mostrando el libro de para lo que es inglés no lo voy a utilizar nunca. Por lo tanto, ahí la utilidad desaparece por completo y aparece un desinterés"</p> <p>"El foco por suerte son las unidades temáticas igual, obviamente, tiene contenidos lingüísticos y están orientados hacia el uso del lenguaje en general y no a la estructura específica o sea no es como 'la unidad 1 qué es vocabulario y después gramática'. No, sino que está todo supeditado a la</p>

	Entonces, el tema cultural pasa a segundo o tercer plano entre que los chiquillos se confunden en aprender la gramática se les va a otro lado el tema de la cultura.”	temática. Entonces, igual ha sido mejor este libro”
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The following information for this category was retrieved from the answers to questions 1.1, 4.1 and 4.2 for “Topics present in the English curriculum” of and questions 1.1, 1.2, 1.4, 4.1 and 4.2 for “Beliefs about the topics present in the curriculum”.

### 1.1.2 Summary “Topics Present in the English Curriculum” and “Beliefs about the topics of the English Curriculum” among teachers

Here we show a summary of the results obtained in relation to teachers’ beliefs about the topics present in the current English curriculum in Chile.

*Chart 11: Summary results “Topics present in the English curriculum” and “Beliefs about topics present in the English curriculum” among teachers.*

Topics of the English curriculum			
Topics present in the curriculum	Number of teachers that mentioned or referred to the topic.	Beliefs about the topics present in the curriculum	Number of teachers that mentioned or referred to the topic
Interculturalidad	5	Trabajo interdisciplinar	4
Género	2	Saturación respecto a las temáticas y sus contenidos	1
Derecho	2	Relación lenguaje-cultura	3
Medio Ambiente	5	Temáticas descontextualizadas que provocan desmotivación	3
Bullying	1	Predominancia del contenido lingüístico-gramatical	4
Valores	1	Incidencia de perspectiva de cada docente y relación docente-estudiante en el tratamiento de contenidos y temáticas.	3
Identidad	1	Divorcio entre Currículum y material de apoyo	2
Costumbres	1	Situaciones similares a la vida real	3
Mundo laboral	1	Inglés como obligación que provoca desmotivación	1
Espacio personal	1	Inglés como impulsor de desarrollo personal	1
		Temáticas no controversiales, ideológicas o políticas	2

The previous information for this category results from interpreting and comparing the answers to questions 1.1, 4.1, and 4.2 of “Topics present in the English Curriculum” and questions 1.1, 1.2, 1.4, 4.1, and 4.2 of “Beliefs about the topics present in the curriculum.”

Concerning the “Topics present in the English curriculum”, five out of seven teachers expressed that both interculturality and environmental issues are significant concerns in the English curriculum.

Among other trends we can find that topics related to gender issues and civil rights’ are also of interest (two teachers each) while topics such as bullying, values, identity, customs, working life and personal space were only mentioned by one teacher each.

In relation to “Beliefs about the topics present in the curriculum”, four teachers believe that the topics in the curriculum are and should be connected to other subjects. Therefore, it requires interdisciplinary work among educators. However, they are aware that it may get repetitive and tiring for students.

Teacher 3: “Students do short presentations of each topic. They find them interesting, even though sometimes it’s too much, because the topics seen in English coincide with those seen in History class and they get bored”.

Teacher 1: “The idea is that the work among subjects aims at a specific goal, so as to achieve proper interdisciplinary work. In the beginning, it was motivating for students, but as it repeats every year, interest decreases.”

Now, four teachers hold different opinions on the predominance of linguistic-grammatical content over topics in the current English curriculum.

Teacher 2: “The topics give the context that shapes the form with which we teach the grammatical content. The curriculum is more focused on linguistic content, though, from which it is inferred what to talk about.”

Teacher 5: “Even though, there is an attempt to allow space for national contingency, the linguistic content limits the topics to only be more present in later school years.”

Teacher 6: “I think it depends on the type of linguistic content and the topic, because there is linguistic content that really does not really require so much effort from students nor

teachers (...) I would maintain a balance between those two. The easier it is to teach grammatical or language-related content, the more important the topic becomes, and vice versa.”

Three teachers mentioned that the topics present in the curriculum do touch upon the relationship between language and culture.

Teacher 1: “I believe that in here that can be possible. This year, for instance, we worked with videos that show English-speaking culture, and from there students can learn or see places that they think they may never visit. They are able to associate those cultural aspects with Chilean things. For example, if they see a place that they think is better, that has more services; they contrast it with this one, and identify which things are missing. I feel that they like those things.”

Meanwhile, other 3 expressed that the topics are decontextualized, and therefore, cause students’ disinterest in the subject.

Teacher 2: “[The topics] do not seem to be in sync with the needs of the generation that is currently at school (...). There is a rejection towards school as an institution and especially English because it is not applied in students’ everyday context.”

Teacher 7: “Then, [for younger students] one could say that even though they think [the topics] are not that interesting, they understand that these may be useful, and they get why they are seeing those topics in class. However, older students do notice that some topics are very boring. Perhaps not boring, but rather they feel they are out of context. For instance, when we talk about London, they ask why they are learning about London if they are never going to visit the city. Then, questions appear about why they are learning English, taking into account what the book shows about what supposedly English is for, and they conclude they will never actually utilize it. Therefore, the utility completely disappears and disinterest emerges.”

Additionally, three teachers believe that teachers’ perspective and ability to adapt the curriculum, as well as their relationship with students, may affect how topics are to be treated.

Teacher 4: “The problem lies in the implementation [of the topics]. I believe that we as professionals are the ones that need to take control of the application of the curriculum, and how to apply it in class so as to propitiate long-term, meaningful learning.”

Teacher 6: “The thing is how to adapt the topics, the content; the learning depends a lot on what one as a teacher notices before teaching a class. One must have a relationship with the

students so as to successfully establish a connection that allows students to take up on what you are teaching.”

Three teachers agree that the topics present in the curriculum are and should be in connection to similar situations in real life, so as to frame them in reality.

Teacher 2: “In my opinion, the topics are in connection to reality (...) and today’s concerns.”

Teacher 5: “The topics mentioned are used with the purpose of contextualizing and appealing to students’ sense of belonging and reality”.

Moreover, two other teachers perceived a disconnection or “divorce” between the English curriculum and the supporting instructional material as well as between the curriculum and the school reality.

Teacher 4: “Well, there is a divorce between the curriculum and the supporting material. It’s interesting, because at this stage, as a professional, you have to always guide your classes according to the curriculum, and the book is understood to support learning. (...) Not to be a slave of a book. You should not take it as it is the Bible and not change anything.”

Teacher 6: “Concerning the first one, the key part is when the curriculum declares about similar situations to real life. I completely agree with this, but it is not really authentic when we are learning a prepared dialogue where everyone is named Sally, Will or John. It’s similar, but not authentic. That is why students do not pay attention to what they are learning, because what they are learning is not real.”

Two teachers expressed that the topics lean towards being not ideologically or politically charged.

Teacher 2: “[The topics] are the less politicized, since they create consensus. There are no topics where there is a discrepancy or are controversial”.

In relation to minor trends we can find on the one hand, the curricular saturation in connection to the amount of contents in the curriculum (1 teacher). Meanwhile, the same teacher affirmed that due to English being a compulsory subject, students lose interest and motivation in learning the topics proposed in the curriculum.

Teacher 2: “In my opinion, the volume of text in the Ministry's book is too much. I would prefer my students to learn less vocabulary, but in a better way, so they can assimilate it better,



than learn 10.000 words and then not use it at all (...). Learning English because you have to generates disinterest and decreases motivation”

On the other hand, one teacher explained that the topics do actually help promote students’ personal development. While, the same teacher thinks that topics do foster students’ critical thinking.

Teacher 5: "The topics mentioned are used with the purpose of contextualizing and appealing to a sense of belonging and reality of students, considering as well that said topics influence positively in the personal development of students as social beings”.

Teacher 5: "I believe that the topics are useful for students and society, since they promote critical thinking and how to engage in meaningful discussions”.

### 1.1.3 Results “Topics to be incorporated in the English curriculum” and “Beliefs about the topics to be incorporated in the English Curriculum” among teachers.

Here we show the results obtained in relation to teachers’ beliefs about the topics they believe should be incorporated in the English curriculum in full context.

*Chart 12: Results “Topics to be incorporated in the English curriculum” and “Beliefs about Topics to be incorporated” among teachers.*

	Topics of the English curriculum	
Teacher	Topics to be incorporated in the English Curriculum	Beliefs about the topics to be incorporated
Teacher 1	“La parte fonética porque no está en el currículum.”	“Que los chicos aprendan la pronunciación de la palabra así como uno aprendió el español a repetir los sonidos. Trabajar la fonética, cuáles son los sonidos, cuáles son las vocales, cuáles son las consonantes.”
Teacher 2	“Ecología, ciudadanía, educación sexual, educación financiera, lenguas indígenas.”	<p>"Es muy importante vincular a las personas con la naturaleza y su entorno".</p> <p>"Enfocarse en cosas que les sirvan [a los estudiantes] que en el futuro que van a usar."</p> <p>"La escuela te prepara para contenidos, no para la realidad."</p> <p>"[Sobre la Multiculturalidad del Inglés] Tiene razón pero también veo una intención de "blanquear" la lengua. [El Inglés] es una lengua que carece de valores, de visiones políticas, pero que cuando has tenido la oportunidad de viajar a un país de habla inglesa, claramente te das cuenta de los valores que la sociedad promueve". "Te puedes aproximar a la cultura, pero creo que los aspectos culturales tampoco se profundizan [...] Se enfocan en el hecho histórico, por ejemplo un tema que es súper</p>

		fuerte en EE.UU como lo es el racismo, y que tienes el movimiento de derechos civiles, se ven desde el punto de vista histórico, y no ver cómo la sociedad reaccionó y evolucionó desde esa época".
Teacher 3	"El año pasado incluí films y lo estamos pasando ahora también. y en el fondo, temáticas de contingencia, si uno tiene que estar actualizado al contexto, por lo mismo no usamos los textos del Ministerio".	<p>"Temáticas de contingencia, si uno tiene que estar actualizado al contexto, por lo mismo no usamos los textos del ministerio".</p> <p>"[Sobre fomentar autoconfianza. Hay que hacerlo [autoconfianza] pero cuesta. Hay que hacer todo lo posible porque en un grupo 1 o 2 se niegan. hay que ir de a poquito superando etapas".</p> <p>[Sobre actitud de respeto y comprensión hacia la relación entre las ideas, los valores y productos de otras culturas, y hacia la conexión entre cultura y lenguaje]": "Acá por el hecho de los chicos migrantes, se escuchan y respetan mucho, depende del profe también."</p>
Teacher 4	"Creo que si dependiera de mí pondría temáticas que tienen que ver feminismo, con sustentabilidad (...) y eso es lo importante que las personas supieran como educación cívica en el fondo (...) tiene que ver con otras áreas del desarrollo humano, derechos humanos. Yo creo que esos temas e incluiría temas de educación cívica, economía que tiene que ver con las otras culturas, porque para eso sirve el inglés para acercarse a otras culturas, tecnología, pero siempre la tecnología está presente, pero ese tipo de temas."	<p>"Yo recuerdo que cuando vimos tema de sustentabilidad en la otra universidad donde yo trabajaba ahí aprendimos que la sustentabilidad tiene tres áreas, no es solamente lo ecológico, es también lo humano y la economía, entonces hay economía sustentable."</p> <p>"Temas culturales también y cómo ellos pueden acceder a más conocimientos a través de otras culturas, conocer la realidad de otros países es súper importante para ver qué poder rescatar de ahí y por qué ahí funciona, y cuales son los factores que ahí funcionan y cómo podría ser aplicado acá en el fondo. Está bien que sea así, no puede estar tan cargado ideológicamente siento yo eso lo pone la profesora."</p> <p>"Parcialmente, el proceso es largo y ambicioso por las pocas horas de trabajo con el curso y la cantidad numerosa de estudiantes. un año es muy poco y si es que logras tener un curso todo un año de corrido. "</p> <p>"El respeto se aprende desde la familia y desde el colegio no es espontáneo. Depende de cómo la profe intenciona e implementa el currículum es un trabajo del profesional y harito trabajo, planificación, reflexión, discusión, escuchar, promover un ambiente democrático y participación en la sala. "</p>
Teacher 5	"Si tuviese que elegir ahora, serían veganismo y medioambientalismo, feminismo y género, habilidades emocionales, crítico". "La cultura de las y los estudiantes"	<p>"Siento que preguntar a las personas participantes de las clases es esencial, al mismo tiempo que se analiza la contingencia nacional e internacional."</p> <p>"Siento que es logable expandir la cultura del grupo curso (profesor/a inclusive) al analizar y estudiar culturas extranjeras. Es un ejercicio</p>

		interesante y motivador; sin embargo, el párrafo deja de lado el trabajo con la cultura PROPIA de los estudiantes. En otras palabras, la cultura que los mismos estudiantes llevan a la sala de clase, la que al ser analizar desde otro idioma, podría proveer a los participantes de una mirada fresca de su mismo desarrollo."
Teacher 6	<p>"A mi me gustaría mucho poner una temática de realidad nacional dentro del currículum de inglés para utilizar el inglés en un contexto que sea real".</p> <p>"El tema del respeto hacia las ideas y productos de otras culturas es algo que definitivamente se tiene que trabajar, sobre todo porque este Chile está pasando a ser un país multicultural. Tenemos que enseñarle a esta generación que tienen que respetar no solo a las subculturas que nacen a través de las mezclas en el país propio, sino que también tenemos que respetar como otras culturas se relacionan entre sí a través del lenguaje. Y eso requiere mucho trabajo del profe. Porque el profesor tiene que ser capaz de entregar eso de una manera divertida, atractiva y auténtica. Se puede aprovechar a las personas haitianas en Chile o personas que vengan de otros países, de pueblos originarios o con inmigrantes que sean simplemente de países de habla inglesa. Aprender a conocer la cultura. No enfocarse tanto en poner la <i>s</i> a la tercera persona sino que en comunicar una idea, aunque no esté tan bien. Yo me enfoco más en el <i>fluency</i> que el <i>accuracy</i> porque me importa más que la idea se comunique justamente para aprender esta relación en las culturas, entre los valores de las culturas, a que el estudiante me diga una frase de 5 palabras y que estén completamente correctas"</p>	<p>"Para utilizar el inglés en un contexto que sea real porque siempre vemos que el inglés es para business, para el extranjero y, la verdad, también se puede aprovechar el inglés. Por ejemplo, para comunicar en redes sociales qué es lo que está pasando acá o incluso antes de, <i>¿Qué es lo que estaba pasando? ¿Por qué había tantos problemas?</i>, y eso sería una buena forma de hacer claramente un enroque con Historia. De utilizar el lenguaje de forma auténtica que debería ser al menos el punto final de inglés"</p> <p>"La fuente de cada uno de los párrafos. A lo mejor el tema de cultura y competencia intercultural es algo que se desaprovecha se enseña poco de Inglaterra. La verdad muchas veces nos enfrascamos en ese duopolio EEUU o Gran Bretaña y ahí nos quedamos. Sin embargo, tenemos otros países que dentro del mismo idioma inglés, sin salirnos del tema que nos corresponde como profesores, por ejemplo, Sudáfrica y la influencia del afrikaans en el inglés o Nueva Zelanda y el Maorí, son cuestiones que desaprovechas como temas interculturales y en verdad estos dos párrafos presentan dos cosas distintas uno te presenta lo que debería hacer y el otro cómo se debería hacer"</p>
	<p>"Considerando a mis estudiantes, me gustaría incluir temáticas más sociales y más políticas."</p>	<p>"Porque ellos [estudiantes] se mueven en ese ámbito, o tal vez no tan políticas de partido sino que los chicos quieren hablar de veganismo, de género, del rol que tienen ellos en la sociedad. Eso no está en ningún libro de inglés pero si uno lo pudiera transformar los chiquillos se interesarían mucho más"</p> <p>"Personalmente, yo creo que sí trabajo el inglés de esa forma (de adentro hacia afuera). Sobre todo en un curso como segundo medio que ya pueden formular ciertas ideas en inglés, por lo menos en el Aplicación. Pero el inglés de por sí es una cuestión muy difícil para generar autoconfianza. En mi experiencia histórica, conversando con los alumnos, no porque yo lo haya visto, sino porque ellos me han contado es que el inglés les genera menos confianza de todo lo que han aprendido en el liceo.(...) lo mismo con el tema del respeto y la comprensión de ideas porque las ideas ya les son difíciles expresarlas en español, más en un</p>

		segundo idioma. Y más aún si no tienen el apoyo de su entorno para hacerlo.”
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The following information for this category was retrieved from the answers to questions 1.3, 4.3 and 4.4 for “Topics to be incorporated in the English Curriculum” and questions 1.3, 4.3 and 4.4 for “Beliefs about the topics to be incorporated”

#### 1.1.4 Summary of “topics to be incorporated in the English Curriculum” and “Beliefs about the topics to be incorporated in the English curriculum” among

Here we show a summary of the results obtained in relation to teachers’ beliefs about the topics they believe should be incorporated in the current English curriculum.

*Chart 13: Summary of “Topics to be incorporated in the English curriculum” and “Beliefs about topics to be incorporated in the English curriculum” among teachers.*

Topics of the English curriculum			
Topics to be incorporated in the curriculum	Number of teachers that mentioned the topic	Beliefs about the topics to be incorporated	Number of teachers that mentioned the topic
Temáticas de contingencia	5	Aprendizaje significativo	3
Feminismo	3	Contextualización de la temáticas	3
Sustentabilidad	2	Desarrollo de autoconfianza, respeto y comprensión.	4
Derechos humanos	1	Profundizar relación lenguaje y cultura.	1
Economía	2		
Cultura-intercultural	3		
ed. cívica	3		
Habilidades emocionales: Confianza, auto respeto	2		

The following information for this category results from interpreting and comparing the answers to questions 1.3, 4.3 and 4.4 of “Topics to be incorporated in the curriculum” and questions 1.3, 4.3 and 4.4 of “Beliefs about the topics to be incorporated”.

Five out of seven teachers expressed that contingency topics should be incorporated into the English curriculum.

Teacher 3: “You have to be context-updated; that’s why we don’t use Ministry textbooks”.

Teacher 5: “I feel that asking class participants is essential, and it allows you to talk about national and international contingency”.

Three teachers expressed their interest in studying topics related to feminism, and civic education with the same incidence.

Teacher 7: “Students want to talk about veganism, gender, their role they have in society. That is not found in any English Book, but if you could change that, students would be a lot more interested”.

Three teachers expressed their interest in culture and interculturality in class from different perspectives.

Teacher 5: “I feel that it is possible to expand your class’ culture (include the teacher’s) while analyzing and studying foreign cultures. It is an interesting and motivating exercise; nonetheless, the fragment leaves out students’ culture. In other words, the culture that students bring to the class which could be analyzed in class so as to provide participants of a fresh take that benefit their personal development.”

Teacher 6: “Truth is told, lots of times we [English teachers] focus on that duopoly of EE. UU or Great Britain too much. However, we have other English-speaking countries and cultures which could contribute to the conversation such as South Africa and the influence of the Afrikaans in their English o New Zealand and the Maori people”.

Furthermore, another emerging trend is teachers’ interest in sustainability and economy as they were mentioned by of 2 teachers each.

Teacher 4: “Sustainability is not just the trees, it has to do with other areas of human development, human rights (which was only mentioned once) (...) I would include topics of civic education and economy that have to do with other cultures because that is what English is for, to get to know other cultures”.

In relation to “beliefs about the topics to be incorporated” four teachers out of seven indicated it is relevant to develop self-confidence, respect and understanding among students in classrooms, but that it is challenging.

Teacher 7: “It is really hard to develop self-confidence with English and it’s the same with the topics of respect and understanding of ideas because ideas are already hard to express in Spanish (...) and even more so if they (students) don't have the support of their surroundings to do it; therefore, as the English classes are focused on grammar, ideas are left aside”.

Meaningful learning and topic contextualization were mentioned by three teachers each.

Teacher 2: “It is really important to focus on useful things that in the future they (students) are going to use (...) school prepares you with contents, no for reality”.

Teacher 6: “To use English in a real context, because we always see English being used for business, for going abroad, and truthfully, you can also take advantage of the language for that”.

Another major trend is three teachers’ interest in the relation between language and culture.

Teacher 4: “[We could include] cultural topics as well and how they [students] can access more knowledge through other cultures. Getting to know the reality of other countries is very important, so as to see what to take from them; to understand why certain things work in that context; and which are the factors at play and how it could be applied here.”

## **1.2 Pertinence of the teaching-learning of English in Chile**

In this part, we attach the results obtained in relation to teachers’ beliefs about both the pertinence of teaching-learning English from the Chilean State’s and teachers’ point of view as well as its limitations

### **1.2.1 Results of “Beliefs on the pertinence of the teaching-learning of English from the states’ point of view” and “beliefs about the limitations of teaching-learning of English” among teachers.**

Here we show the results obtained in relation to teachers’ beliefs about the pertinence of the teaching-learning of English from the State’s point of view and its limitations.

Chart 14: Results of “Beliefs about the pertinence of the teaching-learning of English” and “Beliefs about the limitations of the teaching-learning of English” among teachers.

	Pertinence of the teaching-learning of English in Chile	
Teacher	Beliefs on the pertinence of the teaching-learning of English from the states’ point of view	Beliefs about the limitations of the teaching-learning of English
Teacher 1	<p>“Supongo que es por la globalización y porque es como el idioma universal que es importante aprenderlo porque en la mayoría de los países en europa las personas hablan Inglés. Aparte que por cultura, por el saber otro idioma, porque hay otros países que manejan no solamente Inglés o Español, sino mucho más idiomas; para tener el bagaje cultural de comunicarse en otro idioma”.</p> <p>“Se aprende por comunicación con otras personas de otras culturas. El poder comunicarse con otra persona que hable un idioma distinto al tuyo. A lo mejor no solo el hecho de aprender Inglés, pero aprender otro idioma de otra cultura.”</p>	<p>“La actitud de los estudiantes es como lo que más limita el hecho de que puedan aprender. Los chicos como que no le toman mucha importancia. Tú tratas de que aprendan, pero no lo ven útil para ellos porque dicen "yo no voy a viajar", pero después sí se dan cuenta que si les sirve”.</p> <p>”Lo otro es que también los recursos son medios limitados. Yo siento que igual es importante tener un laboratorio de idiomas, y en la mayor parte de los colegios públicos no hay. Entonces yo creo que igual eso es un límite en cuanto a recursos, porque, claro, te pueden estar escuchando a tí, pero no pueden estar escuchando a nativos a lo mejor o cosas que les llamen más la atención que solamente estar en una clase frontal escuchando a alguien que les está hablando en Inglés y que no entienden nada.”</p> <p>“En tanto el contenido de la gramática no les sirve mucho a los estudiantes. Por eso decía que es importante más apuntar al hecho de la conversación, a que puedan usar el idioma, pero los grupos son tan grandes de repente que tampoco se puede hacer, porque si tienes un curso de 30 alumnos es complicado el hecho de que practiquen y puedan hablar, si eres uno que habla inglés entremedio.</p> <p>“No hay tiempo para propiciar la enseñanza del inglés fuera de la sala. Es complicado porque el tiempo es súper limitado para poder hacer otras cosas. Está como todo el tiempo acotado en las tutorías (jefaturas de curso), que te llevan mucho tiempo.”</p>
Teacher 2	<p>"Por razones económicas-hegemónicas, para vincularse con potencias (EEUU, China, Europa" y producir capital humano técnicamente competente."</p> <p>"Por las oportunidades de trabajo que se abren, ya que el idioma es una utilidad para el sistema." "El saber</p>	<p>"Existen limitaciones de espacio que ofrece la institución".</p> <p>"De cuanta gente con quien vas a trabajar. No te puedes comunicar bidireccionalmente con 40 estudiantes en sala".</p> <p>"Limitaciones tecnológicas: tienes una pizarra y un plumón de baja</p>

	<p>Inglés en el mundo laboral te potencia (...) hay mucha gente que perdía oportunidades por no saber Inglés".</p> <p>"Es una lengua bastante rica en conocimiento. Es una lengua potente en sí misma. Hay muchos pensadores que hablaban Inglés, entonces leer un pensador en Inglés y bypassar la traducción, y bueno porque a veces se pierde la esencia de lo que alguien quiere decir".</p> <p>"Por el gusto de aprender otra lengua, por el showbiz, porque te gustó una película o una serie. La parte recreativa de la lengua".</p> <p>"Ahora, el Inglés sirve como canal que se puede construir desde una perspectiva internacional (...) de vinculación intercontinental".</p> <p>"Mucho artista, mucho científico es del mundo anglo ... es una forma interesante para vincularse con esos códigos, y visiones de mundo".</p> <p>"Puede ser que el Inglés contribuya en su vida laboral o académica [de los estudiantes]... por el acceso a la información, ya que la academia está monopolizada por el Inglés".</p> <p>"Cuando terminan los chiquillos el colegio, el conocimiento de Inglés es tan poco y lo que deberían saber es tan grande, que ellos desisten."</p>	<p>calidad. El acceso a los proyectores es limitado, porque somos muchos. No es como en los colegios privados que es como 'ya vamos todos a la sala de computación en donde hagamos un intercambio de texto con alguien que hable Inglés'.</p> <p>"En mi opinión, los libros del ministerio, el volumen de texto es mucho, es demasiado. Yo creo que preferiría que aprendan menos cantidad de vocabulario, pero mejor, que lo asimilen mejor, que aprendan 10.000 palabras y no cachén nada."</p> <p>"Se trata de lograr lo que se propone en el cc, pero son tantas variables y presiones en el ejercicio (...) como la de falta de tiempo y necesidad de poner notas, que se pierde el foco de la formación de los estudiantes. (...) Se vuelve algo más pragmático dirigido a la evaluación.".</p> <p>[Sobre la relevancia]: "Existen dos formas de aproximarse a esa pregunta. Una es que tu pienses que tus estudiantes van a ser secos, que van a ir a la universidad, van a haber aprendido Inglés, y después de haber egresado van a ser profesionales bilingües. Y esta la otra forma de ver la realidad, que son chiquillos que el background social-familiar no es tan fuerte en eso. Entonces la herencia cultural no es tan fuerte y no sé cuánto ... este año se llegó a un 80% de vulnerabilidad, entonces pensar qué porcentaje de chiquillos van a llegar a la educación superior, porque es un Liceo Humanista, que se supone que los prepara para la universidad, entonces no sé cuántos lo van a lograr y a cuántos les va a servir mucho."</p> <p>"Entonces tiene que ver con el contexto, porque acá en Chile de donde vienes más o menos define en donde terminas, y de las oportunidades a las que esté expuesto".</p>
Teacher 3	<p>"Globalización lo ocupamos a diario, esta en todos lados. Es para comunicarse. Globalización y comunicación. Todo está en Inglés ahora."</p> <p>[Sobre el aprendizaje de un idioma está directamente relacionado con el aprendizaje de su cultura]: "Es ideal pero no se da en su totalidad. Acá lo intentamos, pero en una pincelada en los temas de derechos, con varias</p>	<p>"Limitaciones: ninguna".</p> <p>"Es una herramienta más para la vida para conseguir trabajo. Pero como aquí las expectativas no son muy buenas, para comunicarse"</p>



	<p> citas, pero no politizado porque los niños no les gusta estados unidos por el neoliberalismo".</p>	
Teacher 4	<p>“Bueno, partió el 2004 con, me acuerdo de esa iniciativa, yo no recuerdo ese momento era Sergio Bitar el Ministro de Educación. Y a partir de ahí, si no fue antes, se creó el programa de “Inglés Abre Puertas”. Entonces se ambicionaba que Chile fuera un país bilingüe, pero se ambicionaba no más, porque en el fondo para poder hacer un país bilingüe debes introducir reformas profundas, tiene que ver con las horas que tú dedicas al idioma, los profesionales disponibles en el país, debes hacer un catastro. Es un bonito sueño, si se podría hacer pero hay que hacer cambios estructurales.”</p> <p>“Todo lo que yo he estudiado y leído al respecto tiene que ver con intereses económicos, por el modelo económico y neoliberal que presenta nuestro país, no es por mayor acceso al conocimiento porque eso nunca le ha interesado a los gobiernos que han estado desde la devuelta ‘democracia’ hasta el momento, entonces es siempre un interés económico para poder acercarse a potencias mundiales y hacer tratados de libre comercio. También se hablaba mucho de las entrevistas de trabajo, de que era una herramienta que te iba abrir puertas en el mundo laboral pero todos sabemos que eso no es en todo el mundo laboral, entonces siempre hay intereses económicos en el espíritu que tiene que venir acompañado en la reforma.”</p> <p>“Porque es parte de la ley, porque es parte del currículum, es parte de los intereses del ministerio, tiene que haber una lengua extranjera siempre en los colegios, por eso se enseña inglés y porque se aprende es porque ésta esa idea en el subconsciente colectivo que te va abrir puerta, que te va dar acceso laboral y que sirve, superficialidad. “</p>	<p>“Sí, hay varias limitaciones. Lo primero, es que el colegio es un entidad muy dinámica por esto siempre está sucediendo algo en el colegio. Lo que te puede pasar es que siempre pasa algo, siempre hay contingencia en el colegio, entonces desde lo más superficial hasta lo más profundo. Entonces en los colegios siempre hay contingencias y hay muchas situaciones emergentes que hay que resolver de manera rápida o interrumpe la clase, esa es una limitante, eso irrumpe el ritmo de la clase, la concentración de las estudiantes, entonces es bien complicado como en lo doméstico.”</p> <p>“Lo otro tiene que ver con las necesidades de primer orden de los seres humanos, si tu tienes estudiantes que están en situaciones de alta vulnerabilidad o que están en situaciones de vulneración de derechos, si tienes tu un alto porcentaje de estudiantes con vulneración de derechos como sus necesidades básicas no están cubiertas, entonces no van a tener la disposición ni la voluntad, ni la cabeza para poder concentrarse en una clase, cualquiera sea, no solamente la de inglés, entonces esto va impedir o interrumpir aprendizaje.”</p> <p>“Los colegios también rayan una cancha de los aprendizajes que esperan de los estudiantes, como los establecimientos tratan a los estudiantes es como estos mismos van a rendir también, ellos se dan cuenta y lo saben, el estigma... tiene que ver con el proyecto educativo del establecimiento.”</p> <p>“En el área del currículum no creo que el currículum sea limitante es la o el profesional el que implementa, el que tiene que tomar decisiones. Esas decisiones pueden ser limitantes para los estudiantes. Si solamente tienes un enfoque para enseñar, si no les das la oportunidad a los estudiantes de que usen el idioma o de que tengan acceso al idioma. Porque si tienes un tema foque que tienes que pasar por ley tú puedes crear material o</p>

		<p>complementar entonces tampoco es imposible.”</p> <p>[Sobre adaptar el currículum]:”Difícil pregunta, porque cada contexto local es distinto, así que si las profesoras somos agentes de cambio ahí debemos empezar a diagnosticar el contexto y como viven nuestros estudiantes, entonces debe ser algo muy profundo. Luego de tener un diagnóstico de los estudiantes tu podrías hacer un currículo alternativo o adaptación del currículum de acuerdo a las necesidades de los estudiantes, creo que es súper ambicioso porque es una inversión de tiempo e investigación. Creo que no hay temas fomes, es la forma en cómo lo haces atractivo.”</p>
Teacher 5	<p>"En pocas palabras, el estado, al determinar Inglés como la única lengua extranjera obligatoria, da a conocer que valida dicha lengua como Lingua Franca y valida su peso en el mundo en aspectos culturales y económicos."</p> <p>"El carácter de Lingua Franca hace que la lengua tenga un poder sobre la economía, acceso a cultura, acceso a educación, etc. No hay que dejar de lado el componente de motivación integradora, y no sólo lo instrumental que le asigna el gobierno."</p> <p>"Por un lado, el programa de estudio intenta promover task-based language teaching al hablar del componente de la vida, lo cual es loguable hacer, sin embargo, si no se cautela cuáles son esas situaciones a las de la vida real, la interpretación es muy abierta. Además, el ministerio busca nivelar o buscar un lugar común para todos los estudiantes, pero las características de vida real de cada estudiante varían de contexto a contexto, e incluso de sala en sala. [...] Creo que el segundo componente (sobre lograr mayores avances) es ambicioso y se contradice con las situaciones similares a la vida real. Perseguir avances académicos o laborales no necesariamente tienen que ver con situaciones en la vida real. "</p>	<p>"La relevancia siempre va a estar determinada con cómo las y los estudiantes se vean usando la lengua extranjera. Por ejemplo, si las y los estudiantes pueden viajar al extranjero o sostener conversaciones con hablantes nativos/as, los estudiantes encontrarán gran relevancia a habilidades que los lleven a hablar. Por otro lado, si las y los estudiantes no ven ningún tipo de valor o aplicación a lo que se les enseña y/o cómo se les enseña, la relevancia será mínima o nula."</p>
Teacher 6	<p>"La enseñanza del inglés en Chile surge como una necesidad casi de un tema medio. No nace desde un buen punto, siento yo. Yo creo que igual se tuvo mucho en mente en un inicio el tema de la mercantilización y de la internacionalización de este tema como para que Chile tuviese mayor presencia y que en los colegios se enseñe bien inglés y no se logró por distintas razones porque el Estado no es bueno siendo Estado, por eso estamos donde estamos. Entonces, yo creo que surge por ahí. No creo que el Estado haya tenido en mente el bienestar del pueblo es simplemente lo que se estila en todos lados y tenían que hacerlo. Y si lo hicieron con alguna intención yo creo que fue esa".</p>	<p>"Yo creo que siempre hay limitaciones que pueden ser autoimpuestas o no. Por ejemplo, a todos nos gustaría tener en una sala de clases mayores recursos para poder aprovechar mejor con los estudiantes. En mi caso personal, yo tengo una deficiencia en la estructura de la sala la gran mayoría es escalonada y tiene el puesto fijo. Y, lamentablemente, para propósitos comunicativos es terrible porque necesito que los estudiantes</p>

		<p>interactúen entre ellos y que se estén gritando de un puesto a otro es pésimo para la clase. Hay colegios en los que no hay herramientas tan útiles como proyectores o plastificadoras para hacer <i>flashcards</i>. La solución es cambiarse de sala y a veces es difícil porque hay solo una sin bancos fijos."</p> <p>"No se hace una vinculación con el medio. Además, en los planes y programas no tienen planeado la vinculación como en otras asignaturas y si existe ese material por el ministerio no es suficiente."</p> <p>"Más allá de tener cosas que se aplican a sus vidas personales. Como por ejemplo, el tema de los consejos, no hay mucha vinculación con el medio. Es a lo que me refería con pasar un contenido de realidad nacional. Esto no se hace y si se hace, es en pocos colegios porque exige un mayor trabajo del profesor. Porque planes y programas no tiene el material para inglés, a diferencia de otras asignaturas como lenguaje, matemáticas o historia. Y si existe, es un material que en verdad no es suficiente y no es apegado a la realidad de los colegios. Ese es el gran problema. El Mineduc tiene unas exigencias para los estudiantes de 4to medio que, la verdad, muchas veces no se cumplen. Entonces, seguimos teniendo problemas porque el Mineduc nos quiere con un nivel súper alto en el marco común europeo y la verdad no alcanzamos más de 2 mil palabras. Tenemos que partir por tener un profesor como ministro de educación y personas que adapten el currículo a nivel nacional pero personas que sepan lo que está pasando."</p>
Teacher 7	<p>"Nunca lo había pensado por parte del Estado, siempre lo pensé como para una persona que quiere aprender inglés. Pero creo que al país en sí le conviene dar esa imagen de abierto a lo extranjero sobre todo por los tratados de libre comercio, las relaciones exteriores que se tienen con países asiáticos y de Europa. Y finalmente, el inglés es el único punto en común que se puede tener, más fácil por decirlo así dentro de todo. Porque si lo pensamos, el chino debería ser el idioma de las transacciones internacionales pero es mucho más difícil que el inglés y hay menos contacto directo por tener nosotros la música, las películas. Entonces, es mucho más fácil incentivar la enseñanza del inglés."</p>	<p>"Pero lo que más limita creo yo una es que te piden notas cada cierto tiempo y uno quiere trabajar con metodologías más novedosas, más de procesos y no enfocadas en el resultado final y UTP (Unidad Técnico Pedagógica) lo permite pero te pide la nota cada un mes, lo cual limita el enfoque metodológico. Y por otro lado, es la cantidad de alumnos y la disposición por sala. Por ejemplo, ahora he tenido cursos más pequeños y he podido hacer otro tipo de actividades gracias a eso, por</p>

	<p>"Como lo decía antes, creo que la gente lo ve como una herramienta que te abrirá puertas y te dará mejor trabajo. Yo creo que por eso se aprende inglés y la enseñanza está supeditada al aprender. Si no tienes a nadie que quiera aprender, para qué vas a enseñarlo. Y creo que también el foco de muchos profes es ese."</p> <p>"Y lo otro que contribuya a mayores avances a su vida académica o laboral futura, tiene que ver con el éxito de los chiquillos y no realmente una utilidad personal sino que una utilidad para el mercado del país en vez de solo para ellos. El otro día vi una ponencia de los niños bilingües, criados bilingües con padres bilingües. Ella decía que tiene que haber no solo una relación de utilidad sino que de afectividad con el idioma que están aprendiendo. Una relación que me sirva, pero el por qué me sirve el inglés. Porque hay gente que aprende inglés solamente por la utilidad práctica y uno se da cuenta que no es lo mismo que cuando uno le toma el gusto de querer aprender por gusto, por ejemplo, cómo aprender excel. Porque te va a generar un beneficio mayor que no es monetario. Entonces, es complejo que te va a generar beneficios académicos o laborales futuros."</p>	<p>tener máximo 30 alumnos y he podido sentarlos de otra forma y hacer otras actividades. Pero si tienes 40 o 45, tienes un aula de 10 chicos de corrido para el lado. No se pueden parar a hacer consultas, no te puedes pasear entre ellos, ni siquiera lo básico de una sala de clases. Eso es lo más limitante la parte física de las salas, aunque quisieras y tuvieras todos los permisos para implementar actividades de otro tipo no se puede a menos que te los lleves para el patio y aún ahí hay gente que te mira feo porque los sacas. Entonces, la barrera física e intelectual del conservacionismo del colegio son las complicaciones más grandes que yo veo y que a mi me pasan".</p> <p>"El contexto de los chiquillos, por ejemplo, que viven en La Pintana no tiene nada que ver con el inglés. Entonces, tiene muy poca relevancia si no se cambia lo de las temáticas que te decía al principio. Si estamos hablando de cuando ellos viajen a Londres usarán este idioma, no tienen ningún sentido, en verdad, que le estemos enseñando eso, si él sabe que nunca va a viajar. Porque quizás no le va a dar la plata o si viaja, viajaría a otro lado que es más significativo para él".</p>
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The following information for this category result from comparing and interpreting the answers to questions: 2.1, 3.1, 3.2, 4.1 for "Beliefs on the pertinence of the teaching-learning of English from the states' point of view"; 4.2 for "Beliefs about the limitations of the teaching-learning of English".

### **1.2.2 Summary "Beliefs on the pertinence of the teaching-learning of English from the states' point of view" and "Beliefs about the limitations of the teaching-learning of English" among teachers.**

Here we show a summary of the results obtained in relation to teachers' beliefs about the pertinence of the teaching-learning of English from the State's point of view and its limitations.

Chart 15: Summary of “Pertinence and limitations of the teaching-learning of English” among teachers.

Pertinence of the teaching-learning of English in Chile			
Beliefs on the pertinence of the teaching-learning of English from the states’ point of view	Number of teachers that mentioned the topic	Beliefs about the limitations of the teaching-learning of English	Number of teachers that mentioned the topic
Idioma universal	3	Orientación lingüística-gramatical	3
Globalización	3	Actitudes estudiantes	2
Ventajas económicas	5	Recursos limitados	4
Bagaje Cultural	3	Infraestructura insuficiente	4
Comunicación	3	Enfoque en evaluaciones más que en formación	3
Educación	1	Cantidad excesiva de estudiantes por sala	3
		Descontextualización temáticas	3
		Interrupciones	1
		Responsabilidad docente	2
		Responsabilidad del estado	1
		Saturación académica	3
		Contradicción teórica-práctica del Currículum	1
		situación socioeconómica	1

The previous information for this category is the result from comparing and interpreting the answers to questions: 2.1, 3.1, 3.2, 4.1 for “Beliefs on the pertinence of the teaching-learning of English from the states’ point of view”; 4.2 for “Beliefs about the limitations of the teaching-learning of English”.

Concerning the “Beliefs on the pertinence of the teaching-learning of English from the state’s point of view”, 5 out of 7 teachers expressed that the pertinence of teaching-learning of English for the Chilean State is that it allows our country to *participate in a globalized market*.

Teacher 2: “[Learning English] Due to economic and hegemonic purposes, to connect with the major powers (United States, China and Europe) and to produce competent human capital”.

Teacher 4: “Everything I’ve read and studied about the topic has to do with economic interest, due to the neoliberal economic model of our country. It is not for accessing knowledge, because that has never been the interest of governments that have been in power since the return to democracy until now. Then, it’s always for an economic purpose so as to get closer to be a world power and to reach free trade agreements.”

Other trends suggested were it is important to learn English because it is the current *universal language* under *globalization* (three teachers each). Moreover, three teachers point out that another reason why teaching-learning English is pertinent to the Chilean State because it allows *communication*.

Teacher 1: “Because of globalization, as [English] is a universal language, it is important to learn it, because the majority of the European countries speak English. Moreover, because of the culture, to know another language [...] to have the cultural baggage to communicate in another language.”

Teacher 2: “Now English is a medium through which we can build an international relationship”.

Three teachers said that English education is valuable due to the cultural baggage that English carries.

Teacher 2: “English is a very potent language, very rich in knowledge. Lots of artists, lots of scientists come from the English-speaking world ... it is an interesting form of getting involved in those codes and worldviews.”

While three teachers have mixed views regard to English helping students’ advancing towards better academic or working opportunities.

Teacher 2: “Due to the job opportunities that it brings, since the language constitutes a utility to the system (...) Knowing English in today’s work market is a tremendous advantage (...) there are lots of people that lose opportunities because they didn’t know English.”

Teacher 7: “As I said before, I believe that people see English as a tool that will open doors and will get you a better job (...) [Nonetheless] what really contributes towards students advancement in their academic or working life has to do with students’ own success, and not really a personal benefit, [English is] but rather a utility to the national market.”

In relation to “Beliefs about the limitations of the teaching-learning of English”, four out of seven teachers in two different categories mentioned that the major limitations were the *limited resources* and the *inadequate infrastructure*.

Teacher 6: “There are always limitations [...], for example, we would like to have adequate resources in a classroom to favour the students. In my personal experience, I have a pretty deficient infrastructure in the classroom (...) and unfortunately, for communication purposes that is terrible because I need students to interact with each other and them shouting from one extreme of the classroom to the other does not help. There are schools in which there are no projectors or to make flashcards. The solution then is to change classrooms and sometimes that is difficult because most of them have fixed seating charts.”

Teacher 2: “In terms of technological limitations, you only have one board and one low-quality marker. Access to projectors is limited, because we are too many. It is not like in private schools, where you can say ‘Ok, let’s go to the computer lab where we can exchange texts with someone that speaks English’.

Teachers stated that *the curricular saturation* and *the linguistic-grammatical orientation of the curriculum* were essential limitations to teaching-learning of English (3 each).

Teacher 1: “The grammatical content does not help them. For this reason, it is important to aim for conversation so that they can use the language”.

Teacher 6: “The Ministry of Education has too many expectations for 12-grade students, which, truth to be told, cannot be fulfilled. Then, we continue having problems since the Ministry wants our students to reach a really advanced level according to the Common European Framework, and in reality we can’t even reach the goal of students learning more than 2 thousand words”.

Meanwhile, three other teachers believe that another limitation is the *decontextualized topics* that do not engage students in classes.

Teacher 5: “The relevance will always be determined by how students see themselves using the foreign language. For instance, if students can go abroad or maintain a conversation going with natives, students will think those skills very relevant. On the other hand, if students don’t see any major practical application to what is being taught or how that is being taught, its relevance will be minimal or none”.

Moreover, three other teachers mentioned that another limitation is the *overpopulation of students in classrooms*.

Teacher 2 expressed that “You cannot have a two-way communication with 40 students per classroom”.

Other limitations expressed by two out of seven teachers are the *students’ attitude* in the English class.

Teacher 1: “The students’ attitude is their own limitation to learn. There is no importance for the students to learn (English). You can motivate them to learn it, but it is not seen as useful for them”.

Two teachers pointed out that the focus on evaluation rather than learning constitutes another major limitation in English teaching-learning.

Teacher 2: “It is about achieving what the curriculum proposes, but there are too many variables and pressures when exercising (...) such as the lack of time and the need for evaluation and marks, that one loses the focus on students’ learning (...) It becomes something more pragmatic oriented towards evaluation.”

Teacher 6: “I think what limits the most is that they [schools] ask you to get marks every now and then, and as one wants to work with more innovative methodologies, more oriented towards processes and not so much with results, and UTP (Technical Pedagogical Unit) allows that but it demands marks once a month, which limits said approach”.

Two teachers recognize that another limitation is that the treatment of contents depends on the teacher.

Teacher 4:” I don’t believe that curriculum-wise there is anything limiting, it is the professional that implements it, the one who makes the decisions. Said decisions may be limiting to students. [For instance] if you only have one approach to teaching, and you don’t give students



the opportunity students to use the language o to access the language. If you have a topic, you have to teach what is demanded by law, but you can create material or complement the existing material, so it is not impossible either way”.

Finally, one teacher believes that *constant interruptions* in classes are another limitation in the teaching-learning of English.

Teacher 4: “At schools there are always contingencies and emerging events that need to be solved immediately or it can interrupt the class that is a limitation, it interrupts the pace of the class, the concentration of students, so it is complicated”.

### 1.2.3 Results “Beliefs about the pertinence of teaching-learning of English from teachers’ point of view” among teachers.

Here we show the results obtained in relation to teachers’ beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view.

*Chart 16: Results of “Beliefs about the pertinence of teaching-learning English from the teachers’ point of view.” among teachers.*

	Pertinence of the teaching-learning of English in Chile
Teacher ID	Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view
Teacher 1	<p>“Se debiera enseñar Inglés en los colegios porque ahora en internet ahora uno se comunica con muchas personas y la mayoría de las personas hablan inglés, es como un idioma universal. Es importante saber otro idioma y no solamente el tuyo. Aparte que igual que los estudiantes que tienen ambiciones de entrar a la universidad también requieren en las áreas de ciencias el idioma y en la mayoría de las carreras ahora está como obligatorio las asignaturas de Inglés.”</p> <p>“Uno trata de que respeten las otras culturas y vayan haciendo como nexos o diferencias entre su propia cultura y las otras, uno intenta hacer eso. Pero, como te digo, de repente hay algunos que como que no quieren nada con el Inglés y cuesta hacer el respeto hacia las otras culturas, pero creo que uno intenta hacer eso.”</p>
Teacher 2	<p>"Hay que aprovechar el espacio disponible, (...) ya que culturalmente, en la sociedad, no tenemos la costumbre de auto instruirnos".</p> <p>"Hay una cultura del consumo, en donde el símbolo es importante, pero no el fondo. Es superficial y que con el tiempo se ha reforzado. (...) Si le pones 10 símbolos de marcas, los cabros los van a identificar todos, y probablemente sepan sobre a qué se dedican cada empresa ... pero si te pones a hablar de otro tema no relacionado al comercio o a vender algo, no cachan".</p>
Teacher 3	"Esta asignatura (Inglés) favorece la autoconfianza por medio del reconocimiento y la comunicación de las propias ideas, experiencias e intereses".

	<p>"Hay que hacerlo pero cuesta. Hay que hacer todo lo posible porque en un grupo 1 o 2 se niegan. hay que ir de a poquito superando etapas".</p> <p>"Acá por el hecho de los chicos migrantes, se escuchan y respetan mucho, depende del profe también."</p>
Teacher 4	<p>"Sí, y quizás no solo inglés, pero sí, es súper importante tener acceso a otros idiomas. No solamente por el... no hay nada que puedas perder aprendiendo otro idioma, son solo ganancias, a nivel neuronal, a nivel lingüístico, a nivel cultural, te abre mucho la mente el saber otro idioma, tu accedes a otras culturas, acceder a conocimientos. Solo recibes beneficios al conocer otras lenguas, es completamente beneficioso para los estudiantes".</p> <p>"No sé si de primero básico o kinder, yo no estoy de acuerdo con eso, creo que no. Creo que es mejor sentar las bases de la lengua materna primero, sólida y después ya que se introduzca el idioma cuando sea apto, en quinto o cuarto básico ahí creo que es apropiado. A no ser que se haga de manera correcta, pero ahí son otros recursos que hay que invertir para que pueda penetrar ambos idiomas de igual manera, siempre va haber un idioma más dominante."</p> <p>"Sí, porque me acuerdo que me comunicaba con las chicas a través de correo electrónico cuando enviaban sus trabajos o en el año 2011, también hacíamos evaluaciones online, pero igual no es muy común fuera porque tendría que hacerse por redes sociales, pero tampoco es muy apropiado comunicarte por redes sociales con tus estudiantes por ser menores de edad pero si haces una red social de profe para ese uso del idioma y compartir cosas chistosas o interesantes."</p>
Teacher 5	<p>"Encuentro que se debiera enseñar una segunda lengua o lengua extranjera, ya que trae beneficios de acceso a cultura y habilidades varias a desarrollar. Considero, sin embargo, que el Inglés debiese ser una asignatura electiva. Promover el Inglés como la única lengua extranjera a enseñar solo logra que nos alejemos de otras culturas extranjeras que podrían ser igual de beneficiosas en el desarrollo pedagógico de nuestros estudiantes."</p> <p>"Considerando que enseñamos y aprendemos el Inglés como lengua extranjera o incluso aditiva, propició la práctica del idioma fuera de clases en forma de lecturas del interés de los estudiantes, música o películas de su gusto, para que luego podamos discutir el material en clases. Pedirles que conversen con gente en Inglés cuando no existe una intención comunicativa genuina, no tiene ningún sentido en la enseñanza del Inglés como lengua extranjera."</p> <p>"Sí. Todo depende de las habilidades que se trabajan, actividades que se usen, y material que se presente en la clase. Estas habilidades blandas [autoconfianza, respeto] trascienden la barrera del idioma y no tienen que ver directamente con su enseñanza (Inglés)."</p>
Teacher 6	<p>"Porque en el primero hay una parte clave que dice situaciones similares a la vida real, en eso estamos absolutamente de acuerdo, porque no es una cuestión auténtica seguimos con el diálogo preparado en donde todas se llaman Sally, todos se llaman Will o John. Es una cuestión similar pero no auténtica. Por eso los estudiantes no prestan atención a lo que están viendo porque no es algo real. En cambio, en el segundo, uno está agregando algo sumamente importante a esa enseñanza, el aspecto auténtico. Y eso es como debería hacerse pero insisto eso es más pega para el profe"</p> <p>"Como hablamos antes, surge desde lo mercantilista pero después se dieron cuenta que es una herramienta que puede ayudar. El problema es que en Chile los planes y programas son muy siglo XX y aún se enfocan en el profesor medio, se enfoca demasiado en <i>grammar translated</i>. Es decir, vamos a ver el tiempo, cómo funciona y después vamos a hacer una prueba. Entonces, no se ven contenidos de vocabulario, contexto, pronunciación, ni <i>spelling</i>. No se ve</p>

	nada de eso, por ende, eso es un error grave porque para los estudiantes inglés termina siendo matemáticas, es decir, el que se aprenda una fórmula, es el que va a pasar".
Teacher 7	<p>"Como profesora de inglés es difícil decir que no. Pero, de deber ser, debería enseñarse más de un idioma además del inglés porque igual se desarrollan otras partes del cerebro y de la persona aprendiendo un idioma. Entonces, enseñar un idioma es bueno, para mí definitivamente sí, sobre todo en los niños más pequeños porque se entiende de otra forma el mundo, y el inglés es un idioma más cercano siendo que tenemos el portugués acá al lado no tenemos las facilidades de viajar a Brasil. Ese sería el único incentivo. En cambio en inglés, ves las películas sin subtítulos o escuchas música, con el fin de tratar de acercar el inglés a los chicos".</p> <p>"La única forma de cómo incentivar a los chiquillos, en verdad, es con los que tienen interés en aprender más porque es difícil incentivarlo en gente que no quiere aprender nada. Pero les digo que vayan a estos cursos del ministerio, los summer camps o wintercamps, a los que son más capos para que no pierdan la práctica y lo otro es que vean mucha televisión en inglés y escuchen música que es algo cercano y fácil de hacer para practicar."</p>

The following information for this category was retrieved from the answers to questions 2.2, 3.3, 4.3, and 4.4 for “Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view”.

#### 1.2.4 Summary “Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view” among teachers

Here we show a summary of the results obtained in relation to teachers’ beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view.

*Chart 17: Summary of “Beliefs about the Pertinence of teaching-learning of English” and “Beliefs about the limitations of the teaching-learning of English among teachers.*

Pertinence of the teaching-learning of English in Chile	
Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view	Number of teachers that mentioned the topic
Enfoque en lo comunicativo	3
Acceso a la información	2
Oportunidades académicas	1
Colegio como espacio de aprendizaje	3

Desarrollo de la autoconfianza	2
Interculturalidad	4

The following information for this category result from comparing and interpreting the answers to questions: 2.2, 3.3, 4.3 and 4.4 for “Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view”.

Four teachers mentioned that English education is important since they have the opportunity of engaging with issues regarding culture and *interculturality*.

Teacher 1: “One tries that they respect other cultures and make connections or find differences between their own culture and others. But, as I said, sometimes some students do not want to do anything related to English, and it is difficult to promote respect to other cultures, but still one tries to.”

Teacher 3: “Here, as there are migrant kids, they [students] listen to each other and respect each other a lot, but it depends on the teacher too”.

Teacher 5: “I believe that one should teach a second or foreign language, since it brings benefits, such as the access to culture and the development of other varied abilities. Yet, I also consider that English should be an optional subject. Promoting English as the only foreign language just separates us further from other foreign cultures that could be just as beneficial in the pedagogical development of students.”

Teacher 7: “Then, teaching a language is good, definitely it is for me and for younger kids, since they are able to understand the world in a different way, and English is their closest language, even when distance-wise we have Brazil and Portuguese just next to us, yet it is not easy to travel to Brazil. That would be the only incentive to learn it. However, we can watch movies in English without subtitles or listen to music with the purpose of bringing kids and English closer together.”

Meanwhile, four teachers believe that teaching-learning through the *communicative approach* is actually important and pertinent in Chilean classrooms.

Teacher 1: “English should be taught at school, because nowadays the internet is the medium through which we communicate with many people, and the majority of people speak English. It is the universal language”.

Teacher 4: “Yes, because I remember communicating with some students through email when they submitted their papers in 2011. We also did online assessments, but that is not very common. Nowadays, we would have to use social media so as to communicate with students. However, it is still not very appropriate since they are minors.”

Teacher 5: "Considering that we teach and learn English as a foreign or even additive language, I encourage practicing English outside the classroom, through interesting readings, music or movies of their taste, so as to propitiate a discussion of the material in class. Asking them to speak in English when there is no genuine communicative intention makes no sense when teaching English as a foreign language.”

In addition, three teachers mentioned that it is important to take advantage of teaching English at schools since they constitute *the official site where learning takes place*.

Teacher 2: “It is necessary to take advantage of these available spaces.”

Teacher 4: “Yes, and maybe not only English, but it is very important to have access to other languages. There is nothing you can lose learning another language, there are only benefits at a neuronal level, at a linguistic level, at a cultural level. It opens your mind a lot learning another language, accessing other cultures, accessing knowledge (...).”

Teacher 7: "The only way to motivate students, truthfully, is through those who have an interest in learning more, since it is pretty difficult to motivate people who do not want to learn anything. I tell the one who does the best to go to Ministry courses, summer and winter camps, so as not to miss opportunities of practicing the language. The other thing I tell them is to watch TV shows and listen to music in English, since it is an easier and familiar way to practice.”

Besides, two out of seven teachers stated that English education is crucial for developing the self-confidence of students.

Teacher 3: “English boosts self-confidence through recognizing and sharing their own ideas, experiences, and interests”.

Teacher 5: "Yes, it all depends on the skills that you work with, the activities that you use, and the material that you present in class. These soft skills (self-confidence and respect] transcend the language barrier and have nothing to do directly with its teaching-learning [English]"

And, the same quantity of teachers declared that learning English helps students accessing information.

Teacher 1: "It is important to know how to speak another language that it is not your own. Besides, students also have aspirations of entering university, which science courses require the language and the majority of careers have it as a compulsory subject".

Lastly, only one teacher points out that English education nowadays is crucial since universities require more English.

Teacher 1: "Majority of the careers have it [English] as a compulsory subject".

### 1.3 Other general commentaries

Another category that is not related to the topics discussed in the following, hence it is essential to highlight any commentary teachers gave about education in order to have a broad perspective on their beliefs.

*Chart 18: Other general commentary from teachers.*

Teacher	Other general commentary
Teacher 1	"Como que está instalado esto del anti imperialismo, entonces como que no les gusta por ese lado el Inglés, entonces como que cuesta que valoren y respeten las otras culturas. Creo que ellos [el ministerio] igual trataron o investigaron, hablando con profesores de Inglés, sobre el tema [acercar las líneas curriculares a l@s profesor@s], pero creo que es la experiencia lo que te va dando lo que tú tienes que hacer o cómo hacerlo. Yo creo que es la experiencia de cada profesor más que la incidencia del currículum en sí mismo como herramienta."

## 2. Educational researchers' results

### 2.1 Topics of the English Curriculum

In this part, we attach the results obtained in relation to educational researchers' beliefs about both the topics present in the current English curriculum in Chile, and the topics they believe should be included in the curriculum.

### 2.1.1 Results of “Topics present in the English Curriculum” and “Beliefs about the topics present in the English Curriculum” among educational researchers.

Here we show the results obtained in relation to educational researchers’ beliefs about the topics present in the current English curriculum in Chile in their full context.

*Chart 19: Results of “Topics present in the English curriculum” and “Beliefs about topics present in the English curriculum” among educational researchers.*

	Topics of the English curriculum	
Educational Researchers	Topics present in the English Curriculum	Beliefs about the topics of the English Curriculum
Educational Researcher 1	Si	<p>“Hay un foco declarado, uno oculto y otro implementado. De lo que se declara todo parece tener sentido. En las nuevas bases cc hay un sentido y una explicación que va en la línea correcta (lo declarado) en la propuesta metodológica didáctica, hay una imposición, una postura, no espacio para innovación propia, hay un enmarcamiento político que tiene que ver como yo concibo el aprendizaje como algo que tiene que ser implementado bajo ciertos parámetros. Nombran incluso el post metodo pero solo lo nombran, es vergonzoso. La introducción es muy buena pero en la bajada no se da mucho. No existe el texto escolar perfecto en el mundo.”</p> <p>“Un profesor tiene que tener la capacidad de flexibilizar, adaptar y recoger no eliminar per se porque no me gusto algo o ceñirse como si fuera un tipo biblia.”</p> <p>“El curriculum no ayuda, porque ha estado por muchos años desfasado con la propuesta de apoyo curricular, con las herramientas curriculares disponibles. El texto no ha estado alineado con el cc, si con el programa de estudios que tampoco ha estado alineado con el currículum. Hay una explicación legal muy larga de licitaciones.”</p>
Educational Researcher 2	Si	<p>"Yo creo que definitivamente el aprendizaje de inglés visto como una instrumentalización del lenguaje, es lo que se ha venido dando, y desde ahí deberían venir los cambios. Creo que muchas de estas unidades temáticas están fuera del rango de muchas cosas de los estudiantes de las escuelas, los rangos de interés o de sus necesidades, entonces creo que un acercamiento un tanto más profundo a la realidad nuestra son muchos más cercanos a los estudiantes de escuelas que lo es que es el CC nacional, por lo que creo que una visión de la propia cultura es una buena aproximación a temas más cercanos a los que ellos puedan apreciar."</p> <p>"Hay que pensar que todo estos que estamos en aula, quienes van a estar en aula tienen mayor injerencia en la determinación de unidades y de contenidos porque no veo que exista una determinación entre lo que se espera como currículum nacional y lo que nuestros estudiantes necesitan, hay temas políticos por su puesto, lo que enseñamos está totalmente ligado a lo político, porqué inglés y porqué es obligatorio."</p>

		<p>"Ahora hay que pensar que también hay mucho de cómo los profes, como nosotros estamos enfocándonos en nuestra enseñanza, también hay un tanto de eso. No todos los profes están en esta parada, y hay una tendencia a la instrumentalización de inglés, del idioma. Es un instrumento, sirve para esto, por lo tanto, se ve desde esa perspectiva lo que reduce un montón el uso del lenguaje."</p> <p>"Varía de contexto en contexto, la verdad. No es en todas las partes lo mismo, me da la impresión de que en contextos un poco más, no sé, vulnerables, la bajada se hace mucho más ligada a lo lingüístico. Existe esta percepción de que, sobre todo en niveles iniciales, respecto a la productividad, es mucho mejor tener una base lingüística que les permite a ellos después desenvolverse en algún tipo de contexto."</p> <p>"Son relacionadas con intereses del sistema capitalista neoliberal que nos rige, o sea, al final del día las mismas certificaciones... Todo lo que está en el mundo que necesitamos nosotros está regido por eso, por el sistema económico que nos rige, y que nos presiona. Al final, ¿para qué inglés?, no es para que los estudiantes tengan un aprecio respecto a su propia cultura, sus propias raíces y conectarlo con otras, hacer las conexiones y poder apreciar otras culturas y otras expresiones de otras culturas de otros países o entenderlos o comprenderlos y aceptarlos, no es para eso, que eso sería lo ideal para poder encontrar un mejor trabajo, mejores oportunidades en torno a la maquinaria que nos gobierna. "</p>
Educational Researcher 3	Si	<p>"El Inglés en Chile un Inglés para el trabajo. Si fuera comunicacional, le asignaría mucha más importancia a las habilidades productivas."</p> <p>"Los materiales que se entregan disfrazan metodologías en otras. Si fuéramos absolutamente comunicacionales, lo que deberíamos hacer es solo trabajar con funciones lingüísticas. (...) Pero si yo tomo un libro. Veo una unidad. Cuento los ejercicios de esa unidad y luego cuento los contenidos necesarios para hacer esos ejercicios. (...) Lo que vamos a ver es que la cantidad de contenidos necesarios es más alta que las funciones lingüísticas. (...) En esa relación el tema no es importante, porque el contenido se ve por sí mismo, y el tema debería dar el contexto a la función lingüística"</p> <p>"Reconozcamos que los textos del MINEDUC son muy asépticos, son todos muy homogeneizados, en donde se intenta no caer en una discusión política muy profunda."</p> <p>"Existe un choque cultural. El tema está descontextualizado. Entonces ¿cómo yo espero que sea atractivo y motivador para los estudiantes?, porque básicamente estamos hablando de cosas que ellos no conocen."</p>
Educational researcher 4	No	<p>"Hay un cierto enfoque predominante en la estructura del currículum general: primero hay una fragmentación de conocimiento, el currículum es contrario a la realidad. Segundo, la idea de conocimiento es un conocimiento disciplinar no está instalado un conocimiento por ej del mundo, problemas, desafíos en la sociedad etc, desconexión estructural y la tercera característica, suele ocurrir el fenómeno de la saturación curricular, en especial las evaluadas de manera estandarizada, se caracteriza en un alto volumen de habilidades y objetivos que supera la magnitud de tiempo para dedicarla".</p> <p>"Debe haber currículum nacional, y no solo currículum situado, deben haber ambos. Debido a la desigualdad, debe haber política nacional que nos da una garantía de derechos. Si hubiera solo currículum situado, sería</p>



		<p>un grave error. El problema es que el currículum nacional es que es entendido como estándar".</p> <p>"Está el 'chorizo completo'. Está centrado en las habilidades y la vida real rutinaria... ¿cuál es la vida real?, es la instrumentalización extrema del idioma... esto es formar un tipo de sujeto técnico, funcional e instrumental, que no está siendo educado, está siendo instruido y educado, esto es adoctrinamiento puro presentando por la neutralidad".</p>
Educational Researcher 5	Si	<p>"Yo creo que no están incluidas porque están pensados desde el punto de vista de la lógica de la enseñanza del inglés como un saber instalado. Y por lo tanto, los profesores de inglés que le interesa. Que el cabro aprenda inglés, no le interesa que vea la utilidad social del inglés, el proceso de instalación de la lengua inglesa como una lengua vehicular e instrumental que ese debería ser el propósito."</p> <p>"Yo soy aquellos que piensan que el inglés debe ser enseñado como una lengua instrumental, una lengua comunicacional a nivel mundial y desde ese punto de vista yo creo que la proyección que yo le doy al inglés es exactamente que me permite comunicarme con el mundo científico, por ejemplo. Yo hablo inglés o escribo en inglés o público entrevistas inglesas, no porque me interese que me lean los gringos sino fundamentalmente porque hay un espacio común que me puedan entender los chinos, los africanos, los otros actores del mundo globalizado en el que estamos."</p> <p>"Cuando no hay enseñanza crítica del inglés, evidentemente la imposición ideológicamente es imperialista...neocolonial y de diferenciación social, el que no habla inglés no puede participar en los circuitos del desarrollo científico-tecnológico. Y eso te genera una división social, entonces yo siempre digo, a mi el inglés me abre mundo, me abre contacto, yo voy a estados unidos y no tengo dificultades para hablar en Inglés, claro, lo habló a lo chileno, no lo hablo a lo norteamericano pero me establezco la comunicación. Bueno eso creo que hay que tenerlo presente, pero eso que yo creo que yo mi discurso de inglés es fundamentalmente de reafirmación de lo latinoamericano, pero es en inglés."</p> <p>"Yo creo que eso es lo que hay que lograr, pero tengo una triste opinión de los planes y programas: se enfatiza la lógica del conocimiento de lo dominante en que se normaliza la lógica, se naturaliza... Muchas veces tenemos propósitos irrealizables en las prácticas ya que se reduce de manera reiterativa la misma lógica del conocimiento dominante."</p> <p>"Hay una ideología clara detrás de esto, hay una imposición de la cultura dominante con la local. Es una trampa esto, el inglés como lengua instrumental en el mundo te permite explorar en las culturas del mundo de habla inglesa, pero debe ser de una perspectiva crítica. Debe ser al estudiante que le nazca los intereses de aprender una lengua inglesa, de su construcción en distintos países. La lengua inglesa también es lengua de protesta, pero también es lengua de dominación... si tu le das el camino para el intereses, los estudiantes se van a interesar en aprender un idioma".</p>
Educational Researcher 6	No	<p>"Hay casos puntuales en que el tema curricular, o académico, hay que dejarlo un poquito de lado. Son chicos que, a veces, hasta les cuesta su propio idioma o están, por la situación en las que vienen (situación de calle o de internado; situaciones difíciles) es complicado."</p>
Educational Researcher 7	Si	<p>"Muy poca relevancia, si es que no es nula. Lo que se enseñan en las aulas no están acorde al contexto ni intereses de las y los estudiantes, por lo tanto es totalmente inservible para ellxs, muy en la personal."</p> <p>"Ahora, también hay cabros o cabras muy críticos-críticas que no están interesados/as en aprender el idioma del imperio y es bacán, porque</p>

		también puedes trabajarlos desde ahí. En algún momento, construimos una lista del por qué no aprender inglés, en Inglés y fue una instancia terrible nutritiva. Siempre trato de que sea una mezcla de ambos, pero depende de la forma en que entregue el material. Si es meramente escrito, que utilizó un foco lingüístico, con varios ejemplos y palabras sencillas y de uso diario, pero siempre mezclándolo con lo temático, creo que igual se pueden trabajar ambos juntos.”
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The information for this category was retrieved from answers to questions 1.1, 4.1, and 4.2 for “Topics present in the English curriculum” and questions 1.3, 1.4, and 1.5 from “Beliefs about the topics of the English curriculum.”

### 2.1.2 Summary “Topics present in the English Curriculum” and “Beliefs about the topics of the English curriculum”

Here, we show a summary of the results obtained in relation to educational researchers’ beliefs about the topics present in the current English curriculum in Chile.

*Chart 20: Summary “Topics present in the English Curriculum” and “Beliefs about the topics present in the Curriculum” among educational researchers.*

Topics of the English curriculum			
Topics present in the curriculum	Number of educational researchers that mentioned or referred to the topic	Beliefs about the topics present in the curriculum	Number of educational researchers that mentioned or referred to the topic
Si	5	Instrumentalización del Lenguaje	4
No	2	Descontextualización	2
		Desalineación del Currículum (con propuesta de apoyo, herramientas curriculares, temáticas-metodología, contexto)	4
		Imposición imperialista del Inglés	6
		Flexibilidad y autocrítica docente	3

		Estandarización y saturación curricular no dan espacio para innovación.	3
		Neutralidad y adoctrinamiento por imposición imperialista.	3

The information for this category results from interpreting and comparing the answers to questions 1.1, 4.1, and 4.2 of “Topics present in the English Curriculum” and questions 1.3, 1.4, and 1.5 of “Beliefs about the topics present in the curriculum.”

Five out of seven educational researchers mentioned that they are acquainted with “the topics present in the English curriculum” without giving further details about it. On the other hand, 2 out of 7 educational researchers expressed that they are not acquainted with “the topics present in the English curriculum.”

Concerning “Beliefs about the topics present in the curriculum,” six out of seven educational researchers indicated that the topics of the curriculum constitute a reflection of the imperialist imposition of English.

Educational researcher 2: “There are related with the interest of a neoliberal and capitalist system that governs us.”

Educational researcher 5 “When there is no critical teaching of English, evidently the ideological imposition is imperialist, neocolonial and with social differentiation.”

Four out of seven researchers mentioned that the topics of the curriculum reflect an instrumentalized notion of the language. Another four indicated that there is a misalignment of the curriculum with other instructional materials.

Educational researcher 2: “I definitely believe that learning English is seen as an instrumentalization of the language, which has been given at schools, and from there should be the changes. I believe that most of the units are out of a certain range of students at schools, interests, or needs. Thus, I think that a deeper understanding of our own reality appeals to students at schools [...] for what I believe, a vision to our own culture is a positive alignment to topics that they can appreciate...”.

Three out of seven educational researchers indicated that the lack of teachers’ flexibility when teaching the topics present in the curriculum.

Educational researcher 1 “A teacher needs to have the capacity to flexibilize, adapt and collect, not erase per se because I didn’t like something or stick to it (curriculum) as it is a kind of bible”.

Moreover, three out of seven educational researchers referred to topics being a reflection of standardization. As well they complained about curricular saturation concerning the number of topics in the curriculum.

Educational researcher 5: “The problem is that the national curricula are understood as standardized.”

Also, three out of seven educational researchers mentioned that the neutral nature of the topics present in the curriculum represents a sort of indoctrination into this instrumentalized notion of language.

Educational researcher 5: “It is focused on the abilities and real-life routines. It is the extreme instrumentalization of the language [...] Preparing a technical, functional, and instrumental person that is not being educated [...]. This is pure indoctrination introduced as neutrality”.

Another trend mentioned by two educational researchers referred to decontextualization as one of the main issues of the topics present in the curriculum.

Educational researcher 3: “There is a cultural shock. The issue is the decontextualization, so how did I expect it to make it attractive and motivating for the students, because we are basically talking about things they do not relate to it”.

### **2.1.3 Results of “topics to be incorporated in the English Curriculum” and “Beliefs about the topics to be incorporated” among educational researchers**

Here we show the results obtained in relation to teachers’ beliefs about topics they believe should be incorporated in the current English curriculum in Chile in full context.

*Chart 21: Results of “Topics to be incorporated in the English Curriculum” and “Beliefs about topics to be incorporated in the English Curriculum” among educational researchers.*

Topics of the English curriculum		
Educational Researchers	Topics to be incorporated in the English Curriculum	Beliefs about the topics to be incorporated
Educational Researcher 1	<p>“Yo creo que algo que ha sido generalmente bien evaluado en el currículum de media han sido las temáticas, porque son investigadas, no es al azar que sea ‘use of technology’ o ‘greenworld’. Creo que eso en general está bien tratado, yo no creo que eso sea un problema; ahora, el problema que si tienen las temáticas y que siempre van a tener es que no son generalmente bien bajadas en los territorios, eso significa que un profesor que hace clases en una isla en Chiloé probablemente hay muchas cosas que no le van a hacer mucho sentido que a un profesor de Santiago, por eso hay temáticas que son más bien genéricas y amplias, y más que la temática en sí va en como uno lo adapta a la realidad. En general, siento que las temáticas son uno de los puntos altos del currículum.”</p>	<p>“Siento que las temáticas son el punto alto del currículum”(…) El desarrollar la autoconfianza depende del profe. Desarrollar la cultura en general se logra porque en inglés uno puede traer temáticas globales y traerlas al aula. En química por ejemplo, solo es química y números, es muy acotado, en Inglés no, pero como siempre depende del profesor.”</p>
Educational Researcher 2	<p>"Las temáticas que nosotros podemos ver en inglés, yo como lo propondría en la escuela es como de forma transversal. Entonces tu puedes apoyarte en lo que están haciendo los demás profesores, por ejemplo. Entonces tú puedes incluir en tus clases temáticas que se están viendo en historia (dependiendo del nivel), en filosofía, en las diversas áreas. Puedes ver unidades temáticas relacionadas con salud y deporte, pero no como estas unidades de salud y deporte como se ven en inglés, que son ‘vamos a aprender vocabulario’ y tú puedes hacer cosas con tus colegas, eso es una transversalidad en la que los estudiantes empiezan a verle el sentido a la diferencia o las diferentes asignaturas que ellos tienen, de otra forma la siguen viendo aislada.”</p>	<p>"Creo que muchas de estas unidades temáticas están fuera del rango de muchas cosas de los estudiantes de las escuelas, los rangos de interés o de sus necesidades, entonces creo que un acercamiento un tanto más profundo a la realidad nuestra son muchos más cercanos a los estudiantes de escuelas que lo es que es el currículum nacional."</p> <p>"Por lo que creo que una visión de la propia cultura es una buena aproximación a temas más cercanos a los que ellos puedan apreciar. El lenguaje es parte de la cultura, y si nuestros estudiantes tienen un aprecio por la cultura y todo lo que esto significa, todas las expresiones culturales que están dentro de sus propios contextos pueden acercarlo más al idioma que nosotros estamos tratando de enseñar, de otra forma sigue siendo demasiado lejano para ellos. “</p>
Educational Researcher 3	<p>"Para eso es necesario un currículum territorializado, para que todos los miembros activos de la comunidad puedan opinar y ayudar en el proceso de creación del currículum de Inglés de aquél específico lugar. (...) El Mineduc sólo debe entregar lineamientos, y que deben ser adaptados a la realidad escolar en donde te encuentras."</p>	<p>"Las temáticas pueden ser dadas por las mismas necesidades de cada establecimiento. Entonces, por ejemplo, en un colegio del norte voy a tomar todos los descriptores lingüísticos y voy a adaptarlas a sus necesidades. (...) Y las temáticas van a ser rellenas por las</p>

		funciones lingüísticas que establece el currículo."
Educational Researcher 4	<p>"El estudio en general de la características de forma de vida, si es urbano, todos los campos de interés de la sociedad, desafíos, cultura, desarrollo tecnológico, tipo de comunicación... fenómenos relevantes y significativos que no se trata solo de lo cotidiano, una cotidianidad significativa a manera nacional, regional, barrial, familiar."</p> <p>"El abordaje debe ser temático, debe ser la realidad como objeto de aprendizaje. El objeto es el mundo, y el conocimiento es un medio. "</p>	<p>El estudio en general de la características de forma de vida, si es urbano, todos los campos de interés de la sociedad, desafíos, cultura, desarrollo tecnológico, tipo de comunicación."</p> <p>"Conocimientos, habilidades y actitudes no son aprendizaje, aprendizaje es poder construir visión de mundo. La estrategia es el mundo, el mundo es la finalidad no es solo un medio."</p>
Educational Researcher 5	<p>"Dominio crítico del inglés: Cuando entienden cuál es el sentido instrumental que tiene el inglés en nuestra cultura, mucho más en el sentido comunicacional, que en el sentido de dominar la lengua en sí. Entonces si yo estudiante de inglés tengo conciencia de eso, eso orienta la enseñanza del inglés y orienta nuestro mi propio entusiasmo de aprender Inglés."</p> <p>"Y yo creo que no están incluidas porque están pensados desde el punto de vista de la lógica de la enseñanza del inglés como un saber instalado. Y por lo tanto, los profesores de inglés que le interesa.. que el cabro aprenda inglés, no le interesa que vea la utilidad social del inglés, el proceso de instalación de la lengua inglesa como una lengua vehicular e instrumental que ese debería ser el propósito".</p>	<p>"Yo soy un crítico a la enseñanza del inglés en culturas no bilingües, en donde el aprendizaje del inglés constituye una lengua extranjera. Entonces, lo primero que yo tengo que hacer es contextualizar el inglés o la enseñanza del inglés con relación a la cultura a la cual estoy situado, y tengo que partir con los niños enseñándoles que términos en la lengua castellana son de origen inglés y que se utilice en el mundo de lo cotidiano, por ejemplo, una palabra que es común 'ok', pero qué significa 'ok' o 'party' que lo utilizamos como una palabra común. Incluso la hemos castellanizado o chilenizado si tu quieres."</p>
Educational Researcher 6	<p>"Idiomas de pueblos originarios".</p> <p>"Hacer trabajo de campo: ir a una plaza con los estudiantes, explicarles que iremos unas cuadras por acá, otras por allá, hacer observación y tomar nota de lo que se está viendo, ahí ya saber qué ver hay que poner, qué tiempo verbal se está usando."</p>	<p>"Ahora le estamos dando un giro bastante especial al Inglés. Estamos aún en la realización de estas cuestiones, porque somos un Bachillerato Popular Feminista, por lo que estamos viendo qué contenido podemos darle en esa dirección (feminismo). Vamos por una línea que, creo yo, va a ser buena: desde ver ejemplos, hasta ver notas, avisos publicitarios, canciones, para poder hacerles ver y escuchar las cosas, que hay un denominador común y que no importa el idioma."</p>
Educational Researcher 7	<p>"Trato de utilizar temáticas que estén ligadas a sus contextos de vidas y/o que sean propuestos por ellos o ellas. Nunca imponiéndoles lo que veremos, y aceptando todo tipo de sugerencia, que va variando dependiendo de los contenidos, niveles, etc en el que se encuentren los cabros y cabras. Además de intentar que siempre dichas temáticas incentiven la crítica y la reflexión en las y los estudiantes. "</p>	<p>"Sí, creo que al momento en que se toman en cuenta sus opiniones, las y los estudiantes tienen un cambio en la actitud y disposición al momento de trabajar, porque es algo que está ligado a su cotidianidad e intereses. Para mí la idea siempre ha sido que la educación la creemos en conjunto y si se puede realizar una actividad o clase en base a</p>

		los gustos de los cabros y cabras (música, libros, actividades que les guste hacer) es muy probable que ésta tenga un buen desarrollo.”
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The information for this category was retrieved from the answers to questions 1.1, 4.3 and 4.4 for “Topics to be incorporated in the English Curriculum” and questions 1.1, 1.2, 4.3 and 4.4 for “Beliefs about the topics to be incorporated in the English Curriculum”.

#### **2.1.4 Summary “Topics to be incorporated in the English curriculum” and “Beliefs about the topics to be incorporated in the English Curriculum” among educational researchers.**

Here we show a review of the results obtained in relation to educational researchers’ beliefs about the topics to be incorporated in the current English curriculum.

*Chart 22: Summary of “Topics to be incorporated in the English curriculum” and “Beliefs about topics to be incorporated in the English curriculum” among educational researchers.*

<b>Topics of the English curriculum</b>			
<b>Topics to be incorporated in the curriculum</b>	<b>Number of participants that mentioned or referred to the topic</b>	<b>Beliefs about the topics to be incorporated</b>	<b>Number of participants that mentioned or referred to the topics</b>
Currículum territorializado	5	Contextualización de temáticas	4
Contextualización	3	Visión crítica	3
Enseñanza crítica	2	Conexión cultura-lenguaje	4
Aprendizaje significativo	2		

The information for this category was retrieved from the answers to questions 1.1, 4.3 and 4.4 for “Topics to be incorporated in the English Curriculum” and questions 1.1, 1.2, 4.3 and 4.4 for “Beliefs about the topics to be incorporated in the English Curriculum.”

Regarding the former, five educational researchers have mixed views about incorporating topics that are contextualized into the English curriculum.

Educational researcher 1: “The problem topics have and that will always have is that they are not really well adapted to the territories, that means that to a teacher doing classes in Chiloé probably there will be a lot of things without the same sense than to a teacher in Santiago. That is why there are general and broader topics, and more than focusing on the topics one should concentrate in how to adapt it to the context. In general, I feel that the topics are one of the best parts of the curriculum”.

Educational researcher 3: “That is why a territorialized curriculum is necessary, so all the active members of the community can express their views and help in the creation process of the English curriculum of that specific place”.

Three out of seven educational researchers believe that the topics that need to be included in the curriculum need to be contextualized.

Educational researcher 4: “[The topics should entail] the study in general of the characteristics of a form of life, if it is urban; about the areas of interests of society, its challenges, culture, technological development, means of communication ... a relevant and significant phenomenon that not only entails daily life, but significant daily life at a national, regional, neighbourhood and family level”.

Educational researcher 7: “I try to use topics that are connected to their contexts or that are proposed by them or them. I never impose what to teach, and I accept any type of suggestion, that can differ in terms of context, level of proficiency which students are”.

Finally, teachers also mentioned that the topics that should be included in the English curriculum need to be aligned with a critical vision of teaching that promotes significant learning (two each).

Educational researcher 4: “[It should be aimed towards] critical dominion/proficiency over the English language. Students need to understand the instrumental purpose of English in our culture that has to be oriented towards a much more communicational perspective than in the sense of being proficient in the language per se. Then, if I, as a student of English, am aware of that, it can orient the teaching of English in such a way that it increases and orients my own enthusiasm of learning it”.

Educational researcher 6: “Doing fieldwork such as going to a park with students, and explain to them that we will go few blocks down here, over there, and observe and take notes



about what they are looking at, and in that instance putting into practice the knowledge necessary, such as which verb tense to use to describe what is happening”.

On the next category, contextualized topics emerge yet again as a massive concern according to four researchers. At the same time, another four teachers considered that the topics to be incorporated should deepen the connection between culture and language.

Educational researcher 2: “I believe a lot of topics are out of the range of interests and needs of students in schools; therefore, I believe a vision their own culture is a good approximation to topics more related to them than to the ones they can appreciate (in the national curriculum). Language is part of culture and if students have an appreciation for culture and everything this means, all the cultural expressions inside their own contexts can bring them (students) closer to the language we (teachers) are trying to teach”.

Educational researcher 3: “The Ministry of Education should only give guidelines that must be adapted to the school reality you are in.”

One last trend is a critical vision that according to the chart above was mentioned by 3 educational researchers.

## **2.2 Pertinence of the teaching-learning of English**

In this part, we attach the results obtained in relation to educational researchers’ beliefs about both the pertinence of teaching-learning English from the Chilean State’s and teachers’ point of view as well as its limitations.

### **2.2.1 Results of “Beliefs on the pertinence of the teaching-learning of English from the states’ point of view” and “Beliefs about the limitations of the teaching-learning of English” among educational researchers.**

Here we show the results obtained in relation ti educational researchers’ beliefs about the pertinence of the teaching-learning of English from the State’s point of view and its limitations.

*Chart 23: Results of “Beliefs about the pertinence of the teaching-learning of English in Chile from the States’ point of view” among educational researchers*

	<b>Pertinence of the teaching-learning of English in Chile</b>
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Educational Researcher	Beliefs on the pertinence of the teaching-learning of English from the states' point of view
Educational Researcher 1	<p>"El currículum declarado tiene que ver con un alumno que se desenvuelva en un mundo global y que acceda al conocimiento/información a través del inglés. Durante mucho tiempo fue la cosa laboral, ahora un aspecto nuevo es la interculturalidad. Se debe enseñar inglés en la escuela porque siempre tiene que haber una lengua extranjera incluida, inglés por el expanding circle actual por los negocios, lo laboral. El acceso a otro idioma siempre te abre el mundo, y el idioma más práctico en este minuto es el inglés."</p>
Educational Researcher 2	<p>"Estamos quiénes vemos esto como lo he ido expresando, como una constante discusión sobre estas expresiones culturales que están por sobre el aprendizaje de idiomas en particular. Pero a mí me da la impresión de que hay hartos profesores que se alinean con esta idea de enseñar inglés porque es una herramienta que les permite acceder a mejor salarios, a mejor posiciones de trabajo, etc. Yo creo que hay harta gente que está en esa mirada".</p> <p>"Nuestro acercamiento con la cultura de los pueblos anglosajones sigue esta misma dinámica, es una cuestión más macro, lo que nosotros consumimos como cultura popular: como cine, como series viene de ciertos lugares y eso genera también ciertos intereses, intereses bien particulares por lo demás. Hay una gran parte de nosotros, me incluyo no porque yo lo sienta de esa forma, porque soy parte de esto, que entran a este mundo a partir de ese intereses, un interés genuino por entender, criticar, aceptar comparar las culturas de distintos contextos, de nuestra propia cultura con esta cultura que es sistemáticamente proveedora de productos y servicios de la cual nosotros somos consumidores, entonces es interesante verlo desde esa perspectiva de como esta hegemonía se traduce después en pequeñas acciones."</p>
Educational Researcher 3	<p>"El Inglés en Chile un Inglés para el trabajo (...) Lo que busca es poder tener gente que pueda trabajar el Inglés de forma receptiva. [Es poder] Trabajar para el Inglés y no con el Inglés".</p> <p>"Si lo entendemos como un proceso de globalización y política apertura de mercado. Piensa que Chile es un país que tiene una gran cantidad de convenios de libre comercio en el mundo, entonces ¿cómo nos contactamos con los otros países?, probablemente a través de una lengua franca."</p> <p>"Chile para poder ser competitivo, bajo una lógica de mercado debería tener la capacidad de que su población de poder comunicarse con el resto de los países, y en este momento la lengua franca es el Inglés, por lo tanto, los chilenos para poder realizar una mejora en términos económicos globales".</p> <p>"Como acceso a la multiculturalidad. Es que como yo entiendo la otra cultura a través de su propia lengua." "En la medida que Chile tenga más contacto con otras culturas se pierde los miedos y nos abrimos a más posibilidades de crecimiento."</p> <p>"Por el sentido de justicia social en el enseñar Inglés. Eso se debe a que las élites se han caracterizado por el aprendizaje de lenguas extranjeras y que por justicia social eso se debería dar a todos los miembros de esta nación".</p>
Educational Researcher 4	<p>"Es habilitar funcionalmente a las personas en desempeños laborales en donde podría hacerse uso el idioma extranjero. Pero está pensado esencialmente el mundo del trabajo, en vez de como abre nuestra visión de mundo y cultura. "</p> <p>"La palabra utilidad me remite a lo instrumental: Trabajo o continuidad de estudio, pero hay dos o tres cosas más importantes. Si pienso en alguien que le interesa el conocimiento hay</p>

	un volumen infinito de saberes que están escritos en inglés, es una puerta que abre el conocimiento.”
Educational Researcher 5	<p>"Sí, por lo mismo que te hablaba anteriormente por la necesidad de la comunicación interactiva con el pensamiento científico y el desarrollo científico tecnológico, hoy día no hay área del saber que no esté mediatizado con el inglés."</p> <p>"El tema es que eso lo elaboraron personas que enseñan el inglés, por lo tanto, está elaborado desde la lógica inglesa no en la lógica latinoamericana, no la lógica chilena. Y por lo tanto, muchas de las unidades temáticas que están el Curriculum como contenidos oficiales no han sido revisadas desde el tiempo en que yo me forme po, cuando años atrás estuve en la escuela media, en ese tiempo era la escuela secundaria y yo veo que no ha cambiado el programa de inglés en lo fundamental. En términos temáticas, en términos de material de apoyo es el mismo, puede haber variado en términos de estrategias metodológicas pero en el fondo el contenido es el mismo, y yo digo y ¿porqué eso? porque hay un factor multiplicador de la cultura dominante, se sigue mirando el inglés desde el inglés y no desde América Latina."</p>
Educational Researcher 6	"Lamentablemente estamos atravesados por el idioma. Es el idioma capitalista."
Educational Researcher 7	"Por el ingreso a la economía mundo, porque la gran potencia capitalista es Estados Unidos por lo que el inglés se establece como el lenguaje de comunicación global, porque la educación en este país está al servicio de la economía."

Chart 24: Results of "Beliefs about the limitations of the teaching-learning of English" from the educational researchers' point of view.

	Pertinence of the teaching-learning of English in Chile
Name	Beliefs about the limitations of the teaching-learning of English
Educational Researcher 1	<p>"El rango etario de profesores, los de 50 para arriba ven el inglés para obtener un trabajo más que para obtener cultura de otros países. (...) formar docentes que sean capaces de adaptar sus prácticas a su contexto, que aprendan a escuchar, a ver y a preguntarle a los estudiantes. Lo que ha hecho la UCE (unidad curricular educativa) es hacer encuestas online a 10 mil de 30 mil profesores, que es cumplir con la normativa mínima legal y no hacen una consulta que realmente quiera escuchar para hacer algo. Mucha gente de la UCE siente que sabe más que los profesores y trabajan en base a eso siendo que su experiencia en colegio es de hace más de 10 años atrás o trabajaron en colegios privados, ese es el principal problema. (...) viene propuesta en la introducción de las bases curriculares el criticalthinking pero no dice como hacerlo. Las nuevas generaciones de profes saben como hacerlo, pero los profesores antiguos pueden no saber."</p>
Educational Researcher 2	<p>"Creo que hay que las escuelas están certificando un poco más su estudiantes con el tema del inglés, pero si nos vamos al segmento de escuelas municipales, esos progresos no son tan claros, no son tan evidentes. Claro, son más evidentes, las escuelas privadas las que tienen mayor recursos arrastran al resto en términos de promedio, pero pensemos en el desglose, seguramente vamos a encontrar resultados que son muy similares a través del tiempo."</p> <p>"Muy poco pueden hacer con el tema de la escuela, pero no solo con el nivel de inglés es porque en esta país salir de la escuela, salir de la enseñanza media no asegura absolutamente nada, poca gente puede hacer algo respecto a lo laboral con eso, nivel de inglés más o menos."</p>

	<p>"Yo creo que el gran problema con esto es el descontento que hay con respecto al sistema de escuela en sí, entonces con eso es muy difícil poder llegar con un discurso, aunque sea este discurso que estamos planteando nosotros, se sigue viendo la escuela, mirando de cómo está siendo vista es difícil poder cambiarlo, pero si se hace comunidad ya ahí cambia un poco eso".</p>
Educational Researcher 3	<p>"La enseñanza del Inglés es un claro ejemplo de la cuna. Según tu posición social es cuánto Inglés sabes. Si yo voy a un colegio particular, con un contexto socio-cultural probablemente ABC1, muy probablemente las clases sean 100% en Inglés y que estén motivados para hacerlo, si yo voy a un contexto no privado, es probable que no les interese".</p> <p>"Cuando trabajé en un colegio particular, aprender Inglés es muy relevante, prácticamente porque todos ellos pretendían estudiar en fuera de Chile y en una universidad anglosajona. Y eran personas que tenían contacto con native speakers. Cuando trabajé en un colegio en riesgo social, el contacto con un nativo eran mínimas, las posibilidades de que ellos viajaran eran mínimas y la posibilidad de que ellos realizaran estudios superiores eran mínimas".</p> <p>"Eso también habla de cómo se hace la política pública, como se hace top-down, entonces alguien diseña y obliga a los demás a aprender algo. Si fuera bottom-up cada uno podría decir que posiblemente el Inglés no es la lengua extranjera que necesitamos."</p> <p>"El sistema falla en enfocarse en los resultados, más que en los estados de desarrollo aprendizaje. (...) Los retiene y los hace pasar de curso. Avanzas de curso pero con aprendizajes retrasados."</p> <p>"Me tocó con un 7mo básico. Estuve 4 años con ellos y vine a hacer una clase al 50% en Inglés tras 4 años de trabajo sostenido con el mismo grupo. Y eso no ocurre. (...) Entonces, ¿qué pasa en esos colegios donde rotan profesores todos los años?, pasa que todos pasan de curso, pero los niveles de aprendizaje siempre son los mismos. Y eso es un error."</p> <p>"Pero si yo tomo un libro. Veo una unidad. Cuento los ejercicios de esa unidad y luego cuento los contenidos necesarios para hacer esos ejercicios. (...) lo que vamos a ver es que la cantidad de contenidos necesarios es más alta que las funciones lingüísticas. En tiempo efectivo de clase, el profesor va a gastar más tiempo pasando contenido que enseñando funciones".</p> <p>"A pesar de que la instancia curricular existe, el curriculum no lo ejerce, porque depende de mediaciones. Lo que encuentro es que estos espacios de mediaciones solo son ejercidos por ciertos personajes del sistema, como los equipos de gestión del colegio y a los cuales el docente no alcanza a llegar".</p> <p>"¿Por qué sigue ocurriendo esto?, porque no hay contexto y porque no sabemos por qué enseñamos Inglés. Porque si tuviéramos claro por qué y para quién enseñamos Inglés podríamos relevar la importancia."</p>
Educational Researcher 4	<p>"Yo creo que la motivación de los pocos que se interesan es poder continuar estudio o instancias laborales."</p> <p>"Derivado a lo anterior, tiene poca relevancia... y poca utilidad. Sin embargo tiene una presencia fuerte en el mundo, debería ser un idioma que en un nivel básico maneje todo el mundo. "</p>
Educational Researcher 5	<p>"De dominio social, y desde ese punto de vista sería sería ideal que el niño que está en una escuela pública o liceo público aprendiera hablar inglés también, con la misma facilidad con que han aprendido mis hijos en la educación privada y desde ese punto de vista estoy de acuerdo con ese señor (otro entrevistado) que en el fondo la enseñanza del inglés, el aprendizaje del inglés, y el manejo del inglés es de justicia social. Hoy día te das cuenta en este mundo que estamos neocolonizado, indudablemente aprender inglés es un plus, saber inglés es un plus".</p> <p>"Yo me acuerdo que cuando yo fui corrector nacional de la universidad del mar, ahí yo peleé no es cierto por la modernización de la enseñanza del inglés, porque casi todos los estudiantes que</p>

	entraron a estudiar inglés a la universidad del mar eran de origen popular y eran primera generación, entonces yo decía pero estos cabros vienen de un mundo vulnerable y lo metemos a la enseñanza del inglés vulnerable también, osea, ahí no van a prender nunca, entonces tienes que elevar la inversión para que aprendan el inglés en el mismo nivel y aprendan los otros.”
Educational Researcher 6	<p>“Yo creo que todas estas temáticas que trabajamos pueden tener rechazo dependiendo del ámbito donde estés viviendo. Si vienes de una familia en la que todo es patriarcal, [el feminismo como temática] te va a provocar rechazo, y te va a provocar rechazo el lugar donde se habla también. Es un hilo muy fino el querer hacer que vean determinadas cuestiones sin imponer. Es tensión constante. Depende el cómo se da, yo quiero ver cómo hacerte entender [por ejemplo] la diferencia que se da entre el <i>verbo to be</i> y <i>nuestro verbo to be</i> para poder conjugarlo. Todo el tiempo es estar tensando, respetando al otro, desde lo dialógico.”</p> <p>“Falta de tiempo para realizar trabajos fuera del Bachillerato y actividades más lúdicas”</p>
Educational Researcher 7	<p>“Muy particularmente en mis clases, no. Siempre me he sentido muy empoderada de mi labor y sala y si he tenido que mentir en los leccionarios con tal de hacer que mis cabrxs aprendan acorde a su contexto y tiempos, lo hago sin pensar en las consecuencias que me pueda traer (...) Muchas veces, por el desnivel que traían las y los estudiantes, costaba avanzar en contenido, por lo tanto, si tenía que tomar más del tiempo planeado para abordar dicho contenido, lo hacía o si tenía que dedicar un mes entero a enseñar lo más básico -para nosotras/os- lo tomaba sin ningún problema. Ésto siempre me trajo consecuencias negativas, constantes sesiones de "encuadre" por parte de la jefa de UTP y directora del colegio, incluso me quitaron la jefatura, pero siempre estuve clara que lo poquito que avanzabamos, eran avances significativos y para mi todo vale si es que las y los cabros y cabras aprenden. Muy poca relevancia, si es que no es nula. Lo que se enseñan en las aulas no están acorde al contexto ni intereses de las y los cabros/as, por lo tanto es totalmente inservible para ellas y ellos, muy en la personal.”</p>

The information for this category was retrieved from the answers to questions 1.7, 2.3, 3.1 and 3.2 for “Beliefs on the pertinence of the teaching-learning of English from the State’s point of view”, questions 1.7, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 for “Beliefs about the limitations of the teaching-learning of English.”

### **2.2.2 Summary “Beliefs on the pertinence of teaching-learning of English from the states point of view” and “beliefs about the limitations of the teaching-learning of English” among educational researchers.**

Here we show a summary of the results obtained in relation to educational researchers’ belief about the pertinence of the teaching-learning of English from the State’s point of view and its limitations.

*Chart 25: Summary of “Beliefs about the Pertinence of teaching-learning of English” and “Beliefs about the limitations about the teaching-learning of English” among educational researchers*

<b>Pertinence of the teaching-learning of English in Chile</b>			
<b>Beliefs on the pertinence of the teaching-learning of English from the states' point of view</b>	<b>Number of participants that mentioned or referred to the topics</b>	<b>Beliefs about the limitations of the teaching-learning of English</b>	<b>Number of participants that mentioned or referred to the topics</b>
Utilidad instrumental /inglés utilitario	6	Diferencia socioeconómica de establecimientos.	4
Acceso a otras culturas	2	Rango etario entre profesores.	1
Mundo global	4	Formación docente con respecto a la Contextualización	1
Capitalismo y Hegemonía	3	Poca relevancia y utilidad de la materia (después de la enseñanza media)	4
Justicia Social	1	Diseño curricular inadecuado - UCE [Unidad de Currículum y Evaluación]	1
		Inglés crea tensión en estudiantes.	1
		Condiciones sistémicas adversas.	1
		Saturación curricular	1

The information for this category was retrieved from the answers to questions 1.7, 2.3, 3.1 and 3.2 for “Beliefs on the pertinence of the teaching-learning of English from the State’s point of view”, questions 1.7, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 for “Beliefs about the limitations of the teaching-learning of English”.

Concerning the former category, a significant trend of six researchers believes in the instrumental utility of English. They all consider English as a means for obtaining material gain or access knowledge and information.

Educational researcher 2: “My impression is that there are a lot of teachers that lean towards this idea of teaching English because it is a tool that allows students to access better salaries, better job opportunities. I believe lots of people agree with that.”

Educational researcher 3: “Chile, in order to be competitive under a market perspective, should have a population able to communicate with other countries, and at this moment, English is the lingua franca. Then, Chileans would be able to see an improvement in global economic terms”.

Educational researcher 4: “The word utility is in connection to instrumentality (...) If I think of someone who is interested in knowledge, there is an almost infinite volume of knowledge written in English. It’s a door to knowledge itself.

Following that trend, four researchers conceive English as a way of accessing and participating in the global world.

Educational researcher 3: “We have to understand [English education] as a process of globalization and opening to markets. Think about the fact that Chile is a country that has a great amount of free trade in the world. Then, how is that we contact other countries? probably through a lingua franca.”

Three researchers believe that learning English serves capitalism and the hegemony of the English speaking countries and culture.

Educational researcher 7: “[We learn English] to enter the global economy, since the United States is the great capitalist ruling power. Then, English is established as the language is global communication, since education in this country is a service to the economy”.

Educational researcher 6: “Unfortunately, we are bound by language. [English] is the capitalist language.”

Educational researcher 2: “A genuine interest to understand, critique, accept and compare cultures from different contexts, from our own culture, in contrast with this culture that systematically provides products and services which we are consumers of. Then, it is interesting to see it from that point of view, from how this hegemony is then translated into different actions”

Meanwhile, two researchers think that English allows them to access other foreign cultures.

Educational researcher 2: “There is a great number of us, I include myself in that description that enters this world because of particular interest. A genuine interest in understanding, critiquing, accepting, and comparing cultures from different contexts, from our own culture (...).”

Educational researcher 3: “[English education] as access to multiculturalism. How I conceive of other cultures through their own language (...). Depending on how frequent Chile has contact with different cultures, our fears disappear and we are open to new possibilities to grow.”

Finally, one researcher sustains that learning English is an act of social justice.

Educational researcher 3: “Due to the sense of social justice that teaching English brings. Previously, only elites learned foreign languages, and now due to social justice that has to be mandatory for every member of this country.”

Regarding the latter category, four researchers believe that the difference in socioeconomic conditions significantly affect the quality of the learning-teaching of English and explain the difference in achievement in different social status.

Educational researcher 3: “When I worked at a private school, learning English was really relevant, because practically every student aspired to study abroad in an English-speaking university. They had contact with native speakers. However, when I worked at a socially vulnerable school, the contact with natives was minimal, the probability for them to travel abroad was also minimal and even more so the possibility to access higher education.”

Educational researcher 6: “Much of the time, due to the evident difference in achievement that my students have, it was challenging to teach new content. Then, if I had to take more time to teach said content, I did, even if I had to spend a whole month teaching the basic stuff, for us at least.”

Two researchers recognized how little pertinent and irrelevant is English for students, especially those of public schools, after graduation.

Educational researcher 2: “You can do very little about schools, and English proficiency is not enough. That is because, in this country, graduating from high school does not assure anything. Few people can get a job with a more or less sufficient level of English proficiency.”



Educational researcher 7: “The relevance of learning-teaching English is little to none. What is being taught at schools is not in connection with the context, nor the interests of students. Then, it is totally useless.”

Educational researcher 4: “I believe that [the value of English] depends on the motivation of the few who are interested in continuing their studies or obtaining new job opportunities. Other than that, it is not relevant and useful”.

Among other limitations, we can find the age difference of teachers as well as adverse systemic conditions significantly affect the approach to the teaching of English (1 researcher each).

Educational researcher 1: "The age difference among teachers. For instance, those over 50 conceive English as a way to get a job more than accessing other cultures. (...) New generations of teachers may know how to do it, but older teachers may not”.

Another one researcher complained about the U.C.E.<sup>4</sup> and its role in inadequate curricular design. Meanwhile, another researcher expressed that the problem of curricular design lies in limited participation of the school community.

Educational researcher 1: “What U.C.E has done is to send online surveys, about 10.000 to 30.000 teachers, which is the minimum legally, but they do not ask teacher anything really needs to listen in order to do something significant. A lot of people from the U.C.E feels that they know better than teachers, and they work based on that, taking into account that most of their school experience is from 10 years ago or that they worked at private schools. That is the main problem”.

Educational researcher 3: "That also says a lot about how public policy is made: top-down. Then, someone designs and makes the rest learn something. If it were bottom-up, each community would have a say and they would probably say that English is not the foreign language we really need”.

One researcher was concerned with how the teaching-learning of English may create tension and crash with students' beliefs.

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<sup>4</sup> U.C.E stands for “curriculum and evaluation unit” from the Chilean Ministry of Education. In charge of the curricular development and evaluation of plans and programmes of pre-basic, basic and highschool education.

Educational researcher 6: “I believe that these topics that we work with can cause rejection among students, depending on the context where you are living and teaching. It’s like walking on thin ice if we want our students to learn or see something without imposing anything. [Teaching English] supposes a constant tension. It also depends on how you teach it (...) all the time you are tensing, respecting others, from the dialogical nature of teaching”.

### 2.2.3 Results of “Beliefs on the pertinence of teaching-learning of English from the teachers’ point of view” among educational researchers

Here we show the results obtained in relation to educational researchers’ beliefs about the pertinence of teaching-learning of English from the teachers’ point of view.

*Chart 26: Results of “Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view” from the educational researchers’ point of view.*

	Pertinence of the teaching-learning of English in Chile
Educational Researcher	Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view
Educational researcher 1	<p>“Las prácticas de contextualización, critical thinking, autoconfianza y cultura dependen del profesor.”</p> <p>“En Inglés se logra desarrollar una actitud de respeto hacia la cultura porque en inglés uno puede traer temáticas globales y traerlas al aula. En química por ejemplo, solo es química y números, es muy acotado, en Inglés no. pero como siempre depende del profesor.”</p>
Educational researcher 2	<p>"Estamos quiénes vemos esto como lo he ido expresando, como una constante discusión sobre estas expresiones culturales que están por sobre el aprendizaje de idiomas en particular..."</p> <p>"Ojala tenga la utilidad que debiese tener lo que conlleva estudiar una lengua extranjera, ojalá que abra espacios para estudiar otras, ojalá que abra espacios para estudiar las propias, ojalá que abra espacios para estudiar Mapudungún".</p> <p>"Así que ojalá que en el futuro se tome esto como una oportunidad de hacer de la cultura propia, en el sentido más amplio, no estoy hablando solo de las expresiones culturales más conocidas sino que del entendimiento más amplio del concepto... poder entender, poder empatizar, finalmente con estas culturas, con estas comunidades, a través en nuestro caso del lenguaje, pero que ojala se vea desde esa perspectiva que no sean los idiomas extranjeros o lo que sea, meros instrumentos de obtención de mayores recursos".</p> <p>“Se debe enseñar Inglés en particular porque, es porque es lo mismo por lo que se debe enseñar cualquier otra cosa, por ejemplo, filosofía, historia, matemática... porque permiten un entendimiento de la vida en general mucho más amplio, no es inglés en particular, ojala los estudiantes puedan aprender otros idiomas, en plural, ojalá pudiésemos ser capaces de transitar hacia allá ..."</p>

	<p>"(...) Ojalá nuestros estudiantes pudiesen entenderlo o pudieran apreciarlo lo rico que es aprender y que es compartir luego ese aprendizaje con otras personas y que podamos formar comunidades de aprendizaje, tanto en esto que estamos hablando como en otras áreas."</p> <p>"Primero creo que hay una gran maquinaria que hay que tratar de cambiarla de dirección y después cada una de las especialidades ir viendo cómo adecuarse a los nuevos tiempos, tiempos que sean muchos más soportables, tolerables, mucho más empáticos, que en los contextos sean mucho más empáticos, de otra forma estamos como siguiendo la maquinaria."</p>
Educational researcher 3	<p>"La política pública de estudiar Inglés debe permitir el acceso para todo aquel que quiera pueda hacerlo, ahora la utilidad depende cada establecimiento educacional en el cual se desempeñan. La política pública debería ser adecuada a los contextos."</p> <p>"Establecer comunicación con las comunidades. Hay que hablar con las comunidades".</p> <p>"Curriculum territorializado y con participación activa de las comunidades. Para que todos los miembros activos de la comunidad puedan opinar y ayudar en el proceso de creación de Inglés de aquel específico lugar. Siempre y cuando cumpla con lo establecido en la ley, eso es lo interesante. El Mineduc sólo debe entregar lineamientos, y que deben ser adaptados a la realidad escolar en donde te encuentras."</p> <p>"El Inglés por si mismo no aporta reflexión crítica, el aprendizaje debe ser intencionado de esa manera, sin embargo el diseño curricular falla en ese sentido."</p> <p>"A pesar de que la instancia curricular existe, el curriculum no lo ejerce, porque depende de mediaciones. Lo que encuentro es que estos espacios de mediaciones solo son ejercidos por ciertos personajes del sistema, como los equipos de gestión del colegio y a los cuales el docente no alcanza a llegar".</p>
Educational researcher 4	<p>"Podría servir mucho, lo crítico tiene que ver con la posibilidad desvelamiento de la cultura Hay que entender lo critico no solo como operación pero como contenido".</p> <p>"Si pienso en alguien que le interesa el conocimiento hay un volumen infinito de saberes que están escritos en inglés, es una puerta que abre el conocimiento."</p> <p>"Otra utilidad es la cultura, conocer y comprender las culturas, viajar sin la barrera idiomática o usando el idioma para comprender las culturas."</p>
Educational Researcher 5	<p>"Hay un compromiso con lo que es el mejoramiento de la calidad y hay un principio de justicia social, ahí yo creo que hay desarrollo de conciencia crítica, y eso está intencionada en la enseñanza del inglés en la universidad de la serena. Te digo la universidad de la serena porque también me tocó ser parte del sistema de evaluar en la UPLA o en la Universidad Católica de Valparaíso, y en las dos no dominan el Inglés. En la Universidad Católica de Valparaíso me llamó la atención la inmensa mayoría era, una vez una dijo que quería casarse con un gringo, y bueno la catolica de acá de santiago yo como decano muchas veces tenía citas con las chicas que estudiaban inglés y que estaban haciendo la pedagogía y no le daban la importancia a los entonces yo como decano les decía, ¿cuál es su proyecto de vida? y la inmensa mayoría era irse a Estados Unidos y casarse con un 'gringo'."</p> <p>"Los estudiantes deberían sentirse motivados, el 'cabro' popular de la escuela pública municipal o particular subvencionada se pregunta y para que mierda me enseñan inglés, en su término de proyecto de vida. Entonces claro, que motivación puede tener, para entender las canciones en inglés tal vez, difícil eso."</p> <p>"El Inglés puede ser la lengua de protesta, pero también puede ser la lengua de la dominación".</p>

Educational researcher 6	<p>“Tratamos que tengan las nociones básicas del idioma, haciendo un paralelismo y que sea mucho más fácil todavía de lo que les parece a ellos que es. Se trata de que puedan tener una noción básica del conocimiento de Inglés. Desde las cosas más simples, desde poder ir a un supermercado o a un <i>shopping</i>, y que la misma palabra ya te esté diciendo, y que no es en castellano, ya sabes que estamos atravesados por eso.”</p> <p>“Las problemáticas son exactamente las mismas, sin importar el idioma. Entonces, que ya lo puedan visualizar, que ya lo puedan escuchar, no es como "ya, estamos en el primer mundo y está todo bien", es como lo veíamos antes desde una perspectiva social: se pensaba que el que tenía más plata, tenía menos problemas; pero tiene los mismos problemas, con la diferencia que, tal vez, lo tapa de otra manera o lo esconde de otra manera que nosotros no.”</p> <p>“Nosotros tomamos el idioma, y nos cuesta, como una herramienta de lucha. Porque ¿cómo vas a luchar contra el enemigo si no sabes el idioma? En cambio, si sabes el idioma, tienes una herramienta para luchar. Cualquier idioma es válido. No podemos estar desconectados del resto, por más que no nos gusten las ideologías capitalistas y demás.”</p>
Educational researcher 7	<p>“No, al menos no de forma obligatoria. Con el tiempo me he cuestionado mi rol de educadora y creo que el inglés no es lo que me gustaría enseñar. Por lo tanto, no es mucho lo que yo lo empleo, pero siempre que alguien tiene una duda o quiere conversar en inglés y esto es beneficioso para el, ella, elle, lo hago.”</p> <p>“Y si me piden tips, recomiendo jugar videojuegos, ver películas, escuchar música, leer libros, buscar dentro de la ciudad palabras en inglés que han sido ‘chilenizadas’ y buscar si su significado está acorde con lo que está siendo empleada, etc.”</p>

The information for this category was retrieved from the answers to questions 2.3, 3.1, 3.2, 4.3 and 4.4 for “Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view”.

#### 2.2.4 Summary “Beliefs on the pertinence of teaching-learning of English from the teachers’ point of view” among educational researchers.

Here we show a summary of the results obtained concerning educational researchers’ beliefs about the pertinence of teaching-learning of English from the teachers’ point of view.

*Chart 27: Summary of “Beliefs about the pertinence of the teaching-learning of English in Chile from the teachers’ point of view” among educational researchers.*

Pertinence of the teaching-learning of English in Chile	
Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view	Number of participants that mentioned or referred to the topic/Total
Capacidad de adaptación del docente	2

Cultura	3
Enseñanza crítica	3
Inglés como herramienta de lucha y justicia social	3
Contextualización y Territorialización	4

The information for this category was retrieved from answer to questions 2.3, 3.1, 3.2, 4.3 and 4.4 for “Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view”.

Four out of seven educational researchers declared that English teaching-learning, in order to be pertinent has to be contextualized and territorialized

Educational researcher 3: “Public policy related to teaching English should allow access to everyone who wants to learn English to do it; now the utility depends on each educational establishment. Public policy should be adapted to the contexts (...) [We need to] establish communication with the communities. We have to speak with the communities.”

In addition, three educational researchers indicated that the English education is pertinent in the way it is a tool for social struggle and for achieving social justice.

Educational researcher 4: “[In public education] there’s a commitment with quality improvement and there’s a principle of social justice, from there I see a development of critical awareness [concerning teaching] (...) Students should feel motivated. The socially vulnerable kid from a public school or charter school asks himself, ‘Why the f\*\*\* am I learning English for?’ in terms of their life projects. Then, of course, how can they be motivated to understand songs in English maybe. That’s difficult.”

Educational researcher 5: “The English language can be a language of protest, but also the language of domination...”

Educational researcher 6: “We take language as a tool for social struggle, because ‘how are you going to fight against the enemy if you do not know their language [English]?’. However,

if we know the language, you have something to fight with. Any language is valid. We cannot be disconnected from each other, regardless if we do not like capitalist ideologies and of the sort.”

Similarly, the same number of researchers affirmed that English education can be oriented towards a critical teaching approach.

Educational researcher 1: “In English one can promote respect towards other cultures, because in English one can bring globalized topics into the classroom. However, in chemistry, it is just chemistry and numbers, very concise, but in English you can do more, but that depends on the teacher”.

Educational researcher 2: “English should be taught due to the same reason anything is taught, for instance, philosophy, history, mathematics. They allow a broader understanding of life. Maybe not English in particular, but maybe other languages, I hope we can move in that direction”.

Educational researcher 3: “English by itself does not promote critical reflection, the learning should be oriented towards that way; nonetheless, the curricular design fails in that sense”.

Moreover, three out of seven interviewed researchers expressed that English teaching-learning is relevant due to its connection to other cultures

Educational researcher 2: “It allows an understanding of life in a more general sense”.

Last but not least, two researchers asserted that the English language education is pertinent in the degree the teacher is able to adapt their teaching practices and the curriculum to the context.

Educational researcher 1: “Contextualization, [promoting] critical thinking, self-confidence, and [teaching] culture depend on the teacher.”

### **2.3 Other general commentary**

Another category that is not related to the topics discussed is the following, hence it is essential to highlight any commentary educational researchers gave about education in order to have a broad perspective on their beliefs.

*Chart 28: Other general commentary from educational researchers*

Other General Commentary	
Name	Comment
Educational researcher 4	“Nos fracturaron las comunidades, recién en este estallido social nos estamos conociendo.” “Ojo con el concepto comunidad. Si le doy el poder a las comunidades, puede destruir la educación.”
Educational Researcher 6	“Con el Inglés es muy difícil generar autoconfianza de hecho les genera menos confianza y sucede lo mismo con el respeto y la comprensión de ideas. ya es difícil en español, por ende, en inglés será más complejo y si le sumamos el enfoque gramatical, es peor.”

### 3. Common features among teachers and educational researchers

In this part, we attach a summary of the common features between teachers and educational researchers’ beliefs regarding the previously mentioned categories. We divide this section into two. First, we take a look at the common features regarding the topics present and to be incorporated in the current English curriculum. Second, we examine the common features concerning the pertinence of the teaching-learning of English, from the State’s and teachers’ point of view as well as its limitations.

#### 3.1 Common features in “Topics present and to be incorporated on the curriculum”

Here, we take a look at the common features between teachers’ and educational researchers’ about “Beliefs about the topics present in the English curriculum”, “Topics to be incorporated in the English curriculum”, and “Beliefs about the topics to be incorporated”. In this section, we did not include the category “Topics present in the curriculum”, since we did not enquire which specific topics did educational researchers were familiar with. Therefore, we focused mainly on their beliefs about said topics. This constitutes a limitation in our research, which we explain later in the Limitations section.

*Chart 29: Common features of “Topics present and to be incorporated “among teachers and educational researchers.*

Topics of the English curriculum						
Beliefs about the topics present in the curriculum	Number of teachers that	Number of educational researchers	Topics to be incorporated in the curriculum	Beliefs about the topics to be incorporated	Number of teachers that	Number of educational researchers

	mentioned or referred to the term	that mentioned or referred to the term			mentioned or referred to the term	that mentioned or referred to the term
Saturación curricular	1	3	No hay tópicos en común.	Necesidad de contextualización temáticas	3	4
Descontextualización temáticas	3	2		Profundización de Conexión Lenguaje y Cultura	1	4
Desalineación Curricular	2	4				
Autocrítica Docente	3	3				

The information for this category was retrieved from answers to the following questions. For teachers, the questions were 1.1, 4.1, 4.2 of “Topics present in the Curriculum”; 1.3, 4.3, and 4.4 of “Topics to incorporate”; and 1.3, 4.3, and 4.4 of “Beliefs about the topics to be incorporated”. For educational researchers the questions were 1.1, 4.1 and 4.2 of “Topics present in the Curriculum”; 1.1, 4.3 and 4.4 of “Topics to be incorporated in the Curriculum”; and 1.1, 1.2, 4.3 and 4.4 of “Beliefs about the topics to be incorporated”.

### 3.2 Common features in “Pertinence on the teaching-learning of English.”

Here we take a look at the common features between teachers’ and educational researchers’ beliefs about the “Pertinence of teaching-learning English from the State’s point of view”, and “Limitations of the teaching-learning of English”, “Pertinence of the teaching-learning of English from the teachers’ point of view”.

*Chart 30: Common features of “Pertinence of the teaching-learning of English in Chile” among teachers and educational researchers.*

<b>Pertinence of the teaching-learning of English in Chile</b>					
<b>Beliefs on the pertinence of the teaching-learning of English from the states’ point of view</b>	<b>Number of teachers that mentioned or referred to the term</b>	<b>Number of educational researchers that mentioned or referred to the term</b>	<b>Beliefs about the limitations of the teaching-learning of English</b>	<b>Number of teachers that mentioned or referred to the term</b>	<b>Number of educational researchers that mentioned or referred to the term</b>



Acceso a culturas	3	2	Condiciones sistémicas adversas: recursos limitados, infraestructura insuficiente, cantidad excesiva de estudiantes. *	*	*
Ventajas económicas	5	6	Situación/Diferencia socioeconómica	1	4
Acceso a Globalización	3	4	Descontextualización y poca relevancia y utilidad en la vida real	3	4
			Diseño curricular deficiente	1	1
			Formación docente deficiente	1	2
			Saturación académica	3	1

The information for this category was retrieved from answers to the following questions. For teachers the questions were 2.1, 3.1, 4.1 and 4.2 of “Beliefs on the pertinence of the teaching-learning of English from the State’s point of view”; 2.3 and 3.2 of “Beliefs about the limitations of the teaching-learning of English”; and 2.2 ,3.3,4.3 and 4.4 of “Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view”. For educational researchers the questions were 1.7, 2.3,3.1 and 3.2 of “Beliefs on the pertinence of the teaching-learning of English from the State’s point of view”; 1.7, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 of “Beliefs about the limitations of the teaching-learning of English”; and 2.3, 3.1, 3.2, 4.3 and 4.4 of “Beliefs on the pertinence of the teaching-learning of English from the teachers’ point of view”.

*Chart 31: Common features of “Pertinence of the teaching-learning of English in Chile” among teachers and educational researchers.*

<b>Pertinence of the teaching-learning of English in Chile</b>		
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<b>Beliefs about the pertinence of the teaching-learning of English from the teachers' point of view</b>	<b>Number of teachers that mentioned or referred to the term</b>	<b>Number of educational researchers that mentioned or referred to the term</b>
Acceso a la información	2	3
Intercultural	4	3

The information for this category was retrieved from answers to the following questions. For teachers the questions were 2.1, 3.1, 4.1 and 4.2 of “Beliefs on the pertinence of the teaching-learning of English from the State’s point of view”; 2.3 and 3.2 of “Beliefs about the limitations of the teaching-learning of English”; and 2.2 ,3.3,4.3 and 4.4 of “Beliefs about the pertinence of the teaching-learning of English from the teachers’ point of view”. For educational researchers the questions were 1.7, 2.3,3.1 and 3.2 of “Beliefs on the pertinence of the teaching-learning of English from the State’s point of view”; 1.7, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 of “Beliefs about the limitations of the teaching-learning of English”; and 2.3, 3.1, 3.2, 4.3 and 4.4 of “Beliefs on the pertinence of the teaching-learning of English from the teachers’ point of view”.

Regarding the “Beliefs on the pertinence of the teaching-learning of English from the States point of view”, which we can find in Chart 15 and 25, both teachers and educational researcher recognize that teaching English as a foreign language allows students to access other cultures. For instance, two educational researchers referred to the topic; whereas, three teachers refer to the cultural baggage of the English language.

Teachers and educational researchers also identify the economic advantages that learning English brings. For instance, five teachers refer to these advantages in terms of participating in a global market; meanwhile, six educational researchers refer to these topics as the “instrumental value of the English language”, as well as the degree it allows access to academic and job opportunities.

Teachers and educational researchers share the belief that English will enable them to participate in a globalized world. Three teachers mentioned globalization among their motivations; meanwhile, four educational researchers mentioned the globalized world.

In the same Chart 15 and 25, we find the beliefs of teachers' and educational researchers' in connection to the "limitations of the teaching-learning of English". We notice several trends in this category.

The first limitation concerning the decontextualized and irrelevant nature of the teaching-learning of English in the Chilean context. In this regard, three teachers referred to the decontextualized topics of the curriculum; while, four educational researchers pointed out the irrelevance and lack of utility of English after high school, which could have a detrimental effect on students' interest in the subject.

The second limitation is related to the academic saturation of the curriculum. On the one hand, we have three teachers that it point as a major problem in their pedagogical practice and only one researcher that refers to the curricular saturation.

The third limitation is related to inadequate teacher training. Two educational researchers refer to the responsibility of teachers towards the adaptation of the curriculum; meanwhile, one teacher expresses that teacher education does not prepare them to undertake such task.

The fourth limitation is in connection to the socio-economic backgrounds of each school, which affects the quality of the teaching-learning of English. One teacher and four researchers talk about this difficulty in terms of access to resources mostly.

The fifth limitation we refer as "adverse systemic conditions" an umbrella term for other related issues. The term was coined by one educational researcher; however, most teachers referred to concrete problems such as limited resources, inadequate infrastructure and overpopulated classrooms.

Lastly, we focus on the "Beliefs concerning the pertinence of the teaching-learning of English from the teachers' point of view". Here, we find two major trends.

The first one concerning the connection between the English language and access to information. Two teachers highlighted said advantage; meanwhile, three educational researchers pointed out that said access of information might be weaponized as a tool for social struggle.

The second one concerning the access to interculturality related to the English language. Four teachers highlighted that through English, students are able to access a myriad of other cultures; meanwhile, three educational researchers point out the importance of studying culture during the English classes.

## CHAPTER V: ANALYSIS

In this section, a detailed and further analysis is found respecting the teachers and educational researchers' interviews. Several opinions expressed by the interviewees were grouped in the following five main lines with their corresponding sub-lines which were carefully selected from what both teachers and educational researchers mentioned the most, giving especial emphasis to each of them in terms of language education deficiency and required aspects of both the English curriculum and the English language education in general. The main lines were classified into contextualization/decontextualization, inadequate curricular design, globalization/instrumentalization, interculturality, and critical perspectives on English language education.

### 1. Contextualization / Decontextualization

The results of the interviews demonstrate clear support for two conceptions that have been developed throughout our research. The results provide evidence of the decontextualization perception in the current national curriculum, and they also highlight the importance of establishing a contextualized national curriculum.

First of all, one relevant trend respecting this first one was the "*Demand for contextualization.*" Teachers and educational researchers expressed concerns that align more or less with a grassroots educational project since it entails the recognition to all the members of an educational community in relation to an internal and external improvement in their educational process. According to this perspective, their main demand to transform the decontextualization was associated with students' interests and needs. Thus, teacher 5, in chart 14, mentioned that "if students do not see any kind value or use to what is taught, the pertinence would be minimum or zero." Moreover, in line with the previously mentioned, Educational researcher 3, in chart 19, expressed that "the issue is the decontextualization, so how did I expect it to make it [the content] attractive and motivating for students because we are basically talking about things they do not relate to." Both examples show the significance of pertinence of what is being taught and/or learned to a specific school community. So, from the TEFL perspective, we can clearly contrast the previous ideas about decontextualization with Teacher 6 in chart 21, in which they pointed the need "to use English in a real context, because we always see that English is taught for business, for going abroad...", reinforcing the demands for a grassroots education and the need for the teaching/learning process to be pertinent.

Following the same line, another trend are the “*adverse conditions of the public educational system*,” which were mainly highlighted by teachers at schools. In this sense, teachers immersed in the public education can clearly identify the detrimental effects of neoliberal education in the teaching/learning process of students of said establishments. Due to education is seen as a commodity, the incompetence of the state in achieving equality in the public educational sphere becomes evident. Results demonstrate said concerns as Teacher 1 said, in chart 14, that “the resources are limited.”. Meanwhile, Teacher 6, in chart 14, supports this by saying :“there are always limitations [...], for example, we would like to have adequate resources in a classroom to favor the students. In my personal experience, I have a deficient infrastructure in the classroom”.

Additionally, Teacher 2, in chart 14, stated that “there is limited space that the schools offer,” and also, in chart 14, she made a comment about the number of students: “you cannot have two-way communication with 40 students per classroom”. These issues are seen as limitations to the teaching and learning process of students at public schools, which is evidence of the social inequality of the public school system, which in turn may impede the proper adaptation of the curriculum. This is because what is meant to be learned, what is explicitly stated in the curriculum, does not take into account the realities of the school communities, and which subsequently translates to a decontextualized and not pertinent learning.

Another trend in line with the previously mentioned is how the “*Socioeconomic backgrounds affect the quality of the teaching-learning process*”. Said inequalities in education are a consequence of the existing neoliberal educational system in Chile. In this sense, the curriculum has a significant impact on education since its globalized perspective clashes with the school reality. For example, Teacher 7 in chart 10, exemplifies that: “for instance, when we talk about London, they [students] ask why are they learning about London if they are never going to visit the city. Then, questions emerge about why they are learning English, since what the book shows about , what supposedly English is for, and they conclude they will never actually use it [English]. Therefore, the utility is non-existent and there’s disinterest.” In addition to that, Educational researcher 3 comments, in chart 23, about his own personal experience at the school system. He says "when I worked at a private school, learning English was really relevant. Because practically every student aspired studying abroad and in an English-speaking university; they had contact with native speakers. However, when I worked at a socially vulnerable school, the contact with natives was minimal, the probabilities for them travelling abroad were also minimal and even more so the possibility to access higher education.” Then, we can identify how socioeconomic backgrounds affect the quality of the teaching-learning process, because English curriculum does not effectively gather elements present in the realities of the diverse sectors of society, and for

that reason English language education is mainly seen as a privileged and segregational space. Therefore, it is important to take into account the different contexts in which we are to teach, understanding the students' reality and their needs to modify their learning process at schools.

Along these lines, there is a "*Minimal relevance of English for students' lives after graduation*", as the lack of pertinence that the English curriculum has in public schools. According to Educational researcher 5 indicated, in chart 26, that "students should feel motivated, but the socially vulnerable students at public schools or charter schools had questions about the reasons of learning English for their future life project". In this sense, Teacher 2, in chart 14, mentioned that this issue "is related to the context, because in Chile from where you came is what defines you... and defines the opportunities you can access". As students are immersed in this a competitive, stratified, layered and ranked educational system, students who are at the bottom of the social ladder are prevented from reaching their purposes and expectations. Educational researcher 2, in chart 24, stated that "it is because in this country graduating from high school does not assure anything. Few people can get a job with a more or less sufficient level of English proficiency. As Educational researcher 7 referred to in chart 19, "the relevance of learning-teaching English is little to none. What is being taught at schools is not in connection with the context, nor the interests of students. Then, it's totally useless."

Although the scenario presented so far is deeply complex and unfavorable, the response from teachers and educational researchers is to propose an educational project with a strong foundation on emancipatory-grassroot education. That is why some teachers engage in a debate around the "*Teachers' flexibility and ability for adapting the curriculum. (teachers' self-criticism)*". Educational researcher 1, in chart 19, expressed that "a teacher needs to have the capacity to flexibilize, adapt and collect, not erase per se because I didn't like something or stick to it (curriculum) as it is a kind of bible". Meanwhile, Teacher 4, in chart 10, mentioned that "the problem lies in the implementation [of the topics]. I believe that we the professionals are the ones that need to take control of the application of the curriculum, and how to apply it in class so as to propitiate long-term, meaningful learning." Finally, teacher 6, in chart 10, points out that "the thing is how to adapt the topics, the content. Learning depends a lot on what one as a teacher notices before teaching a class. One has to have a relationship with the students so as to successfully establish a connection that allows students to take up on what you are teaching." Despite all these proposals are significant, it would be more relevant if these efforts are oriented towards all levels of education, not only coming from single teacher's effort. We believe that by democratizing knowledge and moving towards curricular equity, we will eventually result in an education that liberates and emancipates all peoples.

On the basis of the previous problems, we can conclude that the educational system management has not been adequate for the school's communities from the basic needs in education to provide a contextualized curriculum. For this reason, those results in analysis lead us to contemplate the following point in study.

## **2. Inadequate curricular design**

The analysis' results of the teachers and educational researchers' interviews demonstrated a clear focus on the inadequate curricular design of the Chilean English curriculum. The subjects of the study identified the disconnected nature of the English curriculum, contradictions between theory and practice, decontextualized topics, the grammatical orientation of the curriculum, emphasis on evaluation, inadequate initial teacher training and education, and curricular saturation as its main problems.

In relation to the *disconnection of the English curriculum*, Educational researcher 4 states in chart 19:

“There is a certain predominant focus in the general curriculum structure: first, there is a fragmentation of knowledge, the curriculum is contrary to reality. Second, the idea of knowledge is disciplinary knowledge, there is not knowledge about the world, or problems and challenges in society, for instance. There is a structural disconnection.”

Following this line, Teacher 6 expresses in chart 12 “I would really like to integrate topics connected to the reality of the country within the English curriculum so as to use English in a real context (...) to use the language in an authentic way, that should be at least the final aim of English”. From what we could identify in teachers and educational researchers' statements, and from our own perspective, is that the source of disconnection of the English curriculum is the hegemony of English in language education. The idea of English as a global language implies a sort of instrumentalization of the language, which purpose is to be used as a tool to perpetuate economic and political dominance of some large cultural groups over other minor, smaller group or subcultures. Thus, this disconnection of the English curriculum from the Chilean reality serves the dominant culture, which is the one pertaining to English-speaking countries.

Regarding to the *contradictions between theory and practice*, Teacher 2 in chart 14 expresses: “In my opinion, the Ministry books.... the volume (...) is too much. I think I would rather prefer (students) to learn less amount of vocabulary but better, for them to assimilate better than to learn 10.000 words and don't understand anything.” In the *reactions to the curriculum* section of our interview, in which both teachers and educational researchers had to express their



ideas in relation to a paragraph taken from the official MINEDUC document *"English Program for Tenth Grade"*, Educational researcher 1 indicates in chart 19:

"in the didactic and methodological proposal, there is an imposition, a stand, there is no room for innovation itself, there is a political framing that relates to how I conceive learning: something that has to be implemented under certain parameters. They even name the post-method but just name it, it is embarrassing. The introduction is very good but in practice, that doesn't take place."

Then, from what we retrieved from interviewees' answers that the statements given by the Ministry of Education seem ideal while in practice they are not approachable at all due to a huge amount of classroom and curricular issues as the ones mentioned.

In terms of the *decontextualization of topics*, Educational researcher 3 declares in chart 19: "there is a cultural clash. The topics are decontextualized. Then how do I expect it [the content] to be attractive and motivating to students? Because basically, we are talking of things they don't know." In the same line, educational researcher 2 expresses in chart 19:

"I believe that a lot of these thematic units are out of the range from a lot of things of schools' students, from the range of interest or from their needs, therefore I believe that a slight more profound approach to our reality is a lot more close to students than the national curriculum is."

In this line, Teacher 2 indicates in chart 10 "[the topics] do not seem to be in syntony with the needs of the generation that is in school".

With regard to the *grammatical orientation of the curriculum*, Teacher 1 indicates in chart 10:

"The supporting material points more to linguistic contents. I believe is because, to start with, you are asked in the framework the obligatory content you have to teach. I don't know if it is because there is no freedom to teach other things, but there is this list of things you have to teach. Therefore, you (as a teacher) always approach the grammar."

Teacher 2 adds in chart 12, "school prepares you for contents, not for reality." Even more so, Educational researcher 3 adds in chart 24: "if I take a book, I see a unit, count all the exercise's of that unit and then count all the necessary contents to do those exercises... what we are going to see is that the amount of necessary contents is higher than the linguistic functions".

Concerning the emphasis on evaluation, Teacher 2 states in chart 14 “it is about accomplishing what is proposed in the curriculum, but there are so many variables and pressures when putting it in practice, like the lack of time and the need to put grades, that the focus on students' formation is lost. It becomes something more pragmatic addressed to evaluation.” In the same chart, Teacher 7 adds: “but what restricts the most, I think, is that you are asked for grades over a certain period of time, and you want to work with more new fangled methodologies, more of processes and not focused on the final result, and UTP (technical pedagogical unit) allows it, but it asks you the monthly grade which restricts the methodological approach.” Moreover, educational researcher 3 establishes in chart 24 “the system fails in focusing on results more than in the learning development stages.”.

In respect of the *inadequate initial teacher training and education*, Teacher 7 in chart 10 states that “teachers focus so much in grammar that they forget the topic they are seeing and only talk about structure”. In chart 18, the same teacher adds

“Analyzing the books or programs of the Ministry, the approach sounds beautiful but for teachers is hard to adopt the communicative approach because they are too used to the grammatical approach; therefore, the books' statements don't matter if teachers do not reflect upon their practices.”

Furthermore, Teacher 6 in chart 10 indicates that “the topic of how to adapt the topics, contents and learnings, depends a lot on what a teacher sees before start teaching”. Hence, if teachers are trained adequately, the teaching/learning process would be effective and significant given that teachers would have the capacity to reflect on their practices and adapt the topics to students' needs and interests.

It can be inferred that all these problems related to the inadequate curricular design derive in a *curricular saturation* according to both teachers and students. Long-lasting lective hours, lack of planning time, a huge number of students per classroom, and the internal school protocols make the teachers feel overworked and exhausted.

We could attribute this phenomenon to the role the U.C.E <sup>5</sup>plays in the development of curricular design and evaluation of Chilean education. As mentioned by Educational researcher 1 in chart 24:

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<sup>5</sup> U.C.E stands for “curriculum and evaluation unit” from the Chilean Ministry of Education. In charge of the curricular development and evaluation of plans and programs of pre-basic, basic and high school education.

“What the U.C.E has done is to send online surveys, about 10.000 to 30.000 teachers, which is the minimum legally, but they do not ask teacher anything really needs to listen in order to do something significant. A lot of people from the U.C.E feels that they know better than teachers, and they work based on that, taking into account that most of their school experience is from 10 years ago or that they worked at private schools. That is the main problem”.

Therefore, we strongly believe that the problems here mentioned regarding the disconnection of the English curriculum, contradictions between theory and practice, decontextualized topics, the grammatical orientation of the curriculum, emphasis on evaluation, inadequate initial teacher training and education, and curricular saturation, are the hegemonic vision of English from which the educational system emerges.

### **3. Globalization / Instrumentalization**

Since the idea of the instrumentalization of English was overtly stated by the interviewees, we believe it's important to address the concept, as well as its implications in the globalized world.

Most of teachers and educational researchers agreed there was an *economic interest* in which the language was used as an instrument to *access better job opportunities in the context of globalization*. In this sense, Educational researcher 2 established in chart 19: “I definitely believe the English language is seen as an instrumentalization of language is what has been going on, and from there changes should come”. In addition, Teacher 5 in chart 14 says that “the lingua franca character makes that language has power over economy, access to culture, access to education, etc. The integral motivation component should not be left aside, and not just the instrumental utility the government assigns it”.

Concerning the *relevance that the government gives to the English language*, educational researcher 1 expressed in chart 23 that the motif behind teaching English in Chile was due to “the current expanding circle, due to business and labor.” Educational researcher 3 in this sense adds “English in Chile is an English to the job (...) what it aims is to have people who can work it in a receptive manner, to work to English and not with English. If we understand it as a process of globalization and political opening to market”.

Sadly, and what we believe is one of the main problems of the educational system being part of the inadequate initial teacher training and its lack of critical thinking development, may be the reason why Educational researcher 2 expressed in chart 23: “my impression is that there are a lot of teachers that lean towards this idea of teaching English because it is a tool that allows students to access better salaries, better job opportunities. I believe lots of people agree with that. ”

Nevertheless, some of the interviewees stated that the English language should be used as an instrument in order to attain communication with other cultures. As educational researcher 5 indicated in chart 19: “I am of the ones who doesn’t think that English must be taught as an instrumental language, a communicational language at world level, and from that point of view I think the projection I give to English is that it allows me to communicate with the scientific world, for instance”. In fact, the interviewee adds, “there is a clear ideology behind this, there is a dominant culture imposition with the local one. This is a trap, English as an instrumental language allows you to explore the English-speaking cultures of the world, but it must be done from a critical perspective.” given that, “when there is no critical language teaching, clearly, the ideological imposition is imperialist, neocolonial and of social differentiation.”

In this line, Educational researcher 4 states in chart 19: “it is the extreme instrumentalization of language... that is to form a kind of technic, functional and instrumental subject, who is not being listened, is being instructed and educated, that is pure indoctrination presented through neutrality”. Thus, the concept of “instrumentalization” takes a hegemonic purpose in which language is used to perpetuate concepts, ideas, and behaviors over the cultures in contact with English as a foreign language. Dendrinos, Macedo and Gournari (2003) support this claim in *The Hegemony of English* by saying “language is used as a means to subordinate groups in order to achieve cultural, political and economic domination, and to regulate various domains of information and knowledge.” (p.56). Even more so, both teachers and educational researchers gave examples of this instrumental utility of the language in terms of the decontextualization and disconnection of the English curriculum and its supporting material. Thus, Educational researcher 3 indicates in chart 19 : let's acknowledge that Ministry books are very aseptic, they are all very homogenized in which they try not to fall into a deep political discussion ”

We have come to understand that this vision of the English language indoctrinate students, leaving no room for critical thinking, which also does not allow the effective access to other cultures. Thus, a real cultural opening is required in order to connect with different context to start questioning the one imposed. To conclude, we endorse the statement of Educational researcher 2 in chart 24 “I wish (English) will be seen from that perspective in which foreign languages do not be mere instruments of bigger resources acquisition”.

#### **4. Interculturality**

Given that both teachers and educational researchers expressed the necessity to access other cultures is that we have come to the concept of interculturality. According to the participants, this necessity comes from the lack of implementation and development of the concept by the part of the Ministry of education as expressed by teacher 6 in chart 12:

“Perhaps the topics of culture and intercultural competence are poorly exploited, England (for example) is less taught. The truth is that a lot of times we are bottled up in the duopoly EE.UU/Great Britain. Nevertheless, we have other countries within the same English language without losing the focus it belongs to teachers, for instance, South Africa and the Afrikaans influence in English or New Zealand and the Maori are unexploited intercultural topics”.

In the same line, Teacher 2 stated in table 11: “You can get close to culture, but I believe that the curriculum does not go in-depth into the cultural aspects, they are focused on the historical facts, for instance, a really strong topic in EE.UU, as racism is, with the civil rights movement, is only seen from the historical point of view, not covering how society reacted and evolved in that period”.

It is for these reasons that most of teachers and educational researchers indicated that the access to other cultures should be included in the English national curriculum in order to access information, so as to learn from other cultures and promote deeper understanding onto students. In this line, Teacher 4 in chart 12 indicated the topics she would include in the English curriculum. In relation to this she says:

“Cultural topics too and how they (students) can access to more learning through other cultures; knowing the reality of other countries is really important to see what to retrieve from there and why it works, and which are the factors that make it work and how it could be implemented here.”

Nevertheless, Teacher 6 adds that the efficient development of implementing other cultures in a classroom depends, in a great amount; on teachers given that they are the ones with the responsibility of teaching in a fun and interesting way so that students can engage and relate. He expresses in chart 12:

“We have to teach this generation to respect not only the subcultures that emerge through the mixture of their own country but to respect how other cultures relate through language too. And that requires a lot of work from the teacher given that they have to be able to teach that in a fun, attractive and authentic manner”.

Although he highlights the teachers' role on supporting interculturality at schools, he agrees a restructuration of the English curriculum is required. On this respect, Teacher 6 declared on chart 16: "[English] is for facilitating communication but there are other languages that should be taught too. For instance, the Mapudungun to be able to respect the aboriginal peoples culture". He added in chart 12: "the topic of respect of ideas and products of other cultures is something that definitely has to be developed, even more so because Chile is getting to be a multicultural country".

Through the thorough analysis of teachers and educational researchers' responses, we were able to determine they all agreed the concept of interculturality is a poorly implemented topic in the English curriculum that must be incorporated and significantly developed in order to make students be aware of and understand other cultures as well as their own. Furthermore, teachers' participation in this process is a reiterated among those who endorsed their own role as teachers.. These ideas can be perfectly summed up in educational researcher 5's statement in chart 19: "the English language is also a language of protest, but is also a dominant language... if you highlight students' interests, students are going to be implicated in learning a language".

Furthermore, Educational researcher 2 gives a projection in chart 26 about the connection between language and culture, regarding what he believes the future should look like in connection to the English curriculum and interculturality. He states: "I wish in the future this (the English curriculum analysis) can be taken as an opportunity to understand, empathize with these cultures, these communities through language, but I hope it can be seen from this perspective in which foreign languages are not seen as mere instruments of obtention of resources".

We, as prospective English teachers and current researchers in the educational area, strongly agree with this vision. We believe that the intercultural perspective is relevant within the confines of the English curriculum and Chilean classrooms, if not, we fall into the bad practices of globalization. Therefore, a critical vision of education is essential to perpetuate the dominion of hegemonic English-speaking cultures over non-English speaking cultures.

## **5. Critical perspectives on English Language Education**

We distinguish two main perspectives among teachers and educational researchers' beliefs, regarding their notion of critical language education. One where *English education is conceived as an act of social justice*, and the other where *English education is seen as a site for social struggle*. We also realized that these two points of view align with an ideology based on the principles of Emancipatory and Grassroot education.

Regarding *the role of English in achieving social justice*, teachers and researchers seem to hold two types of contradicting and conflicting beliefs.

On the one hand, teachers and researchers sustain that learning English facilitates people's access to academic and job opportunities. As Educational Researcher 2 explained in Chart 23: "there are a lot of teachers that lean towards this idea of teaching English because it is a tool that allows students to access better salaries, better job opportunities." English is seen as a chance to increase people's social mobility. Therefore, the value of English education in Chile does not remain in its capacity to challenge social inequality but rather in the degree it allows students to adapt to neoliberalism and globalization. This is a reflection of a neoliberal-globalized ideology of education which prioritizes capitalistic private values over equality and social justice. In that sense, Teacher 4 adds in Chart 14 that English Language Education is oriented towards "economic interests so as to have a closer connection to world powers and to reach free trade agreements." So, by learning English as a foreign language, Chile is able to expand its political influence and increment its economic power in the degree it emulates and maintains relations with nations such as "the United States, China, and Europe," as Teacher 2 mentioned in Chart 14. We argue that this instrumental notion of language is deeply ingrained in the EFL community and is clearly reflected in the discourse surrounding the nature and goals of English Language Education in the discourse surrounding the English curriculum, which is transmitted in the form of the hidden curriculum.

At the same time, teachers and researchers declare wanting to move away from this functional notion of language, and adopt a more emancipatory and grassroots' perspective on language education. This is reflected in their interest in a curriculum that includes contextualized and contingent topics (Chart 13), as well as an examination of the connection between language and culture (Chart 13). Teachers and researchers appear to suggest that if the curriculum meets said requirements, students will be able to learn more meaningfully and read the reality they are immersed in with a more critical eye (Chart 22). This aligns with what Freire (1970) refers to as overcoming "Banking Education", since researchers and teachers expect students to be actively involved in their learning process rather than just being vessels of knowledge. Moreover, Educational Researcher 3 says in Chart 25 that English education can be used to bring social justice for it provides everyone an opportunity to learn a language that formerly was inaccessible to lower social classes. In this sense, teachers and researchers line up with Oakes et al. (2006) view, for they conceive education as a place where they can openly challenge the poor "distribution of resources and opportunities that advantage elites" (p.7). Therefore, it appears that for them social activism has a place in English language education (Oakes et., 2006).

For that reason, both teachers and researchers conceive *English language education as a site for social struggle*. Educational Researcher 6 in Chart 27 proposed the idea of using the English language as a tool for fighting the hegemony of English. In her own words, "*how are you*

*going to fight against the enemy if you do not know their language?* ". Even though this researcher leans towards a more radical stand, teachers and researchers do seem to agree in that said hegemony has to be challenged. Based on what Van til et al. (2008) says, language education can be organized in such a way that individuals join in collective action in order to tackle important social issues for the community and society at large. This is echoed through the topics that teachers proposed for the curriculum, such as interculturality, gender issues, civil and human rights, etc. (Chart 22). Hence, by studying topics related to social contingency, the school community finds a way of questioning and resisting the hegemonic view present in the English Curriculum and in English education in general.

Furthermore, teachers and researchers agree that in order to counteract the Hegemony present in English Language Education, it has to be situated in the local context, although researchers provided for more concrete solutions. For instance, Educational researcher 3 (Chart 21) advocates for:

"A territorialized curriculum, in which the community actively participates. So all the members of the community can give their opinions and have a voice in the creation process of the English curriculum of said specific place as long as it complies it the mandatory [linguistic] contents established by the law. The Ministry of Education should give guidelines that have to be adapted to the school reality".

In the same line, Educational researcher 7 in Chart 21 adds: "I think that when you take into account students' opinions, students' attitude and disposition to work changes, because [learning] is tied to their everyday life and interests."

Therefore, the creation process of the curriculum here proposed is more or less aligned with Salas' (2006) view on grassroot education, since it is conceived as "a process of identification, definition and production of a space created by its actors from the individual or collective with a geographic sense." Thus, contextualizing the curriculum is the only form for it to be pertinent, relevant and equitable. Pertinent in the way that it attends the needs and demands for the diverse social groups that compose a certain school community (García, 2002); how it provides proper representation to said groups by validating and incorporating a range of cultural elements (Peralta, 1998 and Insunza, 2011); and how it attempts to bring closer together the identities and culture of the community to society (Peralta, 1998). Hence, this view leans towards a more critical view on the curriculum, for it understands curricular construction as "a negotiation of meanings" (Peralta, 1998, p.11) between the members of a community that are bound by a common educational project.



Finally, the two aforementioned perspectives are translated into the *topics* that educational researchers and teachers *propose to be incorporated into the English curriculum*. None of the topics proposed to coincide, though, so there are no relevant trends. However, we interpret this difference as educational researchers putting forward principles' for a more critical and grassroots perspective on English Curriculum and Education, and teachers suggesting specific topics that fulfill said principles. For instance, researchers advocate for a contextualized and territorialized curriculum that propitiates meaningful learning and is framed under a critical vision of education (Chart 22). Whereas teachers favor topics that have to do with a social contingency, such as feminism, interculturality, civic education, and environmental education, among others (Chart 13).

These topics are contextualized, since they raise concerns about current social issues both at a local and national level. They are territorialized because they respond to the needs and demands of diverse social actors. They propitiate meaningful learning, for they may provide skills and knowledge relevant to the lives of the members of the community. And they are critical for they push people to think and engage in critical discussions about their expectations, goals, desires, feelings and thoughts about their own lives, about their community, and the struggles they may find in order to build a better, fair society for everyone.

In this way, these topics and principles echo Jurjo Torres' (1998) take on critical curriculum, as they "facilitate the reflection process of democratic participation, responsibility and solidarity" (p.151). They also reflect what Cho (2010) says about grassroots education, in the way they create an "emancipatory culture of schooling", where they explore more democratic pedagogical practices that aim towards empowering students.

All in all, we have seen that English for teachers and educational researchers is conceived from two distinct emancipatory and grassroots perspectives: as an act of social justice and as a site for social struggle. Regarding the first one, it seem that participants conceive social justice from both a neoliberal and an emancipatory perspective, since they do recognize the material benefits that learning English as a foreign language brings, but at the same time they are critical of the functional notion of language that seems to dominate the discourse surrounding the English curriculum. In this sense, teachers and educational researchers adopt a critical view of language, where they recognize the value of engaging language education through social activism. This view leans towards a more grassroots perspective on education where social justice is achieved through local collective action. Lastly, both of these views are reflected in the principles and topics that educational researchers and teachers respectively bring to the table for a new curricular proposal for English. The former proposes that the curriculum should be territorialized,

contextualized, critical, and meaningful; while, the latter advocate for teaching topics related to a social contingency that will help accomplish and apply those principles.

We align with this vision on language education for it not only counteracts the most pernicious aspects of the neoliberal education in our area expertise, but also it takes the power back to the communities and the peoples for radical and long-awaited social change that will lead to the construct of a better and fair society.

## **6. Teachers and educational researchers' view on Ideology and Ideological configuration**

Although teachers and educational researchers did not explicitly refer to ideology, there is enough evidence to claim that they do have an understanding of the terms. Here we pick the most relevant pieces of information that allow us to reconstruct a definition and characterization of the concept through their own discourse.

Participants seem to associate ideology with “values” or “political views” as Teacher 2 notices in Chart 12. We consider them as beliefs, since they constitute simple thoughts of any kind (Van Dijk, 2004). Additionally, they effectively reflect ideologies since they are in connection to “social and political issues, namely those issues that are relevant for a group and its existence” (p.11), in this case, concerning the nature and goals of the teaching-learning English as a foreign language in the Chilean context. Similarly, they seem to propitiate a sort of “framing”. As Educational Researcher 1 says in Chart 19: “there is a political framing that relates to how I conceive learning; something that has to be implemented under certain parameters.” Therefore, we argue that the ideologies reflected in these beliefs are the result of the dominant discourses around the English curriculum, which we have defined as neoliberal-globalized one and an emancipatory-grassroots one. These discourses provide teachers and educational researchers with a starting point from which to “guide their interpretations of events, and monitor their social practices” (Van Dijk, 2004, p.6); and thus influence their beliefs concerning the topics and pertinence of the English curriculum, and by extension, in regards to English language education in the Chilean context.

Participants' beliefs appear to emanate from their perception of their role as educators and educational experts. In the case of teachers, their beliefs concerning the English curriculum seem to be informed from their experience applying it in the classroom (Teacher 1, Chart 10), their disciplinary knowledge about pedagogy and English teaching (Teacher 5, Chart 14), their disciplinary knowledge about the curriculum itself (Teacher 3, Chart 10), and their own beliefs about the nature and goals of English pedagogy (Teacher 6, Chart 12). Whereas, educational researchers beliefs' seem to stem both from their disciplinary knowledge of their expertise

(Educational Researcher 4, Chart 19), their knowledge about the English curriculum, their own experience and knowledge as teachers (Educational researcher 7, Chart 21), and their own ideas about the nature and goals of education (Educational researcher 2, Chart 25). This may suggest that teachers' and researchers' perceptions are influenced by different bodies of knowledge they interact with when applying or studying the English curriculum. Furthermore, they gain pedagogical insight from their multiple but shared identities as educators, researchers and experts in education and curriculum. Thus, we argue that both teachers and educational researchers' beliefs may originate predominantly from these memberships (Van Dijk, 2004). By definition, ideologies are constituted by "socially shared beliefs associated with the characteristic properties of a group" (Van Dijk, 2004, p.12). Then, as both participants pertain to different social groups, they have different memberships, and, therefore are influenced by different ideologies, which are reflected in their beliefs concerning the nature and goals of English education and curriculum.

As we have been saying, the ideologies of the English curriculum and education are transmitted through the hidden curriculum. This is reflected in what Educational Researcher 1 says when talking about the three foci of the curriculum in Chart 19 where there is one "one declared, one hidden and one implemented". We can interpret the first as the explicit curriculum and the second one as the hidden curriculum. We suggest that ideologies inhabit the second foci and it may be transmitted predominantly through the English curriculum and textbooks (Van Dijk, 2004, p.35) for it supplies guidelines to the teaching-learning of English to the larger part of the public schools in our country. It determines which contents and topics are necessary for the training and education of students, and why it is important to learn English in the context of the Chilean classroom, hence its pertinence. In this way, we align with Van Dijk's (2004) view on the role of institutions in the transmission of ideologies, for we believe that institutions as the State and the public-school system, through the English curriculum, reinforce a discourse about English language education, its nature and goals.

Another important dimension of the term is that ideology entails an opposition between what is known, familiar, of "our own" and what is strange, unfamiliar, alien. This is reflected in the way that teachers and researchers seem to always imply an opposition between students' world and the English-speaking world, which seems to be presented as capitalist and imperialist (Educational Researcher 2, Chart 20). As Teacher 1 said: "It seems to be installed this sense of anti-imperialism, so [students] do not seem to like English that much.". Then, it could be argued that this opposition creates tension (Educational researcher 6, Chart 24), which then leads to conflict. This coincides with what Van Dijk (2008) stated as a property of ideologies, since they imply an opposition "Us vs. Them", which involves conflict and struggle. Thus, ideologies provoke discrepancy and controversy, as Teacher 2 noticed in Chart 10. At the same time, it rejects consensus (Teacher 2, Chart 10), and it generates critique and discussion. More

importantly, it suggests the need not only for defending one's position from the opponents', but also for imposing one's worldview over others. This is what we call the "imperialist imposition of English", or namely the "Hegemony of English" (Dendrinos, Macedo, Gounari, 2003).

The latter explains why teachers and researchers perceive the presence of ideologies in the English curriculum as "politicizing" as Teacher 2 said in Chart 10. For them, rather than educating or orienting students, ideology implies a form of "indoctrination" to a particular political view or orientation s Educational researcher 4 said in Chart 19. This could constitute negative view on ideologies as explained by Van Dijk (2008), where ideology is seen as "false, misguided, or misleading beliefs" (p.7). For that reason, Educational researcher 4 in Chart 19 explains that this imposition pretends to shape English Education under a "extreme instrumentalization of the language", which is disguised as "neutrality". We recognize that this supposed neutrality of the English language purposefully hides and denies the true ideological baggage of English as an international language and that serves the purposes of neoliberalism under a globalized view. That aligns with what Educational researcher 4 in Chart 19 further explains: "when there is no critical teaching, evidently the ideological imposition is imperialist, neocolonial and of social differentiation; the one who does not speak English cannot participate in the development of scientific-technological knowledge". We coincide with this view, since as we conceive language as a site of struggle, where ideas, beliefs, philosophies are confronted and create conflict; therefore, the nature of language is also ideological and political, and it involves a struggle for power (Van Dijk, 2008, p.31).

To achieve said purpose, it is necessary to acknowledge the link between language, ideology and hegemonic power. Participants seem to correlate languages to specific ideologies (Robertovich, 2014). Participants suggest that English is connected to neoliberalism (Chart 14), capitalism (Chart 25), and globalization (Chart 15). For instance, Teacher 2 mentions in Chart 14, English-speaking countries such as the United States and the United Kingdom, and portray them as referents, champions of neoliberalism in the globalized world. Hence, English appears to be always in relation to status, to a position of power granted by this global neoliberal ideology. Still, teachers feel ambivalent about the role of this globalized-neoliberal ideology since they do recognize its benefits for students' academic and working life (Chart 15). Whereas, educational researchers overtly reject it and oppose its devastating consequences in the precarization of Chilean public education (Chart 20). Thus, participants more or less appear to be in disagreement with this hegemonic power of English; therefore, ideologies seem to be either something to be perpetuated or rebelled against (Van Dijk, 2008, p.10). In other words, they can either be reproduced or challenged.

Overall, ideology is perceived by teachers and educational researchers as a set of beliefs concerning the nature and goals of teaching-learning English as a foreign language. These ideologies form a framework of reference which influences teachers' and educational researchers' beliefs about the English curriculum, its topics and its pertinence. These beliefs are informed by the multiple memberships that teachers and educational researchers have as educators and experts in education. As well, these ideologies are transmitted through the discourse surrounding the English curriculum in the form of the hidden curriculum. Additionally, these ideologies imply an opposition and conflict between the English-speaking world and the non-English speaking world. The former identified as hegemonic, neoliberal and globalized; said ideology we refer as the "imperialistic imposition of English" or the "Hegemony of English." Lastly, teachers and educational researchers seem to relate ideologies to a struggle for power, in this sense, they admit that the hegemonic position of English as the global language can be either reproduced or challenged.

To sum up, in this part we identified and interpreted the beliefs of both teachers and educational researchers concerning the topics of the English curriculum and its pertinence. Among the most common topics we encountered, we found that the demand for a more contextualized curriculum was a major concern for both teachers and educational researchers. They believe that due to the adverse conditions of the current public educational system, the difference in socioeconomic background, as well as the minimal relevance of the contents of the curriculum and the lack of teachers' ability to adapt the curriculum prevent the real contextualization of the knowledge and abilities that the English curriculum pretends to teach and instill in Chilean students.

In the same line, other related issues such as an inadequate curricular also pose as an important matter to attend. For teachers and educational researchers the problems with the current English curriculum lie in its disconnection to reality; its contradictions between the theory that supports it and the practical concerns that go with applying it; the decontextualization of the topics that prevent students from getting motivated or interested in the English subject; its grammatical orientation and curricular saturation; the emphasis on evaluations; and finally, the inadequacy of teachers when trying to adapt it to the Chilean classroom.

We believe that these issues are consequences of an instrumental vision of language, that derives from a neoliberal-globalized ideology, which prioritizes the practical use of the language, and blatantly ignores its political and ideological baggage. This view of English language education is transmitted through the English curriculum and informs teachers and educational researchers beliefs. In this way, the promotion of critical thinking is disenfranchised, as well as it chokes a genuine desire for the study and merges with other cultures, other than the English-

speaking one. For that reason, we agree with teachers and educational researchers that interculturality should be heavily endorsed as a key part of the official curriculum. They recognize that it has been difficult to encourage the study of other cultures due to the structural problems mentioned previously. In order to mend that, they propose to acknowledge accessing other cultures as a way of accessing information; while at the same time deepening the connection between language and cultures in English classes.

The latter responds to another major trend in the beliefs of teachers and educational researchers, in regard to a critical perspective of English language education. These perspectives can be summarized into two key points: conceiving English as a way of achieving social justice, and as a site for social struggle, which is lined up with a grassroots-emancipatory perspective of education. The former considers that English can grant opportunities to students that would not have been accessible otherwise, and therefore is a way of democratizing resources. Moreover, by learning English, the school community is able to actively challenge this unequal distribution, and therefore engage in social action. That is where the latter notion comes into play, where English education is believed to be also a space for social activism, and in which the curriculum can be built around the needs of a specific community, as well as tackling important social issues. These two conceptions are reflected in the principles that educational researchers propose for a territorialized-contextualized education, and the topics related to social contingency presented by the teachers that fulfill the criteria laid out by the researchers.

Finally, we have to reiterate the important role of the two ideological perspectives we have identified from the beliefs of teachers and educational researchers: a neoliberal-globalized one and a grassroots-emancipatory one. We sustain that these influence the beliefs of teachers and educational researchers heavily, since they provide a framework from which they can understand the educational phenomena; and therefore, form their opinions on the topics and pertinence of the English curriculum. We have acknowledged that the neoliberal-globalized notion of the English language is transmitted through the discourse surrounding the English curriculum and which affects their view on the nature and goals of teaching-learning English as a foreign language in the Chilean classroom. Moreover, that they involve conflict and struggle for power between the English and non-English speaking world and culture. Thus, English teachers and educational researchers interviewed admit their own agency in counteracting the instrumentalized vision imposed by the English curriculum by proposing more liberating and emancipatory ways of teaching English. As a final note, we strongly support a grassroots-emancipatory perspective on education, since we take it as a commitment to resist to the Hegemony of English as part of the dominant discourse on EFL. What we strive for is a language education that is meaningful in the way that it realistically addresses the needs of the community; diverse in the way it genuinely

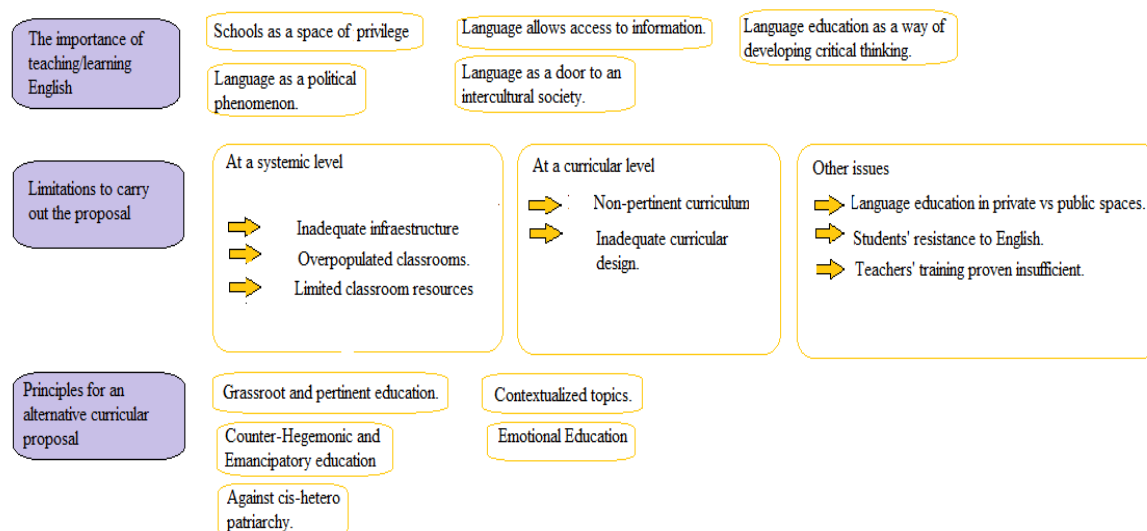
includes different cultural perspectives; and critical in the way it engages the community in taking collective action against social injustices and inequality in present society.

For that purpose, in the next section we lay out a curricular proposal that addresses the several concerns of teachers and educational researchers explored throughout this work, and outlines possible alternatives for educational projects based on the foundations of a grassroots-emancipatory view on language education.

## CHAPTER VI: CURRICULAR PROPOSAL

*Scheme 3: Outline of curricular proposal*

Outline of Curricular proposal



We have already referred to English's growing influence in Chilean public education over the last 40 years. Whilst the country grew and consolidated itself as one of the most prominent developing nations in Central and South America, it became of paramount concern that the Chilean population learned English in order to participate in the new globalized world. Such demand was later materialized through a number of public policies. Arguably, the most relevant of which was when English became part of the curriculum as a compulsory subject during the 1990's. And then, in 2005, when the Ministry of Education founded the program "English Open Doors", with the ultimate goal of turning Chile into a bilingual country.

In this scenario, where English wields such power over our language education, being the predominant foreign language taught in our schools, we undertook a revision of the current English curriculum through the perspectives of both English teachers and curricular researchers. As a result of this, we concluded that the decontextualization and non-pertinence of the topics and goals proposed in the curriculum may be a result of a hegemonic, neoliberal ideology of English; which sustains a neutral and instrumental notion of language; and that contributes to the perpetuation of the dominance of English through its status of *lingua franca*, over other languages, cultures and societies.

Now that we have that covered, we believe it is crucial to outline a counter-proposal that combines what teachers and curricular educators believe with our own ideas and visions of which type of English language education we need. In here we will elaborate on what we consider is the importance of teaching and learning English as a foreign language in today's Chilean context; the limitations we recognize in the current curriculum and the public education system which prevents us from fulfilling said objectives; and what it needs to be reformulated and incorporated to make the English curriculum pertinent, contextualized, grassroot-oriented, feminist and counter-hegemonic. We regard the latter elements as orienting principles that can be applied to the educational system as a whole; nonetheless, for the purposes of this research, we limit this proposal to the teaching of the English language. We explain all of this in detail in the following section.

## **1. The importance of teaching / learning English**

### **1.1 School as a space of privilege**

To start with, we affirm that schools hold a privileged position as society wards it as the main and formal place where our children acquire the knowledge and develop the necessary skills for future adult life. In such situation, the curriculum plays a central role; since not only it provides a framework for us teachers to guide our lesson planning, but that it also transmits visions and perceptions about life and society, reproduced through our pedagogical practices and taken up later by our students. Therefore, it is urgent for us to think about education in a much more comprehensive and far-reaching sense. We think that it should be committed to a healthy project of society, which seeks equality in all its forms and provides useful tools for daily life. An education that is not limited to complying with the requirements of the current economic system,



but one that focuses on the agendas of the different peoples that live in a certain territory, their struggles, needs, wishes, dreams and experiences. An education that liberates people; that encourages them to reflect and take action on matters of the society they live in. An education that actively questions and combats injustices and domination. Thus, we fervently believe that language education in Chile, especially English, should be aimed at the same goals.

## **1.2 Language as a political phenomenon**

To reach those objectives, first we have to understand language as a political phenomenon. By political we mean that language, besides facilitating communication, is related to beliefs, about itself, the people that utilize it, the culture in which it is immersed in, and even about the world at large. These beliefs drive people to react more favorably towards certain languages more than others. It gives them a certain status which allows some languages, for instance English, to assert their dominance over other world languages. Thus, languages are not devoid of ideological baggage, or can be claimed to be neutral or apolitical.

We have argued throughout this dissertation that the beliefs present in the current Chilean English curriculum respond to a globalized, neoliberal ideology. Learning English as a foreign language in Chile is a tool for accessing resources which allows people to obtain material gain and to climb the social ladder. In this regard, educational researcher 3 in response to the pertinence of the teaching-learning of English from the states' point of view was "English in Chile is an English to work (...) what it pursues is to have people able to work it in a receptive manner". He adds:

"We [Chile] understand it as a globalization process and political opening to market (...) under that logic, Chile should have the capacity to have their population able to communicate with the rest of the countries, and in that moment English is the lingua franca, therefore Chilean people [are a tool] to make an improvement in global economic terms".

This ideology explains why in our society English is closely associated with social mobility and material success; it is a sign of being part of the so-called globalized village, and as a result, of progress and prosperity. We have explained previously that ideologies are to be reproduced or resisted. That people have the chance to question, challenge and change the foundations in which their society is based on. Consequently, we regard it crucial to become aware of and investigate further on the ideological components of the current English curriculum.

Identifying and examine how they are reproduced through our pedagogical practices is a way of counteracting and challenging said hegemonic beliefs and mindset, as well as engaging in a genuine discussion about what and why we really teach and learn English at schools. In this way, we can start laying down principles according to the needs, wishes, and experiences of the diverse school communities that coexist in our public educational system.

### **1.3 Language allows access to information**

Even though, we actively question and challenge the notion of English the instrument for international communication, we do recognize its value when it comes to accessing bodies of information that would not be available otherwise. We are convinced that it is urgent to take the power back to the local communities as they are the only ones that can make the most accurate and pertinent choices for their people.

Furthermore, to conceive language as a tool for social justice and struggle in the access of information is a relevant point in the development of the conception around language. As Educational Researcher 6 stated in our interview:

“We take the language, as a means of struggle because, how are you going to fight against the enemy if you don't know the language? if you know the language instead, you have a tool to fight. Any language is valid. We cannot be disconnected from the rest, even if we don't like capitalist ideologies and so forth”.

### **1.4 Language education as a door to an intercultural society.**

The Chilean English curriculum presents an idealized version of the English-speaking cultures, which promotes the idea that by learning English one may attain bigger social insertion and mobility in the labor market. We argue that this imposes a dominion of English-speaking countries over the non-English speaking countries who slowly and passively witness the perishing of their culture over the one imposed through a process of acculturation. As Educational Researcher 5 states: “the thing is that the (curriculum) was elaborated from the English logic not from the Latin American or Chilean logic”.

In this sense, we sustain that a critical pedagogy that respects interculturality becomes necessary, as a means of taking back control of the teaching-learning of the language as educational researcher 5 “when there is not a critical English teaching, evidently, the ideological imposition is imperialist... neocolonial and of social differentiation”. Then, we advocate for an educational project with an intercultural approach, for it will enable students to understand other

cultures as well as their own. We believe that through this type of education, we will be able to counteract the effects of hegemonic English-speaking culture.

### **1.5 Language education as a way of developing critical thinking**

We believe that the analysis of the hegemony underlying the explicit curriculum is left aside by many researchers and teachers in the field, creating in this sense, a form of indoctrination in students and teachers. Therefore, we propose a pedagogy that promotes develop critical thinking.

According to Mejia (2011) we must learn to criticize the way in which we build a new form of criticism along and recognize the Eurocentric and patriarchal matrix that has proposed a control episteme over knowledge. In this way, the author says, we will be free to build a transforming, emancipatory and diverse criticism. Hence, a critical pedagogy emerges as a response to the trend which propose education as “institutions present in formal, non-formal and informal processes, through which the power and control of minds, bodies, desires circulates and reproduces, at the service of the dominant interests in society” (p.81). To Mejia (2011) these forms of pedagogies reject the idea of schools as a place of systematic universal knowledge transmission and are developed from different perspectives of thinking and critical action, demonstrating that there is no school nor education without context, history, language or power.

In this sense, Uribe et.al (2017) states that when students develop critical thinking, they also embrace leadership, companionship, courage, creativity, perseverance, discipline, freedom, honesty, maturity, integrity, autonomy, transformation, discernment, and empathy. The authors conclude their essay on “critical thinking and its importance in education” by saying: “it is time for us teachers to play a decisive role in changing the spoon-feeding education paradigm and help our learners develop critical thinking skills and foster human values” (p.85). This aligns with what Paulo Freire (1970) embraced as an emancipatory notion of education, where he urged to surpass a “Banking education”, but to advocate for students recognizing their role as citizens and as social agents for change.

In sum, language education should aim in all its range to foster and develop a transforming, diverse and emancipatory critical thinking in students in order to achieve the above-mentioned skills and to enhance social empowerment to question the proximate and global surroundings.

## **2. Limitations to carry out the proposal**

### **2.1 At a systematic level**

#### **2.1.1 Inadequate infrastructure**

One limitation that affects the teaching-learning process is related to the inadequate infrastructure at public schools which curtails students' development and the classroom environment. Teacher 6 mentioned infrastructure: "in my personal experience, I have an inadequate structure in the classroom... and, unfortunately, for communicative purposes it is terrible; because I need that student interact with each other". Therefore, this lack of adequate spaces causes a detrimental effect on students' language development and learning.

More funding needs to be injected in the public-school system so as to build language laboratories that will help remedy this situation.

#### **2.1.2 Overpopulated classroom**

Another limitation is related to the overpopulation of classrooms mainly in the public setting. Teacher 2 said: "there is a limitation about space that the schools offer". He also added that "you cannot have a two-way communication with 40 students per classroom". Therefore, it is difficult for the teacher to cover all the needs and interest of the students in the classroom. Even trying new strategies to teach English is a limitation for the students' overpopulation in the classrooms. For example, Teacher 7 explained that "I had small courses and I have been able to try different activities, for having 30 students and I could sit them down differently..." In general when you have to teach 40 or 45 students per classroom, the difficulties increase and it limits the scope of action that teachers can do in relation to the dynamic of the class.

#### **2.1.3 Limited classroom resources**

Finally, another limitation is related to the limited classroom resources at public schools. For example, Teacher 2 stated that "in terms of technological limitations, you only have one board and one low quality marker. Access to projectors is limited, because we are too many teachers. It is not like in private schools, where you can say 'Ok, let's go to the computer lab where we can exchange texts with someone that speaks English'. Moreover, Teacher 1 mentioned "I feel that is important to have a language lab, but in the majority of public school is impossible to have one", emphasizing this contrast about public and private schools' resources to learn a language or any other school subject. If all the schools had the opportunity to provide resources that benefits the teaching and learning processes, it would change the even the students' attitude of being at schools, and learning would turn more significant and relevant for them.

## **2.2 At a curricular level**

### **2.2.1 Non-pertinent curriculum**

In our opinion, the objectives presented in the English Curriculum are unrelated, and in some cases, even impertinent to the context of Chilean students. It tends to have a linguistic-grammatical tendency, yet at the same time requires teachers to develop real life communicative situations without providing them with the necessary skills and materials. During our interviews, Educational researcher 2 supports that: “I believe that many topics units are out of the range of several things from the students at schools, range of interest or needs”.

Furthermore, teacher 7 in relation to the English book’s topics says:

“The students found it out of context, for example, when the books talked about London; they said “‘Why do we have to study about London?’ We would never have the opportunity to go there. Therefore, this generates a constantly questions about ‘Why do I learn English? Because what it is shown in the books it not useful for them. Hence, the utility is non-exist and they become disinterested”

Teacher 1 expressed that “the supporting material is mainly focus on linguistic contents. I believe that is mainly because they are required as obligatory contents. I do not know if there is no freedom to try other things, but there is already a list of contents that we should cover”

### **2.2.2 Inadequate Curricular design**

The misconstruction of the English curriculum may be caused by what Educational Researcher 1, curricular coordinator of the “English Opens Doors” program, stated in our interview, in relation to the *Unidad de Curriculum y Evaluación* (UCE). She argues that the UCE fulfills the minimum legal regulations in the research of teachers’ perspectives. The expert in curriculum establishes that this process is accomplished through online surveys which are not intended to really listen to teachers in order to do something about it. She even expressed that “a huge amount of people at the UCE feel that they know more than teachers and work based on that, even when their experience is from 10 years ago or worked in private schools”.

Then, Educational researcher 1 establishes that “the curriculum is not helpful, because it has been outdated for years with the curricular proposal, and with the curricular tools available. The school texts have not been aligned with the curriculum, only with the study program”.

This lack of coherence between the teaching materials and the national curriculum prevents defining which role teachers should playing when it comes to teaching. For example,

Teacher 1 says that “it is difficult to detach from this approach, because, at first, when you started to study pedagogy, you learned that you should teach grammar...”. Here, she clearly expressed handicaps for changing the teaching/learning of English from predominant linguistic-grammatical focus to any other due to a deficient teacher training and education.

Nonetheless, Educational Researcher 1 declared that “a teacher must have the capability to be versatile, to adapt and recollect... Do not stick to it (curriculum) as it is a kind of bible”. She gives an important role in the education process which is the dynamic capacity for adapting the curriculum to students according to their needs. Supporting this, Teacher 4 stated that “I believe that we (teachers) should be the ones to take the course of the curriculum’ application... so the class is transformed into meaningful learning”.

Moreover, according to Teacher 6, “we have to start by having a teacher as a Minister of Education and people who adapt the curriculum at a national level, but people who know what the realities are”. By saying that he highlights the necessity of active participation of teachers in the political ruling of their profession and the proper curricular fitting.

## **2.3 Other issues**

### **2.3.1 Language education in private vs, public spaces**

According to Teacher 7, the professional or life projections of the students are far from the use of the English language due to difference in motivation for learning English. In her words: “there are a few who want to travel abroad or want to be managers”. Secondly, the teaching/learning of English does not have a connection to the environment or geographical context of students; for example, “the students’ context, for example, students from La Pintana is in connection to English”. Thus, the topics developed in the lessons are non-significant for the students. As a result, she stated that “if we are saying that they would have to use the language when travelling to London, it actually makes no sense that we are teaching that, if the students know that they never going to travel to those places. Because, they do not have the no money, or they probably would want to travel to other place”. This implies that the socioeconomic context affects students’ different interests and also the different topics to be worked with the students.

### **2.3.2 Students’ resistance to English**

The students’ interest in learning is essential to create connections with the subject. In that perspective, there are three main issues denoted by interviewees:

Firstly, the lack of relevant topics and non-authentic communicative situations proposed in the English curriculum and an overall rejection of imperialism are the main factors that diminish students' willingness towards learning the English language. According to Teacher 1: "students' attitude is the main limitation to their learning process. The students take it (English) for granted. You tried that they learn, but there is no sense for them learning English because they said '*I never going to travel*', but at the end, they realized it is helpful". She also argued that "it is established this anti-imperialist idea, so there is a rejection about English in this aspect. Therefore, it is difficult that they value and respect other cultures". Furthermore, Teacher 6 declared that "that is not authentic, we continue with the prepare dialogues where everyone is called Sally, Will or John. It is similar, but not authentic. For this reason, students do not pay attention to what is taught, because it is not real".

Secondly, the overruling grammar focus imposed predominantly by Technical-Pedagogical Units (UTP) in schools affects the manner in which topics and contents are framed during classes. For example, Teacher 7 in her interview said that "ideas are mainly relegated to a second level. So, if you never try to develop it, you would be obligated to do it. For example, UTP came and told you that the curriculum follows this line and you have to follow it. Then, the students and teachers are astonished because they do not know how to do it".

Finally, previous negative experiences of the students with the English language decreases their self-confidence and willingness to learn, as Teacher 7 says:

"Students told me that English generates less confidence from what they have been learning at schools. There are classmates that make fun of their pronunciation, even they told me that the teacher makes fun of them. Therefore, it is difficult to generate self-confidence if the responsible adult you have is constantly making fun or underestimate your effort for speaking a language that is not related to your context. Therefore, it is really difficult to increase self-confidence with English."

### **2.3.3 Teachers' training proven insufficient**

Another major constraint that is linked to all what we have been saying previously is that initial teacher education in Chile and its deficiency as mentioned in Rivero et.al (2019) :

"the common teachers' training programs rarely give the opportunity to practice skills in a constant and sufficient manner to acquire expertise and mastery. The thing, in this case,

is not the lack of time, but the decision of most of programs of emphasizing theory over practice.” (p.43).

In that regard, Educational researcher 3 expressed “and why that [decontextualized curriculum topics] keeps happening? because there is no context and we [teachers] do not know why we teach English, because if we had clear why and to whom we teach English, we could increase the relevance”. This makes reference to teachers’ training having no clear notion of purpose and direction, and which difficulties future teachers’ pedagogical practice when faced with the complex challenges of the classroom.

Although these assertions are widely shared among the teachers and educational researchers of our study, some of them argued it was teachers responsibility to adapt the curriculum in order to attain students’ context. For instance, Educational researcher 1 affirmed “a teacher has to have the ability to flexibilize, adapt and collect, not erase per se because they didn’t like something or stick to it as if it were a kind of bible”. In the same line, Teacher 4 expressed “I believe we [teachers] are the professionals who have to take the course of the curriculum application and how are we going to apply it to make a significative learning and long-term class”, in this way reaffirming, even more so, the idea of teachers’ capacity for adaptation.

Therefore, we could conclude that even though the interviewees agreed on the insufficient teachers’ training by the part of the Ministry of education, most of them declare there is a certain level of responsibility of teachers in terms of being able to adapt the curriculum, which was established under the term “teachers’ flexibility”.

### **3. Principles for an alternative proposal**

In so far, we have been reviewing teachers and educational experts’ perspectives on the English Curriculum in Chile, these interviews have been a great source of inspiration as we found out that there are several topics to take into consideration that were repetitively mentioned as an urgent solution to education. Those topics had a strong connection to our own perspective of education so to set a starting point for making pertinent and significant the teaching-learning of English in Chilean public education, and considering strategies for curricular change. Said proposals are detailed below, laid out as principles for the English education of the future, those being: grassroot and pertinent, contra-hegemonic, feminist, relevant topics, emotional skills and options.



### **3.1 Contextualized topics**

Most of the interviewees emphasized the idea that the topics of the curriculum should be relevant; therefore, they should address and include students' personal needs and interest. As Teacher 7 claims that "considering my students, I would like to include more social and political topics, because they move around this field... students want to talk about veganism, gender and their role in society. Those topics are not in any English book, but if we have the opportunity to transform it, the students would be more interested to learn". Following that line, Teacher 5 mentioned that this would "appeal to the pertinence feeling and students' reality, considering that those topics tend to influence positively the development of the students as social beings".

Nowadays, as Teacher 2 states "schools prepare us for contents, not for our reality". Therefore, it is relevant to consider a transformation in the (English national) curriculum for the main participants in education, students, to know their interests and necessities to develop social and critical beings.

### **3.2 Grassroot and pertinent education**

Teaching and learning processes would be more significant for the students and teachers if instead of focusing on external realities, we center education on the local contexts in which communities are located. Therefore, as Educational Researcher 3 states: "it is necessary to provide a grassroot curriculum, so all the actives members in the community can contribute to the construction process of the curriculum [of English] in that specific location". For this reason, we consider that curricular pertinence and a grassroot education is important because it will address the connection between identity and culture and the social-cultural context of the member of the school community, as well as linking their history, experiences and interests with their previous knowledge.

In this sense, educational establishments who aim to contemplate pertinence and a grassroot education would assume an active and critical role to generate answers for social problems in their own backgrounds. All of these aspects should always be oriented towards the democratization of teaching and learning at schools, because that is the way in which education will eventually lead us to social transformation, by developing critical thinking in service of the community.

### **3.3 Counter-hegemonic and Emancipatory education**

Educational researcher 4 mentioned that the education in Chile, especially the English teaching-learning "is centered on the abilities and the 'daily routines in our lives". It has been developed with instrumental purposes, as Educational researcher 4 pointed out, "to create a

technical, functional and instrumental being that is not being taught”. He later on implies that the instrumentalization of the language deep down is a form of indoctrination to an specific worldview. For this reason, emancipatory and counter-hegemonic education are significant proposals to transform the educational processes under a critical pedagogical perspective.

As educational researcher 5 stated: “when there is no critical teaching of English, evidently the ideological imposition is imperialist, neocolonial and with social differentiation... generating a social division”. In the same line, he proposed to “understand the *critical focus* not only as an operation, but as a content”. Therefore, an emancipatory approach to education would benefit the English teaching-learning as a contraposition to the neoliberal and hegemonic education that has been implemented at schools. Thus, emancipating students from the oppressive and hegemonic practices to a social justice.

### **3.4 Emotional education**

Other well-known problem with teaching-learning English in the public Chilean education is that it does not take into account emotional education as an essential part of the curriculum. Most of the teachers interviewed consider that the English curriculum should consider the teaching of “soft skills” related to emotional regulation. As Teacher 3 refers to “this subject [English] promote confidence through the recognition and communication of their own ideas, experiences and interests”. Nevertheless, those emotional abilities are overlooked as teachers have to focus mainly on grammar content and to put grades.

Also, as Teacher 7 mentioned, “it is difficult to generate self-confidence if the responsible adult you have is constantly making fun or underestimate your effort for speaking a language that is not related to your context. Therefore, it is really difficult to generate self-confidence with English.” Thus, The National Curriculum has an urgent need for providing emotional education tools to support students and teacher processes at schools, and subsequently promoting self-confidence in them when speaking in the target language.

### **3.5 Feminist education: against white- cis-hetero patriarchy**

Another significant proposal that emerges is related to Feminist education, which we define as an education that defies white cis-hetero patriarchal system that we live in. As female teachers, we strongly believe that this perspective is crucial to resist and counteract sexist education. For example, as Educational researcher 6 mentioned, “Now we are transforming English... We are looking for content to give it this feminist direction. We are following one line; I believe that is going to be significant. From seen examples, to watch press release, advertisements, songs, basically to make students see and listen to things”.

Moreover, she also mentioned “that there is a common denominator no matter the language”. What we interpret from this is that this ‘common enemy’ found in language education is the invisibilization of gender-based violence, queerphobia, racism, xenophobia, among other important social issues. We as cis women believe that it is our responsibility to advocate for an education that openly declares against injustices and violence based on gender, sexual orientation, gender identity, ethnicity, race and class. We embrace an intersectional view on feminism, since we believe that all of these categories go hand in hand, and create an oppressive system of relations, especially brutal towards women and minorities. In this way, we sustain that it is essential to acknowledge and to engage critically with the perspective of these disadvantaged groups, since they have been overshadowed and invisibilized many years in education and life in general. Thus, from this perspective, it is necessary to highlight the role of a feminist education approach, especially in the way we teach English so as to counteract the effects of an imperialist-neoliberal ideology presented in mainstream EFL discourse.

### **3.6 Optional**

We support the idea that learning other languages brings benefits not only in an instrumental sense, but rather it entails an array of significant cognitive, physiological, and psychological benefits. In fact, Teacher 7 argued that “should be taught more than one language besides English, because learning another language develops brain dimension”. As a consequence, we sustain the teaching-learning of English should be an option for learning foreign languages, just not the mandatory one.

In addition, Teacher 4 expressed that language education should be

“Not only English, but it is completely important to have access to other languages... There is nothing to lose learning another language only benefit, in a neuronal level, in a linguistic level, at a cultural level. It opens your mind to learning another language; you have the access to other cultures and knowledge. There is beneficial to know other languages, and it is completely beneficial for students”.

In this way, we propose that other foreign languages should be considered as part of the curriculum. Not only European languages such as English, French or Italian but also local languages such as Mapudungun or Aymara. We also propose the learning of Creole as a second language, due to the explosive increase of the Haitian population in our country. This poses as a

win-win opportunity, since we would be able to diversify options for language education, and at the same time would help the social insertion of the new inhabitants of our country.

All in all, we think that the language options in the new curriculum should be optional, and tailored to the needs of each territory and community. Each community would determine which language suits their purposes better for communication or education; thus, having more impact on students' lives.

## **CHAPTER VII: LIMITATIONS**

We recognized several limitations while conducting this study.

At its early stages, we decided to take into account elements of a "School community" such as students, legal tutors of students, educational workers of a specific educational establishment as well as its proximate school surroundings. Accordingly, we planned to conduct interviews and focus groups with both students and teachers, and we scheduled dates and convened school spaces to do so.

It was then on October 18th when Chile entered into a period of social awakening, fired up by the people's discontent against social injustice and systematic abuse perpetrated by the Chilean government, politicians and the Elite over the last 30 years. Among peoples' demands we can find those in relation to health care, education, the social security system, gender inequality and violence and the urgency for changing the constitution created under Augusto Pinochet's oppressive regime. The catalyst for this historical uprising was the rise of the Santiago's subway fare, which enraged the vast majority of the working and middle class of the capital, the ones most affected by said measure. This event eventually led people to flood into the streets and protest so vigorously and in numbers that have not been seen since the return of democracy.

The chaos caused by said uprising culminated in lootings, massive destruction to public and private property, excessive use of force from the police and military, and the declaration of both a State of Emergency and curfew in just the first few days. To this day there are more than 31 registered open murder investigations since the social uprising began (Chilean Public Prosecutors' Office, 2020). There about 5000 lawsuits related to cases of torture, sexual violence, excessive use of force, among others (National Institute of Human Rights, 2020). More than 200 people have severe eye injuries, and over a 1900

have been shot with rubber bullets and pellets (Chilean Public Prosecutors' Office, 2020). Numerous educational establishments were temporarily closed and a great number decided to end the school term early (DiarioUChile,2020). Under which circumstances, we were uncertain of the possibility of conducting said interviews and focus groups, particularly with students. Therefore, by being strictly pragmatic, we decided to leave students out of our study and focused on working with teachers. Moreover, we had already agreed to incorporate educational researchers as participants, in order to unveil their perspectives and proposals on the pertinence of the Chilean English curriculum through the lens of Critical Curriculum. Nevertheless, another limitation arises at analyzing the educational researchers interviews. We realized that we do not ensure to have an in-depth answer about the topics in the English national curriculum, so the questions were basically based on a simple yes-no answer, without further explanation about the topics which complicated the comparison.

The second limitation we encountered was the overwhelming majority of male intellectuals as part of the theoretical foundations of the study, especially when it came to discussing a Critical Theory of Discourse and Ideology. Teun Van Dijk being the primary author we referenced in that regard. We think this could create a bias towards female researcher's' perspectives on the topics here mentioned. As well, we strongly believe that to construct a proper critical theory of Education, female and feminist intellectuals are an essential driving force to instigate the change in the educational paradigm.

Another limitation we encounter along the way was the sexual abuse allegations against Van Dijk, which have been discussed at length in intellectual spaces on the internet. We reckon crucial to mention this for two reasons. First, it suggests a contradiction between Van Dijk's outspoken support on issues related to the feminist agenda and his outrageous actions towards his female collaborators and co-workers. Second, that as a group, we condemn and will not tolerate any type of violence against women or any marginalized group. It is our responsibility as fellow researchers to raise awareness and/or expose intellectuals that use their power in the community to humiliate, intimidate, take advantage of, or put anyone in harm's way, especially women and minority groups. Therefore, we want to clarify that although we referenced the author in question, we do not agree, nor endorse this type of behavior under any circumstances.

The last limitation, which is in direct reference to the last point, was that three former members of this group were publicly and non-publicly accused of gender-based violence against their female partners. Unanimously, we decided to dismiss them from the study as we agreed that letting them continue participating in this study would contribute to the normalization of such behavior. We were not willing to leave such acts unchallenged. It was a hard time for the group, not only due to the emotional distress caused by the situation itself, but also because we had to reorganize, reschedule, and take upon the responsibilities of said members. For that reason, our previously planned activities had to be delayed for a while, so that we could solve such problems as smoothly as possible. Moreover, as female members of this seminar, we consider it relevant to emphasize another violence that has been normalized in the academic field, which is related to intellectual violence against women. In our case, this occurred frequently as the three male members took advantage of the commitment of us female members time and time again, neglecting their responsibilities on us. Thus, we reaffirm our commitment to call out and stop all types of harmful acts towards women in all kinds of spaces, whether on the streets, at home, and academia. We understand that neutral stances in the face of acts of violence only benefit the perpetrators of said violence and that being silent is being complicit. Clearly, we need to take radical and quick action to eradicate said violence from our society once and for all.

## CHAPTER VIII: CONCLUSION

Chilean social political development and circumstances have provoked English curricula and policies to undergo significant modifications throughout the years. Since the beginning of the republic the English subject has been a vital part of the education plan of future public state schools. This process continued unstoppably until the civic-military coup in 1973 and the subsequent regime; during this period public education was demolished and pull into pieces, replacing the former model by an extreme neoliberal one. This drastic and profound change affected English language education. On the one hand, private language schools of education started to increase; and on the other, former prestigious public institutions decreased as the regime intervened and harassed them regime.

After returning to democracy, public language education began a rebuilding process but then confronting the effects of the new educational and economic model, such as increasing social gap between municipal/state-subsidiary and private schools. However, another milestone was the 2000's reforms, when the English curricula and policy skyrocketed more than ever before. Chile in this last two decades directed the efforts to transforming and improving the teaching and learning of English education and also finding its place among other leading nations in the globalized world.

Then, as one of the consequences of this globalization endeavor, decontextualization emerged as a major issue in EFL curriculum development. Shockingly, research done in this area is still scarce in the Chilean context, being this one of the triggers of this work; so, we strongly believe that the decontextualization of the English curriculum needs to be properly addressed and improved to attend the ever-growing needs and complexities of the Chilean EFL classroom. This research intended to be one small contribution to this great and necessary venture.

On this basis, we did not focus our attention into the explicit curriculum, being its central point the content, topics, and other perspectives; we were interested to explore the beliefs that emerge from the English national curriculum, having a deeper analysis from its implicit ideas to elaborate a proposal from the critical curriculum perspective.

We argue then that the current English curriculum transmits ideologies directly connected to the globalization and neoliberal projects. We believe that these ideologies must be acknowledged and analyzed thoroughly in order to propose alternative forms for the teaching and learning of English as a foreign language, actively challenging the hegemonic perspective and adequately addressing the needs of local communities. In this way, we think that neoliberalism is profoundly interwoven with globalization and capitalism, as it perpetuates individualism and competition between companies, organizations and people in order to achieve market-related goals. Education, in this manner, is highly affected. Clearly, we need to change this business-like view on education that has dismantled public education even with a detrimental effect on the lives of students from socially vulnerable families and contexts. Thus, we believe it is of paramount importance to radically transform this perception of Chilean education to replace it with an emancipatory and grassroots perspective, joining the local communities in order to take collective social action.

We proposed that the educational community would be considered including students, legal tutors of students, educational workers, and the proximate school surroundings. We chose to additionally incorporate educational researchers in said description since they hold power in deciding what should be taught at schools and the manner in which it should be taught; and inform significantly on the state of EFL public education and policies. It is from this perspective, taking into consideration all the events and limitations, that we included, as the main subjects, teachers and educational researchers. On the basis of the previous problems and what was developed from the analysis, we concluded that the educational system's management has not been adequate for the school's communities from the basic needs in education to provide a contextualized curriculum.

All in all, we have seen that for both teachers and educational researchers the teaching and learning of English should be perceived as an act of social justice and as a site for social struggle. Participants conceive social justice from both a neoliberal and an emancipatory perspective, since they strongly recognize the material and concrete benefit that learning English as a foreign language carries; but all along, they criticize the functional notion of language that dominates the discourse surrounding the English curriculum. In this fashion, teachers and educational researchers adopt a critical stand on the view of language as they acknowledge the value of engaging language education



through social activism. This perspective leans towards a more grassroots perspective on education where social justice is achieved through local collective action. These understandings are portrayed in the principles and topics that educational researchers and teachers respectively convey in their statements for a new curricular proposal for English. They propose that the curriculum should be territorialized, contextualized, critical, and meaningful and at the same time advocate for teaching topics related to a social contingency. We support this conception on language education because it not only responds and resists the most pernicious aspects of the neoliberal education but also returns the power back to the communities for radical and long-awaited social change.

We highlight the key role of the two ideological perspectives we have identified from the beliefs of teachers and educational researchers: a neoliberal-globalized one and a grassroots- emancipatory one. We sustain that these have a strong influence in the beliefs of teachers and educational researchers, providing a framework for their understanding the educational phenomena and, therefore, shaping their opinions on the topics and pertinence of the English curriculum. We recognize that the neoliberal-globalized notion of the English language is conveyed through the discourse surrounding the English curriculum, which affects the view on the nature and goals of teaching-learning English as a foreign language. Furthermore, they involve arose the issue of struggle for power between the English and non-English speaking world and culture. Accordingly, English teachers and educational researchers concede their agency in counteracting the instrumentalization imposed by the curriculum, proposing more liberating and emancipatory ways of teaching English. Then, we strongly support a grassroots-emancipatory perspective on education, since we take it as a commitment to resist to the Hegemony of English as part of the dominant discourse on EFL.

Irrevocably, we were able to conclude that there is a huge and more than relevant gap between what is expected from teachers and what they can actually do with the time and the resources available in the English teaching in the country; these factors are the consequence, at least partially, to the hegemonic role of the English language. The main one who have pushed and worked in this sense seek to dominate the subcultures and pose a defined way of life in order to gain workforce to fulfill their economic purposes. In this same manner, if these factors were regularized, the teaching/learning process would be significant to all the parts involved.

Finally, a prospective English teachers and current researchers in the educational area, we strongly agree with a grassroots-emancipatory perspective on education. We believe that the intercultural perspective is also relevant within the confines of the English curriculum and Chilean classrooms, if not, we fall into the bad practices of globalization; therefore, a critical vision of education is essential to the resistance to the domination of hegemonic cultures. Then, we strive for a language education that is meaningful, one that realistically address the needs of the community, on that genuinely includes different cultural perspectives, and one that critically engages the community in taking collective action against social injustices and inequality in present society. All the above towards the achievement of a fairer society from the trenches of the teaching of English as a foreign language.

## **CHAPTER IX: PROJECTIONS**

Taking into account what we were able to conclude from our research, we firmly believe that future lines of research could take place in the areas of education and curriculum. Further research and efforts should be directed at including the entire school community, namely students, legal tutors of students, educational workers, the proximate school surrounding, and educational experts. This could contribute significantly to the participation of the community in the construction and development of curriculum, solidifying the emancipatory perspective on education that we have been advocating for. Lastly, another line of investigation that could be opened is the notion of eurocentrism in EFL education, which we noticed is usually present when validating the importance of teaching-learning English as a second language in the context of a globalized world. From what we could gather, it seems that globalization is mostly associated with the progress of the societies western civilization, namely EE.UU, Europe, its former colonies. The latter presents itself as an opportunity of exploring and deconstructing this perspective on EFL education, which we could not go in-depth in this study, but may result fruitful uncovering underlying ideologies in EFL discourse.

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