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Ideologies Underlying the 2014 Chilean English Teacher Training Standards

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ABSTRACT

The following thesis reports on a qualitative study of the *Estándares Orientadores para Carreras de Pedagogía en Inglés* by MINEDUC (2014). Since there are values associated with standards, the creation and application of them entail an ideology that reflects a particular shared vision. Then, the goal of this study is to identify these values in order to understand the ideologies behind the standards for teacher training in Chile, by means of characterising (a) their structure, (b) their content and (c) their social function. The *Estándares Orientadores para Carreras de Pedagogía en Inglés* consists of 10 standards which state the necessary skills and knowledge an early English teacher should have. These standards were analysed by assigning codes to their content in order to observe general ideas that could be interpreted as ideologies. These ideologies were categorised into three domains: structure, where standards are constructed as principles, declarations and illustrations; content, where it is explained that teachers of English should know, apply, and value their knowledge and abilities; and social function where standards seem to be created as a set of curriculum features, and not as mere guides. Ideologies identified were interpreted also in the light of an interview conducted to the head of standard design team. The ideologies identified in this study are relevant to the discussion of current English teacher training processes in Chile, and the impact that public policies have on the teaching of English in the country.

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LIST OF ABBREVIATIONS

C1 : Effective Operational Proficiency or advanced

CLT : Communicative Language Teaching

EFL : English as a Foreign Language

ELT : English Language Teaching

GDP : Gross Domestic Product

L1 : First Language

L2 : Second Language

MINEDUC: Ministerio de Educación

PIAP : Programa Inglés Abre Puertas

SLTE : Second Language Teacher Education

SIMCE : Sistema de Medición de la Calidad de la Educación

TIC : Tecnología de la Información y la Comunicación

CHAPTER 1: INTRODUCTION

When generating public policies, such as standards, there must be certain ideologies involved in the creation process. Moreover, in view of the presence of ideologies in teacher training standards, teachers act according to their beliefs and standards tend to automate their performance. Therefore, if standards entail certain beliefs, teachers will be set in an educational curriculum that has specific purposes. Additionally, knowing the ideologies underlying standards seems relevant as they entail educational purposes in the process of training in Chilean context.

In recent years, the effects of teacher training standards have received considerable attention (Ingvarson & Kleinheinz, 2006; Sykes & Plastrik, 1993, Tuinamuana, 2011; Cochran-Smith & Kim-Fries, 2001; Delandshere & Petrosky, 2004: Paton, 1972; Ehrlich & Posner, 1983). In addition, the phenomena of ideologies underlying the use and teaching of languages such as English have also generated interest in the field of assessment and evaluation (Fairclough, 1992; Kroskrity, 2004; Chang, 2004). English teaching has been disseminated worldwide as a result of the globalisation process, and this makes it an interesting language to focus on in ideological terms. Chang (2004), for instance, found it relevant to focus on ideological elements in ELT (English Language Teaching) and analysed how English was perceived in Japan under an ideological perspective. Other authors have discussed the ideologies underlying the use and purpose of standards in the teaching field and have found that ideological discourses are indeed inherent to the development of education (Tuinamuana, 2011; Cochran-Smith & Kim-Fries, 2001; Delandshere & Petrosky, 2004).

Internationally, in both the USA and Europe, there has been a need for a change in the educational system by means of improvement of quality of education. However, these improvements have been

implemented through the creation of public policies and standards without any evidence of real interest in teachers quality (Delandshere & Petrosky, 2004, Hanushek, 2004; Kohoutek 2009).

Observations by Paton (1972) and Ehrlich & Posner (1983) propose that standards differ from rules in that standards are mere guides and do not prescribe any sort of mandatory requirement. Further, Ingvarson & Kleinheinz (2006) state that there are values associated with standards as the creation and application of them entail ideological beliefs that reflect a particular shared vision concerning the area of assessment.

With regards to the way in which ideological beliefs must be studied, Fairclough (1992) and Kroskrity (2004) state that ideologies are pervasively present in languages, so the ideological nature of language should be one of the major themes in modern society. In addition, Van Dijk (2001) has established that ideologies are hierarchically structured as some beliefs tend to be more important than others. Van Dijk (2001) has also argued that ideologies are not only a part of social structures, but they also have a structure constituted by three domains: structure, content, and social function. Through the way in which standards are structured, the type of content they entail, and the social functions that they want to fulfill, it is possible to characterise the underlying ideologies regarding English teacher training by means of these three domains.

In the case of Chile, Abrahams & Farias (2010) have studied EFL (English as a Foreign Language) teacher education and found low scores in pilot Cambridge tests administered to teachers and students, and uncommitted teacher trainers, among others. These failures were evidenced in six different universities that deal with SLTE (Second Language Teacher Education) programmes. Thus, generating a general concern about the actual quality of teacher formation in the pedagogical interaction. Barahona (2014) explains that in 2003 MINEDUC (Ministerio de Educación) created the programme PIAP (Programa Inglés

Abre Puertas) in order to improve the English proficiency level of English in the country. This initiative has stood as the major effort carried out by MINEDUC regarding English teaching, aiming to solve the constant issue of the quality of teacher training in the country.

Recently in 2014, as a greater attempt to solve the English teacher training educational problem, MINEDUC presented the *Estándares Orientadores para Carreras de Pedagogía en Inglés* to the public. It consists of 10 elaborated standards which main purpose is to present a clear orientation about the necessary skills and knowledge the early English teacher should manage to teach their discipline.

The following thesis reports on a study which aimed to describe Chilean teacher training standards in relation to their structure, content, and social function and characterise the ideological components underlying Chilean teacher training standards.

The thesis is organised as follows: in Chapter 1, there is a revision on the field and the central claims around standards, English, and ideologies in the educational context for the international experience to Chilean context. In Chapter 2, a methodological section in which it is explained how this study worked with standards from MINEDUC and the procedures used. In Chapter 3, results, interpretation and discussion are presented in relation to three criteria in three sections: structure, content, and social function. Finally, a conclusion is presented and limitations to the study and suggestions for further research presented.

CHAPTER 2: LITERATURE REVIEW

In this chapter, an overview is provided of definitions and general assumptions regarding standards, ideologies, and underlying ideological discourses related to the educational field. This section is organised as follows: First, the definitions, uses and purposes of standards will be presented, including Van Dijk's (1995) definition of ideology. Second, a presentation of different types of ideologies on English teaching and learning is presented. Third, an argument for the presence of linguistic ideologies in educational planning is offered. Fourth, the international experience of educational standards will be displayed. Fifth, standards and English teacher training in the Chilean context are described. Finally, the main objectives and the research questions for the present study will be introduced.

The evidence provided supports that standards are an interesting topic for research because of their function and usefulness as instruments to define curricular aspects in the educational field. Then, the necessity of exploring the underlying ideologies of standards emerges in order to comprehend the ideas and principles that drive the development of ELT curriculum and the impact of standards on public policies related to education.

2.1 Developing standards: Definitions, uses, and purposes

It is important to take into account some definitions, uses, and purposes of standards because they are going to be related with ideologies in the educational field.

2.1.1 Defining standards

The origin of the term standard is intimately related to that of rule, and can be traced back to legal writing dating as far back as the thirties. Pound (1933) started differentiating standards from rules by the fact that

"rules prescribe definite, detailed legal consequences to a definite set of detailed facts; standards, by contrast, specify a general limit of permissible conduct requiring application in view of the particular facts of the case" (as cited in Schlag, 1985, p. 22). Paton (1972) later on tells apart rules from standards by stating that "a legal rule is a precept prescribing definite consequences when certain facts exist; a rule operates by incorporating either standards or concepts; standards are elastic, whereas concepts are rigid abstractions" (as cited in Schlag, 1985, p. 22).

This shows that one cannot understand wholly what a standard is without also understanding how it differs from a rule: while Pound (1933) suggests that standards differ from rules because they're opposites, Paton (1972) comments that rules operate with either standards or concepts, thus implying that standards are contained in rules and as such a standard can work alongside a rule.

Finally, Ehrlich & Posner (1983) makes the distinction that "rules are distinguished from standards on the grounds of precision and generality." This definition is somewhat vague and open to interpretation, for it does not elaborate on the subject of what they deem as being precise and/or general, nor do they detail to what extent standards are more general and rules more precise. Having seen these three definitions, it is evident that standards and rules seem to be always mentioned together. In spite of the fact that these 3 definitions differ, they show that standards can be delimited properly only in terms of their difference from rules. Thus, to clearly define what a standard is, a definition of a rule ought to be provided with it.

A standard, then, can be seen as one end to a spectrum where rules are the other end when prompted with a directive. Rules possess a rather weaker weight than the standards. According to Schlag (1985), in legal terms rules have a "hard empirical trigger and a hard determinate response" (p. 1), but standards hold a "soft evaluative trigger and a soft

modulated response" (p. 1). A trigger serves to identify a given phenomenon whereas a response is the consequence of the presence of said phenomenon. For example, if one is presented with a felon, one is to assume said felon ought to have broken a rule to be classified as such, because felonies are penalised by laws. In this example, breaking a rule constitutes a hard empirical trigger, as a consequence of having broken a rule then a hard determinate response follows: the individual is now a felon.

Conversely, standards are not inherently principles or conducts reinforced by law, they can bend. As Schlag (1985, p. 1) explains, one would refer to a rule as a "bright line rule," but when thinking of a standard one would rather say a "flexible standard." Thus indicating that there is a visible line that distinguishes when one is in the presence of a rule, but standards are more flexible and with fuzzier edges.

An example of a standard, then, could be illustrated by what is expected of an EFL teacher to be regarded as a 'good teacher of English': for him to be deemed a qualified educator he must meet certain criteria (a level of proficiency, behavior, certification, investigation, etc.). Once he has achieved this level, he can be deemed a good teacher. In this example, the teacher is evaluated. This process constitutes a soft evaluative trigger and consequently generates a soft modulated response: the teacher is considered good once he has met the criteria. Two parameters are then what set apart standards from rules: the intensity of both the trigger and the response. In this example we are in the presence of a standard of quality. This can be evidenced in the fact that although there is a certain level of quality to be achieved by the teacher (i.e. level of fluency of the English language in a teacher of English), this level is not specific. The teacher could make minor pronunciation mistakes or speak very fluently, and in both cases he could be regarded as a good teacher.

Because standards are not rules, they have an inherent level of uncertainty which is tied to the fact that they can be bent to accommodate the needs of the people who uses them. Glass (1978) argues that a liberal kind of person may judge enough to have only two thirds of the items correct to qualify for mastery in a given test, a second person could set his standards a little higher at 70% and a third one would deem 90% to be his standard as he strives for excellence. This stems from the fact that there is no "social calculus by which one can compute the amount of good eventuating from the options" (Glass, 1978, p. 237). As such, if a comparison between the projected earnings of a nation and the level of proficiency of an EFL teacher of English was to be made, it would not be fair because somebody's capabilities cannot be compared to the GDP (gross domestic product) of a Nation. A number is something clear and definite, unlike a person's qualities, which change. This is much like how a rule differentiates from a standard, in the sense that standards, like qualities, can change.

The term standard is actively being used in the field of educational reforms and policy making. Sykes & Plastrik (1993) give an illustrative account of the meaning of standard in this field. The first meaning of standard arose in a military context, as "the distinctive ensign of a king, great noble, or commander, that served as the rallying point of an army" (p. 3). Sykes & Plastrik (1993) suggest that in the education field, standards can be represented as actions or commitments that generate a particular framework that creates a common ground among the community of standard setters. A second root meaning, according to Sykes & Plastrik (1993), is one rather associated with measurement or weight.

Sykes & Plastrik (1993) state that the idea of a standard is a complex one, since its meaning has evolved along two tracks: A commitment to a certain position and as a unit of measurement in order to

impose a position. Furthermore, they claim that within different contexts, standards can take on different meanings and utilities concerning time and space; and communication and their cultural context. Nevertheless, it is explicit that the main functions when creating a standard are "to measure and to rally" what wants to be standardised, for instance, public policies concerning education (Sykes & Plastrik, 1993, p. 4).

Finally, Sykes & Plastrik (1993) define a standard "as a tool for rendering appropriately precise the making of judgments and decisions in a context of shared meanings and values" (p. 4). This definition suggests that the worth of standards should be based on the consequences of their use and that the idea of shared meaning and values in a given context can be associated with the one of ideologies as well. That is, in a specific context, certain ideologies can be shared among communities in order to make judgements and decisions. These judgments might concern areas such as: How to teach a third grade subject, what kind of areas to cover, and how to determine the effectiveness of the educational process (Sykes & Plastrik, 1993). In addition, the normative frame for standard settings is a dynamic and problematic issue, due to the fact that the processes of standard settings change depending on their context. One of the contexts is time and space, that is, the physical world that is being measured. The other context is communication, that is, the language and ideas being constructed. And finally, a cultural context which deals with what is being assessed, rewarded and sanctioned (Sykes & Plastrik, 1993).

In line with Sykes and Plastrik (1993), Ingvarson & Kleinheinz (2006) propose that standards are tools for judgments and decisions in a given context. However, a very innovative aspect introduced by Ingvarson & Kleinheinz (2006) is the vision of quality of learning, that is to say, that during the development of standards, quality of learning should be taken into account by writers of teaching standards in order to

describe in more detail the role of teachers in terms of what they should know and be able to do.

Thus, in the educational field, standards can be seen as tools or parameters that serve as a common ground for students, affecting directly the dimensions in which assessment takes place for learners. In that sense, the purposes related to the uses of standards remain in different spheres such as teacher registration bodies, teacher contractual duties, teachers professional associations, and professional bodies for certification.

2.1.2 Uses and purposes of standards in the teaching field

Standards not only consider their own conceptual definition, but they also constrain purposes that are intrinsic to their elaboration process. In assessing teaching, standards are created in relation to identifying the study object and procedure, or under some maxims such as defining what is to be assessed, how it will be assessed, and what counts as meeting the standard –judgements in terms of what is good and good enough. (Ingvarson & Kleinheinz, 2006). Therefore, the possibility to find different types of standards depends on the area in which they are going to be assessed. Ingvarson and Kleinheinz (2006) provide a list of standards in relation to their functions: Standards for teachers and contractual duties, criteria in appointment to a position of responsibility in a school, teacher registration, teacher's reflection on practice, guiding professional learning, and teacher's certification.

These categories of standards serve as indicatives for teacher's knowledge about teaching and their performance in classrooms. Generally speaking, standards involve some sort of decision regarding educational dimensions. Also, they provide referential parameters in teacher training, that is to say, principles, values, and knowledge that are related to teacher's professionalism. Then, standards are tools that

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measure what teachers should know and perform as educators, involving not only disciplinary decisions, but also a cultural vision of education.

This integrated approach involves the assumption that there is a correspondence between knowledge –abstractions- and performance, that is translated into different types of standards associated with uses and objectives.

Furthermore, Ingvarson and Kleinheinz (2006) state that standards "encourage the recognition that there are diverse means for making these values manifest in practice."(p. 14). Then, standards also reflect certain values when they are put into practice. Because there are values associated with standards, the creation and application of standards entail an ideology that reflect a vision of the area of study. In order to expand this idea, the next section is focused on the relationship between ideology and education, and how standards reflect this relationship.

2.2 Definitions of Ideology

One of the main traits of ideologies, according to Van Dijk (1995) is that they are implicit. Van Dijk (1995) proposes that the relationship between discourse and its ideological component is not always identifiable, therefore it has to be searched in depth within discourse. Ideologies can also be classified as a social phenomenon. Van Dijk emphasises that they are "social beliefs shared by groups." (2001). This means that they are not a personal matter, but they are part of the shared knowledge people have about different matters. Van Dijk (1995) explains that as ideologies are beliefs, he considers them to belong into the field of cognition. This means that they are mental constructions that act as mediators between the community that builds them and discourse.

This idea about the inner nature of ideologies can be summarised in the notion that they are seen as a part of a common denominator among people's minds.

Van Dijk also establishes that ideologies are hierarchically structured. He asserts that "some ideological beliefs are more important than others" (2001). This shows that beliefs are indeed social constructions which are organised in terms of their importance in the community they are created.

Along this line, Van Dijk (2001) establishes that ideologies are not only a part of social structures, but they also have a structure as they are constituted by three domains: structure, content, and social function. Regarding the first dimensions, they are both related to the composition and organisation of ideologies. In this respect, Van Dijk (2006) argues that although ideologies are usually perceived as mere assumptions, their importance is on how they are created, their organisation, and what knowledge and ideas they sustain, along with the purpose and their implications. In turn, how ideologies are created can be related to the last component of ideologies, their social function. This domain is linked to how ideologies are developed and used by social groups. Van Dijk (2001) proposes that they may serve different purposes. For example, ideologies can have the function of establishing or maintaining social dominance, as well as organising dissidence and opposition. This implies that depending on the conditions in which ideologies are created, and what they represent to the community, they will have a specific purpose in relation to society.

As ideologies are formed and transformed by people, they are abided by the impressions and judgements of the group. In Van Dijk words "ideologies can be good or bad depending on the consequences of the social practices based on them" (2001). Therefore ideologies have a certain value depending on the impact they have on the social group. This impact is not only related to what ideologies mean socially, but also the

actions and reactions they promote among the members of different groups.

2.3 Types of Ideologies on English Teaching and Learning

Van Dijk's conceptions consider language as an essential element to the understanding of ideological principles. Fairclough (1992) argues that ideologies are pervasively present in language, so the ideological nature of language should be one of the major themes in modern society.

English has been disseminated worldwide, as a result of the globalisation process, and still prevails as a hegemonic language. Several studies have been conducted on English teaching and learning taking into account different disciplinary motivations. An interdependent relation between ideological motivations and ELT is thus essential to problematise current standards for English teacher training in the Chilean context. Standards cannot be dissociated from ideological notions because they can be justified and supported on those notions.

In words of Chang (2004), these ideological categories are "taken for granted as natural and common sense". The first attempt to define those categories was proposed in the form of five tenets for English Language Education discussed and supported in the Markere Report, a conference hosted by the British Council in Uganda in 1961 (Phillipson, 1992 as cited in Chang 2004). These tenets were proposed as follows:

● English is best taught monolingually.
● The ideal teacher of English is a native speaker.
● The earlier English is taught, the better the results.
● The more English is taught, the better the results.
● If other languages are used too much, standards of English will drop.

Later, Chang (2004) used these tenets as a basis to develop new categories of ideologies in ELT. His proposal consists of a typology which consider the following ideological areas:

● English-as-the-global- language.
● Native speakers as the ideal English-teachers
● The ideal-English-teaching- methodology,
● Standard English,
● The younger, the better.

These areas are now discussed in detail in order to summarise the main ideological content underlying ELT in general.

2.3.1 English as the global language

The first category explains the relevance of English under a worldwide view in terms of predominance. Chang (2004) suggests that the questions raised by the spread of English are diverse and complex. The "global" position of English can be explained by means of political and economical factors. Political factors are explained, according to Chang (2004), in terms of two categories: The dominant groups conformed of native speakers of English, such as the British and the Americans (the Centre), and the dominated periphery groups conformed of former colonial countries. Additionally, the author argues that the dissemination of English is a deliberate policy of the Centre to maintain dominance over the periphery. In consequence, the imposition of English as a global language affects ELT development, establishing a higher degree of relevance and position respect to other languages.

Secondly, economic factors can be understood by means of Bourdieu's (1992, as cited in Loos, 2000) definition of cultural capital. This relationship links the notion of capital (economics) with the acquisition of knowledge, skills and other cultural elements by a group of

people. According to Chang (2004), peripheral countries which possess English as a cultural or linguistic capital are able to increase their competitiveness as countries and get access to worldwide economic markets (economic capital) and accelerates towards globalisation (symbolic capital). Therefore, English is considered a global language under an ideological perspective based on political and economic factors.

Through this perspective, centre countries maintain a hegemonic position which allows the predominance and importance of English language.

2.3.2 Native speakers as the ideal English-teachers

Regarding models for the Teaching of English, native speakers have been considered better, or taken for granted as ideal models in relation to non-native speakers. Chang (2004) argues that the main reason to choose a native speaker for ELT is the belief that they are superior to non-native English speaking teachers because of their language ability.

The author identifies a Native Speaker Fallacy, sustained in the idea that native speakers of English are better English teachers and are the ideal model for non-native speakers. However, he argues that native speakers possess certain qualifications which non-native may not have, such as the experience of learning a second language and insights into the linguistic and cultural needs of their learners. In contrast, elements such as training and experience are more significant in an English Teaching classroom than in a classroom of English L1. Therefore, the figure of native speaker as a better teacher is fundamentally ideological, following the model of Centre and Perisphere previously mentioned as the ruling entity respect to English Language.

2.3.3 The ideal-English-teaching-methodology

It is commonly assumed that the goal of English education is to achieve native-like competence. The author questions the preference for CLT (Communicative Language Teaching), basing his point of view on the notion of "communicative competence" introduced by Hymes (1971, as cited in Hyde, 1998). The author states that communicative competence may not be the main goal in EFT. This is because other abilities such as translation, reading, writing or grammar are also relevant for L2 learners. In order to account for this factor, Chang (2004) suggests that the decision regarding methodological approaches in L2 classrooms should consider the incorporation of a context-based criteria linked to each local context. The implementation of the CLT approach as a methodological choice seems to be clearly ideological because it is a choice made in the Centre, not taking into account the contextual factors of countries outside the circle.

2.3.4 Standard English

The use of a Standard English is also aligned with the dichotomy of Centre and Periphery. The two main standard varieties, identified by Chang (2004), are British and American English. These varieties share their position as "educated" varieties. In consequence, the acquisition of a certain variety creates educated, less-educated or uneducated members of a community, validating the educated group as the model for the rest of language users (L1 and L2). Considering that the number of users of English today is bigger than the number of native speakers, Chang (2004) discusses the consequences of choosing Standard English within an educational basis, supporting that the future scenario for ELT should take into account the plurality of different varieties instead of one singular variety of English. Even if communities are orientated to an assumed centre, The World Englishes approach may be an alternative to develop a "cross-cultural communication" incorporating the different varieties of

English in the light of globalisation. In sum, the idea of Standard English lies on an ideological support to power and hegemony, defending the predominance of one community which rules other community's use of the same language.

2.3.5 The younger, the better

This final ideological category assumes that English is taught better since early childhood. Chang (2004) states that this category is based on the experience of first language learning. The author suggests that some of the theoretical assumptions in SLA (Second Language Acquisition) underlie the construction of Standard English discussed above. To characterise this point, the author describes a widespread belief that the ultimate goal of English language learning is to achieve native-like competence. Such level of competence can be achieved if the language is taught from early childhood, just as in the case of the L1.

Additionally, Chang (2004) discusses the Critical Period Theory as an appropriate criterion to describe this category. According to the author, learners within an English speaking environment have the opportunity to practice their English skills immediately outside the classroom. Furthermore, he states that instruction becomes more effective when learners have reached an age with established L1 literacy skills, mixing different strategies even from their L1. Finally, Chang (2004) describes the ideology underneath this point as the assumption that English education leads to modernisation and internationalisation in many EFL countries, but at the same time creates unfair relationships between members. In consequence, young students are ideologically influenced by the apparent assumption of becoming native-like students and thus replicate the Centre model.

2.4 Linguistic ideology and educational standards

Languages also reveal discourses that are embedded in language perception. Thus, it is possible to evidence different ideological perceptions behind the use of different languages. Silverstein defines linguistic ideologies, also known as language ideology, as "sets of beliefs about language articulated by users as a rationalisation or justification of perceived language structure and use" (as cited in Woolard & Schieffelin , 1994, p. 57). In addition, Kroskrity (2004) defines them as "cluster concept[s], consisting of a number of converging dimensions" (p.501). Both definitions share the idea that languages entail an ideological dimension. Further, Kroskrity (2004) also states that there is no particular unity in the range of definitions concerning linguistic ideologies.

Therefore, he suggests five levels of significance as an attempt to identify what language ideologies are. These five levels are: Group or individual interests, multiplicity of ideologies, awareness of speakers, mediating functions of ideologies, and the role of language ideology in identity construction (Kroskrity, 2004). These categories are explained briefly below.

Group or individual interests

Kroskrity (2004) states that each social group presents its own interests regarding the perception and representation of a language and its discourse. In that sense, the idea of *the earlier English is taught, better the results* and *if other languages are used too much, standards of English will drop*, illustrate these interests because they entail a certain value given by the community where English is taught (see section 2.3).

Multiplicity of ideologies

According to Kroskrity (2004), the presence of multiple ideologies in language is explained by the existence of the plurality of social feature such as gender, clan, generations, among others. Therefore,

speakers have different perceptions of language according to each social group within a community.

Awareness of speakers

The third level has to do with the awareness of local language ideologies (Kroskrity, 2004). The author states that language awareness deals with the participation of speakers within the community, meaning that there is a correlation between discourse and ideology: The more participation there is in a community, the more presence of ideological traces can be evidenced in a given discourse.

Mediating functions of ideologies

The fourth level refers to how language ideologies are mediated by their members in relation to social structures and forms of talk (Kroskrity, 2004), that is to say, the sociocultural experience of language entailed by speakers. To exemplify this level, in section 2.3 it is explained how the ideology that *English is best taught monolingually* relates language -forms of talk- with the sociocultural experience by the members of a particular community -social structures.

The role of language ideology in identity construction

In relation to the fifth level, Kroskrity (2004) argues that language ideologies are used to create social and cultural identities. For instance, an individual's nationality and their ethnicity. This level can be associated with what was previously mentioned in sections 2.3.2 named as *The ideal teacher of English is a native speaker* because it shows how the native speaker would shape the worldview among students in relation to their identity construction.

Considering these levels for the characterisation of language ideologies, it seems possible that there are different forms to express language ideologies, related to social structures, interaction among social

groups, and the usage of cultural features for the construction of identity. In that sense, language ideologies should be reflected on policies associated with teaching a language from a wider perspective -the design of programmes for teaching English at schools, or from a minimum local context -pedagogical practices of teaching English in classrooms. That is, as Aravena et al. (2014) pointed out, the eventual realisation of language lessons is evidenced through the influence of language policies over the process of language learning.

The concept of linguistic ideology proposed by Kroskrity (2004) differs from the concept of ideology proposed by Van Dijk (2001) because linguistic ideologies are not directly related to the study of underlying ideologies within English teacher training standards. Linguistic ideologies focus specifically on the ideological beliefs in relation to languages and their perceptions among communities, whereas Van Dijk's theory of ideologies allows the possibility of characterising any kind of discourse and its main ideologies despite of the subject being discussed. When studying ideologies underlying standards, the theory proposed by Van Dijk (2001) seems therefore to be more accurate. This is so because it allows for the characterisation of ideologies that might not be directly related to an ideological belief of the language itself, but of standards and what is expected from the teacher in terms of assessment and the teaching process.

2.5 Ideologies lying within the standards for teaching education

Several authors (Tuinamuana 2011; Cochran-Smith and Kim-Fries, 2001; Delandshere and Petrosky, 2004) have discussed the ideologies that lie within the use and purpose of standards in the teaching field. These ideologies can be grouped into two broader categories: external ideologies and internal ideologies. As seen in Figure 1 below, both categories contain certain amount of ideologies (called discourses by Tuinamuana, 2011; Delandshere and Petrosky, 2004; and called warrants

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by Cochran-Smith and Kim-Fries, 2001), which are embedded in standards. All of these discourses have been developed in different ways in the standards for teaching practice, but all of them are perceived as being inherent to the development of education. Figure 1 shows that the category of external ideologies contain 4 discourses and it refers to conceptions that lie within the general organisation of societies, and how these conceptions are translated into the field of education. As stated in section 2.2, ideologies are mental constructions that act as mediators between the community that builds them, and discourse. Therefore, the external category can be related to the notion of how ideologies are created and thus to Van Dijk (2001) dimension of social function.

On the other hand, the category of internal ideologies is related to the composition of the standards. As a result, it refers to the internal organisation of standards and what standards proposed by themselves. This category is related to Van Dijk's (2001) ideological component of content (discussed in section 2.2), precisely because it is related to the internal aspects of standards.

Figure 1: Ideologies related to the standards for teaching practice

EXTERNAL IDEOLOGIES	INTERNAL IDEOLOGIES
Ideology of common sense and the evidentiary warrant	The influence of teaching in the student's outcome
Ideology of Professionalisation and Quality	Public good versus private good and the problem of uniformity
Ideology of New Managerialism/Performativity	Curriculum alignment and enduring consensus promote learning
Ideology of "Strategic Maneuvering"	

2.5.1 External ideologies

Tuinamuana (2011) states that while there is a generalised idea about the importance of standards for teaching education, there are some controversies present. These controversies are not only related to how standards are being designed and implemented, but they are also related to different uncertainties regarding the achievement or failure of the outcomes proposed by the standards. According to this, the author refers to four discourses. These discourses represent ideologies that are entrenched in our societies and have been institutionalised through practices such as the standards. Following Figure 1, the four ideologies associated with external ideologies and therefore with Van Dijk's (2001) component of social function are: (a) common sense and the political warrant, (b) professionalisation and quality, (c) new managerialism/performativity and (d) strategic maneuvering.

Ideology of common sense and the evidentiary warrant

This ideology is defined by "the exhortation to provide 'quality' learning experiences and to ensure that teachers strive for 'excellent' outcomes" (Tuinamuana, 2011, p.74). This means that standards exist to

assure the quality of the education experience at a greater level, because it evaluates students, but mainly teachers' outcomes.

However, Tuinamuana argues that there are several problems with this proposal. One of these problems is the presence of *instrumental rationality*, which refers to a specific form of thought in which objectivity, efficiency and scientific measurement are its key components. The idea is that while someone evaluates several actions to solve one problem, there has to be a focus on ideas that are cost effective. Instrumental rationality deals with *how's* instead of *why's*. In these terms, and as explained in section 1.1, the purpose of standards is seen as that of measuring efficiently and objectively the education system of a given country. However, not all educational fields can be measured according to the same criteria. Thus, while areas such as mathematics or chemistry can be measured according to the type of parameters that standards propose, it is difficult to measure areas such as social sciences or arts with the same parameters. As Beyer (1988, in Tuinamuana 2011) states, social sciences and arts cannot be measured because they cannot be explained, researched or advanced under the logic of instrumental rationalism. According to this, the standards system, which tries to apprehend and measure certain features of their context, will never solve the problems of education. This is due to the fact that standards do not reflect the complexity of the moral, social, economic and political background of a school and its participants (both students and teachers).

The *Ideology of common sense and the evidentiary warrant* can also be related to what Cochran-Smith and Kim-Fries (2001) propose with *the evidentiary warrant*, where standards are perceived as being based on empirical facts. Thus, they are perceived as being a-political and value-free facts that do not represent any specific ideology. Instead, standards are the logical and accurate response to measure the quality of education. Gee (1996, in Cochran Smith and Kim Fries 2001) refers to

the idea of *Napoleon's move* to describe this perception. Napoleon's move is described as a movement where one dismisses another position for being based on ideologies, and therefore being incomplete and invalid for analysis.

As a conclusion, according to this ideology, standards are tools that measure efficiently and objectively the quality of education. Standards are also perceived as being value-free facts, which are not embedded in any ideology, and they can be measured and can be perceived as the valid answer to measure the quality of education. However, as it will be seen in the upcoming sections, standards are embedded under certain ideologies, most importantly, standards cannot be used to measure all the different domains of the educational system and teacher training in particular.

Ideology of professionalisation and quality

This ideology proposes that in order to professionalise the teaching practice, it is necessary to develop standards that define what a *good teacher* should or should not do. Standards can thus, on the one hand, improve and revolutionise the current system of teachers' professional learning. On the other hand, standards can also raise the status of teacher-profession in society, by means of setting different fixed parameters that teachers will have to achieve.

Tuinamuana (2011) recognises several problems related to the professionalisation of teaching practice by means of the standards. These problems appear especially in areas such as language or arts, where, as it was mentioned in the previous ideology, standards have not been able to fulfill their role because areas such as social sciences and arts cannot be measured, explained, researched or advanced under the logic of instrumental rationalism.

Some of the problems related to the professionalisation of teaching practice described by Tuinamuana (2011) are:

●Standards produce the effect of reducing the autonomy of teachers, because they are designed to standardise the teaching practice. At the same time, standards assume that teachers' work is the main cause to improve students learning process.

●Standards do not have the same value across all curriculum areas, because they cannot measure abilities such as creativity and non-traditional forms of expression. This is also related to the idea that most of the research has been done on areas such as maths and sciences, where these abilities are not required.

●Finally, to measure how teachers appropriate standards or how 'ownership' of standards is done by teachers is a difficult task. There is no way in which this can be measured, because it is not really a simple matter to achieve: standards cannot simply be owned by teachers. Thus, the problem of this ideology is that the professionalisation of teaching practice is achieved by means of standards, even though standards reduce the autonomy of teachers, do not have the same value across curriculum areas and cannot be merely achieved by teachers.

Ideology of new managerialism/performativity

This ideology refers to "a form of management that emphasises efficiency and effectiveness using techniques and values appropriated from the business sector" (Tuinamuana, 2011, p.77). This means that much of the techniques and practices that are being developed in the field of education come from the business sector. Thus, these techniques have become a central aspect of the educational system, where the main issues are the evidence and accountability of teaching practice. However, Bloomfield (2006, in Tuinamuana 2011) argues that this direction has given place to a new *paradoxical dilemma*. This paradoxical dilemma is that standards propose two conflicting expectations for teachers: while on

one hand teachers have to be innovative, context-responsive and being able to work as producers of knowledge, on the other hand, they have to be consistent and effective to satisfy the needs of the policies. Thus, standards serve not only as guidance, but also as technologies to control the teaching practice.

Ideology of "Strategic Maneuvering"

This ideology refers to the idea that since standards are already here, then the only possibility is to find a way to make them work. One of the problems that this ideology presents is that even by criticizing the effect that this managerialism might have, there is a chance to "invoke the economic rationalist discourse that underpins managerialism" (Anderson, 2004, p, 198 as cited in Tuinamuana, 2011, p.78). From these perspective, standards propose a specific set of instructions about how teachers must conduct their classes. As an example, Anderson (2004, in Tuinamuana, 2011) refers to a study conducted in Australia by Harris, Moran and Long (2010), where their response to the standards is to use them. Tuinamuana (2011) ends that discussion by saying that though there is no certainty whether these authors were "attacking" the ideologies or the standards themselves, it does state the fact that by proposing a set of rules, then the only response that teachers have is to use them.

In conclusion, the external ideologies explained so far allow for the interpretation of at least four main ideologies regarding the creation of standards as a system to evaluate teaching practice. These four ideologies are related to Van Dijk's (2001) components of ideologies, particularly to social function. These ideologies can be stated as follows:
● Standards are perceived as being value-free facts, which are not embedded in any ideology, thus they can be measured and can be perceived as a valid answer to measure the quality of educational system.

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●Standards seek the professionalisation of teaching practice and define what good teachers should and should not do.

●Standards propose two demands for teachers, while on one hand teachers have to be innovative and context appropriate, on the other hand teachers have to be consistent and effective to satisfy the needs of the policies.

●Since standards are already here, then the only possibility that teachers have is to find a way to make them work.

These external ideologies represent a far more complex set of ideologies that are present on our societies. However, since the impact that these ideologies as well as the standards may have in the teaching practice in Chile is unknown, it seems important to question and understand these ideologies in order to foresee some unwanted or unexpected effects.

2.5.2 Internal Ideologies

There are several ideologies (called discourses by Tuinamuana, 2011; Delandshere and Petrosky, 2004; and called warrants by Cochran-Smith and Kim-Fries, 2001) regarding the category of internal ideologies and therefore with Van Dijk's (2001) component of content. In particular, Delandshere and Petrosky (2004) proposed three different discourses: (a) Learning is determined primarily by teaching, (b) uniformity results in equity and (c) Curriculum alignment and enduring consensus promote learning which are present within the standard for teaching education. Whereas, Cochran-Smith and Kim-Fries (2001) proposed two discourses related to internal ideologies: (a) the accountability warrant and (b) the political warrant. As it was shown in Figure 1, these discourses were organised by means of the content they propose.

The influence of teaching in the student's outcome

This ideology is based on the discourses proposed by Delandshere and Petrosky (2004): *Learning is determined primarily by teaching* and by Cochran-Smith and Kim-Fries (2001): *the accountability warrant: outcomes versus inputs*. Both of these ideologies refer to how policies and standards are based and justified by means of outcomes. The central aspect of these ideologies is the distinction between input -resources- and outcome -results- According to both ideologies, the main focus of standards for teaching practice is put on the outcome, thus, it is believed that results are the ones that will describe what is being learned and taught.

Delandshere and Petrosky (2004) argue that this ideology is problematic as it focuses on only one aspect of education and it ignores the most basic notions of how learning processes work, but mostly it ignores how societies work. In other words, it is not possible to perceive the quality of education by considering only one aspect of it. Thus, most efforts are put only on outcomes and more specifically on teacher's outcomes, instead of student's outcomes. The problematic effect of this is that standards tend to be incomplete, because they are not considering the entire range of what teaching and learning means from a general perspective.

Public good versus private good and the problem of uniformity

This ideology is based on the one proposed by Delandshere and Petrosky (2004): *uniformity results in equity* and the one proposed by Cochran-Smith and Kim-Fries (2001): *the political warrant: public good versus private good*. These ideologies refer to how the purpose of the standards is to achieve the general well-being by means of uniformity. In this respect, Cochran-Smith and Kim-Fries (2001) proposed that this well-being can be realised by means of the use of public and private

goods. The main difference between these two is that public goods are perceived as being more flexible and innovative: schools should have the freedom and flexibility to hire teachers that can make students achieve better scores. The idea is that schools should have to be able to choose in a free market to achieve better scores: good education equals money.

In contrast, private goods understand individual competition as the main factor in the market place. Delandshere and Petrosky (2004) argue therefore that standards for teacher education seek the uniformity of teachers' aptitudes and knowledge. To achieve this uniformity, standards propose the same set of fixed outcomes to equalise the educational opportunities of students. Therefore, standards are based on the public good, because there is a standardised education and you can have access to it, by means of a free market. Thus, "any attempt to create policies that impose a curriculum on learning and learning to teach seems to defy the very purposes of teaching and learning" (Delandshere & Petrosky, 2004, p.8). This is so because they take out the possibility to choose. Plus, as it will be seen in the next ideology, they restrict specific characteristics of a given context.

Curriculum alignment and enduring consensus promote learning

As proposed by Delandshere and Petrosky (2004), since standards are created to control and align teacher education, it is this precise characteristic the one that fixes and pre-defines the procedure of teaching and learning as well as the contents that should be taught. According to Delandshere and Petrosky (2004), this means that regardless of context-specific conditions, which determine the particular needs of students, the process of teaching and learning will be dictated by standards, without incorporating any particularity of the different contexts. This is contrasted by the fact that critical thinking and problem-solving skills are abilities that are desirable both in the teacher training

programmes as well as in standards. However, given the fact that standards were created for assessment purposes, then several aspects of the current and future practice of education should not rely only on them. Instead, these aspects should be considered separately and according to its importance in each specific context.

Thus, from the perspective of internal ideologies, three ideologies seem to emerge from the formulation of standards themselves. These three ideologies are related to Van Dijk's (2001) component of ideologies, particularly to content. They can be summarised in:

●The main focus of standards for teaching practice is put on the outcome, thus, it is believed that results are the ones that describe what is being learned and taught.

●Standards for teacher education seek the uniformity of teachers' aptitudes and knowledge, in order to achieve general well-being.

●The process of teaching and learning will be dictated by standards, without incorporating any particularity of the different contexts.

As Delandshere and Petrosky (2004) state, teaching is a political act, therefore to it seems important to raise awareness about the role that this standards may have in the teaching practice.

2.6. Quality and quantity, international experience of education movement

In order to understand the nature and the impact of standards in an educational system, it is useful to understand how education has changed in the last decade. The US can be seen as an economic role model, because of its worldwide influence. As such, it can be seen as a referent for educational public policy, prompting educational changes all around the globe, including Chile. During the last decade, educational changes in the US were focused on quantity rather than quantity (Hanushek, 2004), i.e they focused on building more schools rather than on improving the education provided in these establishments.This ideology

generates the current need for improving teacher education. This improvement of teacher education inspires the creation of standards. Thus, standards are inscribed within educational policies, these public policies depend on an ideology as well.

A review is now presented of the educational changes of US as well as in Europe (Hanushek, 2004; Kohoutek 2009) by presenting insights on the educational implementations in these countries. Then, a perspective presented by Delandshere & Petrosky is reported in relation to the use of standards. Finally a conclusion about these implementations and ideologies is presented.

As part of an exhaustive description of school quality in the United States, Hanushek (2004) discusses the main issues of public policies towards the improvement of education. He states that in public policy, regarding education, there has been a focus on quantity of schooling rather than quality, in the sense that instead of improving its education, the US government have built more schools and increased school hours. He explains that there have been issues when approaching the quality of education from an economic point of view because it is easier to see the costs of good education rather than its outcomes. These issues are the following: In the first place, because education is seen from an economic point of view, it is unlikely that policy makers consider quality in education when education itself is seen as property by the policy makers. Therefore, it is easier to explain how much education people get instead of the quality of this schooling. Second, there is limited data on the quality of schools. Third, there is uncertainty about how the United States can tackle the issue of quality versus quantity of education. This is because, as stated before, possible changes require a deep revision of the perspective that the policy makers have when conceptualizing education.

Because the issues regarding how to improve education which the US is facing today are about quality, Hanushek (2004) suggests ways in which the US can improve quality through public policies. First, there must be an economic incentive to enhance student's achievements. Second, the reform of the public policies must be thought in terms of magnitude and speed rather than monetary cost. Third, the reform must be based on the knowledge that the quality of the students is mainly due to the quality of teachers. Fourth, policies must focus on improving the hiring, retention and pay of high quality teachers. These solutions reflect and characterise the policies which could lead the movement towards an education focused on quality instead of quantity. This is important because these ideologies present a focus on quality which lead to the creation of standards.

There have been changes throughout history regarding public and private education policies in the United States. In the last few years there has been an increase of 50% in the overall money invested on the improvement of quality of education. However, this additional funding was not used correctly, as it was used to emphasise school's role rather than teacher training, thus failing to improve student's outcomes. From these failures new knowledge can be created which could contribute to the research on the effectiveness of education policies. For example, Hanushek (2004) explains how the monetisation of education and the focus on quantity rather than quality damages the already unfair economic system. This happens because students that attend schools with better funding not only get better education but are able to achieve more in university-level education. This educational system leaves behind poorer students which are not able to pay for a better school. This economic impact is in line with the underlying ideology of the last educational changes, which were the focus on quantity rather than quality.

In Europe, Kohoutek (2009) explains the process that the European system of education went through. The discussion was about public policies and their implementation in order to achieve quality education. He explains with detail which authors tackled the topic of education in Europe and which their perspectives were. This created a big debate about top-down, bottom-up and hybrid education. In brief, the Top-down approach focuses on the policy makers instead of other actors.

They try to address factors which can be manipulated from a central level. The Bottom-up approach aims towards the target groups and service deliverers, with the intention of creating policies at a local level. The hybrid or combined approach aims at developing policies which take advantage of the strengths of the top-down and bottom-up approaches. This is achieved by addressing both policy makers, target groups and service deliverers' problems and then focusing on factors which can be manipulated in all areas (Cerna 2013).

Kohoutek (2009) and Hanushek (2004) argue about the advantages and disadvantages of the aforementioned types of education and how they could be implemented. Through this argument different ideologies are revealed. For example, the focus on the importance of the quantity of education the US had and Europe's discussion of importance of the policy makers or service deliverers. These discussions show that implementation of public policies (and standards) are a complex issue because of the conflictive perspectives and ideologies authorities and scholars have.

Kohutek (2009) indicates that there is an extensive description of the changes of education in the past decades in European countries like Latvia, Hungary, Poland, Slovak Republic and Czech Republic with a focus on the quality of education, standards of education and public policy implementation. The information provided contributes vastly to the understanding of the world's stand on education and ideologies

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because knowing the different stances and approaches that other countries consider gives insight of achievements and mistakes of other countries. With this information public policy makers can make safer decisions when considering education implementation such as standards.

It is important to take into account how different implementations can affect education as a whole because these implementations such as standards will forge the educational future of a country. Delandshere & Petrosky (2004) explain that alignment and control mechanisms which require that teachers follow a certain pattern of organisation and planning would take away intellectual autonomy making them incompatible with the nature of teaching. Delandshere & Petrosky (2004) warn that if teachers try to implement standards without internalising them critically, it can make them unable to conceive education outside the boundaries of the framework presented in the standards. Even if standards are based on the constructivism theory, with critical thinking and problem solving in mind, learning is pre-specified, making teaching only a matter of execution rather than design and interaction. In order to surpass these obstacles, teachers must be involved in the creation and implementation of standards by contributing to them in their development with a critical mindset.

The international preoccupation for a need of change in the education system as well as the desire to improve education by implementing policies that consider teacher quality further justifies an interest in standards for teacher training. This is mainly because standards are part of wider frameworks of educational policies, and so they respond to wider ideologies supporting those frameworks. For example, the fact of giving more priority to quantity over quality responds necessarily to an ideological belief. As a response to that ideology, standards, can be seen as a means of quality improvement. For example, in the US, the interest in long-term reforms to the educational system, such as improving the

hiring, retention and pay of high quality teachers, could improve the quality of life for students with only primary and secondary education, as well as enhance the quality of education as a whole. These reforms, if successful, could lead to a new era of economic growth in the country. Understanding the evolution of education all over the world provides a useful framework for enriching our knowledge of ideologies behind educational implementations. By adopting a global perspective we benefit from the insight of scholars such as Delandshere and Petrosky (2004) and Hanushek (2004), who warn that badly implemented changes can damage education, but well focused changes could improve education, economy and life quality.

2.7. Standards and English teacher training in the Chilean context

In relation to the Chilean experience regarding standards in education, it is not far distant from the international experience, in the sense that the need for public policies relying on standards for the national system of education came from the intention to improve the quality of it, as explained in 2.6. Nowadays, it is easy to observe how much significance the Chilean educational system gives to public standardised tests, with the SIMCE (Sistema de Medición de la Calidad de la Educación) and the PSU (Prueba de Selección Universitaria) in full performance assessing student performance and efficiency. However, the current focus on standardised tests has been shifted towards those standards regulating the practice of teachers and those mentoring teachers (Guiding Standards for High-School Pedagogies, 2012).

According to the Guiding Standards, improvement in education is closely related with the quality of teachers working in the classroom and thus, with the quality of their initial formation. Thus, following the argument of quality teacher training reflecting directly upon educational improvement discussed in 2.5.2, *"Learning is determined primarily by teaching"* (Delandshere and Petrosky, 2004), the national efforts are now

directed towards the supervision of teacher formation and its repercussions in education.

In the case of English, though SLTE follows a long tradition in Chile (as shown in Barahona, 2014), there have been several problems regarding the pedagogical practices applied on in-training teachers within the institutions imparting English Pedagogy programmes. In addition, Abrahams and Farias (2010) studied EFL teacher education in Chile, and found that the lack of language achievement standards, low scores in pilot Cambridge tests administered to teachers and students and uncommitted teacher trainers, among other results, were traits common to six different universities with SLTE programmes. A justified concern exists therefore regarding the conditions for teacher training in Chile.

Barahona (2014) also found in her research study that Chilean SLTE programmes have historically followed an applied linguistic tradition. However, she also notices a recently reformed curricula integrating pedagogical knowledge and sequential school-based experiences. This new curriculum appears as an evidence of the turning point that has signified the understanding of good teaching as primordial for education, and the focus on the teacher formation process. According to this vision and to the fact that teachers of English in Chile seem not to be effective (Barahona, 2014), the need for an organism aiding the cause of English teaching was becoming urgent.

As a result, the PIAP was created in 2003 to improve the English proficiency level of students from pre-school until last year of high school. This was to be achieved through the definition of national standards for the learning of English, teacher professional development and support for English teachers in the classroom (PIAP, 2015). This initiative has stood as the main effort carried out by the MINEDUC in Chile regarding the teaching of English, aiming to solve the permanent issue of the quality of teacher training that has affected SLTE.

Going hand by hand with the PIAP initiative, in 2014 the
Estándares orientadores para carreras de pedagogía en Inglés were
presented to the public (see Appendix A). This instrument consists of 10
elaborated standards which purpose is to present an orientation about the
necessary skills and knowledge the early English teacher should manage
to teach English. This implies, naturally, embracing the theories
regarding standards as clear and concrete orientation about the
disciplinary and pedagogical knowledge an early teacher needs to
manage. This is not an easy task as defining some knowledge as more
relevant and useful for a teacher than other may lead to
misunderstandings about the actual character of the standards.

Barahona's (2014) research discovered, for example, a tendency
among teacher educators to consider language proficiency as the
predominant skill expected from a good English teacher. Consequently,
the proficiency issue has generated confidence concerns (and thus extra
work) in SLTE students about the level of proficiency they manage,
disregarding other aspects of the teacher practice. To students,
proficiency is presented as the most valuable skill to achieve among other
aspects of teacher competence, such as overall knowledge of language
and pedagogy.

2.8. Conclusions to the literature review

In this chapter, it has been explained firstly, the definitions, uses,
and purposes of standards in education and language teaching. Secondly,
the ideologies and linguistic ideologies in relation to the educational area
of English. Thirdly, how ideologies underlie teacher training standards. In
general, different authors have discussed and found that ideological
discourses are indeed inherent to the development of education
(Tuinamuana, 2011; Cochran-Smith & Kim-Fries, 2001; Delandshere &
Petrosky, 2004). Fourthly, the educational contexts of the USA and
Europe evidenced improvements in education by implementing public

policies and standards without any evidence of real interest in teachers quality (Delandshere & Petrosky, 2004, Hanushek, 2004; Kohoutek 2009). Finally, within the the Chilean context, Abrahams & Farias (2010) have found failures evidenced in six different universities that deal with SLTE programmes. In response to these failures in English teacher training programmes, in 2014 MINEDUC presented the *Estándares Orientadores para Carreras de Pedagogía en Inglés* to the public. Despite this knowledge, there are still issues that need to be addressed, such as the fact that there is no literature that accounts for the ideologies that underlie English teacher training standards. No research has been conducted either on the basic characteristics of English teacher training standards in Chile, such as: what and how is to be assessed in relation to English teacher training standards, and what counts as meeting the standards.

This thesis reports a study conducted in order to address these issues. The study aimed at the following objectives:

1. To describe Chilean teacher training standards in relation to their structure, content, and social function.

2. To characterise the ideological components underlying Chilean teacher training standards in relation to their structure, content, and social function.

With these objectives in mind, an analysis of the English teacher training standards in Chile was conducted so as to identify and characterise their underlying ideologies and how they may contribute to the area of teacher training in Chile. An interview was also conducted to the head of the standard design team from which relevant insights were used as part of the ideological interpretation of the data obtained from the standards.

The study was guided by one general and four specific research questions stated as follows:

1. What are the ideologies underlying Chilean teacher training standards?

1.1 What are the ideologies underlying English teacher training standards in Chile in relation to their structure?

1.2 What are the ideologies underlying English teacher training standards in Chile in relation to their content?

1.3 What are the ideologies underlying English teacher training standards in Chile in relation to their social function?

In Chapter 3 below, the methodological procedures for the collection and analysis of the standards are explained and discussed.

CHAPTER 3: METHODOLOGY

The study reported in this thesis is of a qualitative nature. Data from the *Estándares Orientadores para Carreras de Pedagogía en Inglés* was used in this research. This data was collected and then analysed in order to identify the information regarding the three ideological domains proposed by Van Dijk (2001): structure, content, and social function. This was carried out by coding information contained in the standards, in order to see if any underlying ideology surfaced by singling out the different ideas presented in the standards.

Simultaneously, an interview with the leader of the standard's designing team was conducted to garner further information regarding the standards which was not made explicit in the document itself. The resulting information was then contrasted with the information provided with the interview in order to enrich the interpretation of observed ideologies.

This chapter is organised as follows: first, a description is presented of the data analysed, the tools used to conduct the analysis, and the details regarding the design and application of the interview. Next, an account of the procedure and criteria to conduct the analysis is presented.

3.1. Data Collection

In this section, a description of the data analysed in this study will be provided. This is followed by an explanation of both the tools used to analyse the data and the design and application of the interview to the designer of the standards..

3.1.1. Data

The data for the study was obtained from the document *Estándares Orientadores para Carreras de Pedagogía en Inglés*. These are the standards provided by the MINEDUC for the instruction of

English across the country. This document was rertieved from internet (at http://portales.mineduc.cl/usuarios/cpeip/File/nuevos%20estandares/ingle s.pdf) in PDF format.

The document is divided into three main sections: *Estándares Disciplinarios de Inglés, Estándares Pedagógicos de Educación Básica* and *Estándares Pedagógicos de Educación*. These standards provide counseling regarding the disciplinary and pedagogical contents that each teacher must know at the end of their formation as educators. The first section which comprises the disciplinary standards contains the disciplinary knowledge the teacher must achieve. The other two pedagogical standards describe the main pedagogical tools for the teaching of this knowledge (MINEDUC, 2014).

This study focused on the *Estándares Disciplinarios de Inglés*, for out of the three it was the only section that dealt with both primary and secondary schooling. These standards were displayed from standard 1 to standard 10; each standard was first introduced, a brief characterisation was next, and then a list of statements regarding in what form the standard manifests followed.

The interpretation of ideologies identified in the study was complemented by the information obtained from an interview with the head of the standard's development team. The information used here consisted of the transcriptions of the interview.

3.1.2. Tools

The coding of the standards for counseling English teacher training programmes was conducted with the use of a qualitative research software: Dedoose. This is a web software (found at http://www.dedoose.com/) specially geared towards researchers who are conducting qualitative and/or mixed methods oriented studies. It helps in organising the data and providing tools for qualitative analysis. The

software allowed for text as input and offered the possibility to code, search and retrieve information as needed from that text.

In qualitative research, coding implies assigning a word or a phrase that summarises a section of the document. A code encloses whatever is the salient feature of a certain content or idea and makes for easier structuring and organisation of large chunks of data. Dedoose offered a tool for labeling segments of data for later categorisation.

The analysis of the standards was complemented by the application of an interview, specifically an in-depth, semi-structured interview, to Mary Jane Abrahams, the leader of the team of developers of the standards. Mack & Woodsong (2005) explain that in-depth interviews are used when there is an expert in a particular field and they could contribute to a research.

Interviews are naturally and socially an acceptable way of collecting information. They can be used in a variety of situations and focus on diverse topics to yield in depth data. Furthermore, the interviewer presence allows for flexible approaches, probing into any emerging new issue, while an interview guide helps to maintain a good structure of the interview (Dörnyei, 2007).

An important characteristic of in-depth interviews is also the role of the participants. Mack & Woodsong (2005) describe the role interviewers and the interviewee as student and teacher. This is important as the participant here had information that only members of standards' design team would have been able to provide. The interview was also semi-structured because the interviewers had to be ready when themes that were relevant for the study were mentioned in the interview by the participant and details and thorough explanations had to be asked.

3.1.3. Participants

Regarding the participant, Mary Jane Abrahams was contacted by the supervisor of this thesis, considering her role as a designer of the Chilean English standards. She agreed to meet and three members of the research team went to her office at Universidad San Alberto Hurtado. Previously, a consent form was sent to her. The questions included in the interview were sent to her in advance as well (see a copy in appendix B). The interview lasted 46 minutes and had 18 questions (see complete transcript in appendix B).

3.2 Data Analysis

The analysis of this study was conducted by a process of coding the content of the English teaching standards. These codes were interpreted seeking for information about the underlying ideologies behind the creation of the standards. Apart from that, other observations were made to the document which were not linked to the codes, but to the statements of the standards. All the findings retrieved from this study were aligned with an interview conducted to a member of the standards' designers team. This second source of information was used as a support for the results of this study.

3.2.1. Analysis Criteria

The data analysis began by establishing three primary domains in which it was intended to classify each excerpt included in the standards. These divisions were: structure, content and social function, which are the main components of ideologies (as explained in section 2.2). It was decided to use this typology proposed by Van Dijk (2001) because, as ideologies are not explicit, maintaining their organisation through the analysis of standards would make them emerge more evidently or at least, more consistently.

The emergence of the components of ideologies (their structure, content, and social function) was observed by using a coding system, which consisted of the identification of main ideas identified in each statement presented in the standards. Repeated ideas were then classified into codes that grouped them. Such codes were merged into more general codes in successive revisions and comparisons of the codes, ideas and excerpts. The end result was a hierarchical framework for the classification of codes. This framework included macro-codes for the most general ideas observed divided into sub-codes associated to more specific ideas related to those signaled by the macro-code.

For example, after the codification process of all standards, it was noticed that codes tended to collide into four major ideas coded as *Aplicar, Implementar, Diseñar,* and *Evaluar*. These codes reflect the general idea that the teacher must do something. Therefore, the macro-code for these codes was named *Hacer*. In other words, these codes would be sub-codes, as they are mostly the different instances in which macro-codes manifest.

Codes were thus organised according to their meaning and their implication (to do something, to know a particular content, or to value social aspects, for example). Codes that could not be related to macro-codes (such as *Eje organizador, Publicaciones*, and *Prácticas*) were just considered as general topics and were not used in the study (See all codes in Figure 8, Appendix E). Thus, underlying ideologies were identified by organizing the content of the standards into a hierarchical system of codes (macro-codes and sub-codes).

These codes captured the contents of the standards, which were framed as belonging to the domains of structure, content, and social function. The process of identification is made possible thanks to the fact that by summarizing statements in the standards as codes, the relationship

among the fundamental ideas and the generalization to the broader ideologies of the standards could be observed more easily.

In the case of the code *Hacer*, for example, it was initially observed that several statements referred to the idea of performing particular activities along the standards. The corresponding statements were coded according to their specific idea (in this case, *Aplicar, Implementar,* and *Diseñar*). When revising these codes and their associated statements, a broader concept was inferred related to teachers' performance. This concept was then summarized into the macro-code *Hacer.* Once the macro-code appeared, it is seen that all of the macro-codes and sub-codes that they contain, serve as evidence of a particular content that is being promoted by the standards. As such, this content can be later associated to an ideology related to the Van Dijk's dimension of content. The ideology, in this case, implies that teachers should have the ability to perform certain activities in the classroom.

It is important to clarify that while the interview to the designer of the standard was not analysed thoroughly. Instead, its contents were examined as a means to complement and enrich the interpretation of standards when analysing their underlying ideologies.

3.2.2 Analysis Procedure

The analysis procedure consisted of successive stages of coding and integration of codes into the macro-code/ sub-code organisation previously described. The first stage was to divide the standards' document among the members of the research team. Each member analysed one or two standards according to Van Dijk's typology of ideologies, that is, having in mind the three domains of structure, content and social function (as explained in section 2.2). After that preliminary analysis, the team gathered all the information each member found and discussed it together in order to compare their analysis.

The initial analysis evidenced that there were no excerpts from the standards related the domains of structure and social function. Therefore, a special focus was put into the content of the standards as material for coding. The content of the standards later on revealed that there were many different ideas that could be coded intro macro-codes and sub-codes. Constant revisions were carried out during this process as a way to come to an agreement of which were the similarities and differences among the standards and how these findings should be gathered into the different codes.

As this is a qualitative study, the debates on whether a code was accurate or not were carried out several times and involved the discussion of each of the standards separately in order for the analysis to be more exhaustive and reduce the risk of imprecise interpretations of the data. In addition, in order to characterise ideologies, the standards' contents associated with these codes were revised.

In the following chapter, results obtained and preliminary interpretations of them are reported.

CHAPTER 4: RESULTS

After the presentation of the theoretical framework and the methodology used for the present study, this chapter includes the results of the analysis. The purpose of this chapter is to characterise the ideological aspects in Chilean Standards for ELT. The chapter is organised following the order of the three main domains proposed by Van Dijk (2001), which are included in the objectives of the study and its specific research question. Thus, the first section presents the ideological components of the domain of structure, followed by content and social function.

4.1 Structure

The research question 1.1 "What are the ideologies underlying English teacher training standards in Chile in relation to their structure?" addressed the possibility of finding a hierarchical structure concerning the ideologies that underlie English teacher training standards in Chile. In the case of English teacher training standards proposed by MINEDUC in 2014, this study yielded the following results.

- Standards do not present any explicit hierarchical structure.

The structure of the document does not reflect any logical order in particular, and this can be supported by their designer. According to the designer, all 10 standards are equally important. Moreover, the designer states that in fact, there were going to be 9 standards in the beginning, but the designing team agreed to finally design 10 in order to be politically correct. This was mainly because they were under a government that held a particular sociopolitical line that was not advised to transgress. This implies not only that there is no order of importance among standards but also that at least one may be considered less important.

- Standards are constructed as principles + declarations + illustrations.

Interestingly, despite the lack of an explicit hierarchical structure, there seems to be another type of structure present in how standards are displayed. Firstly, for each standard, there is an introductory paragraph which summarises the view of what is expected from the teachers concerning their disciplinary role. Secondly, each standard contains a second explanatory paragraph that develops the idea already mentioned in depth. Thirdly, there is a set list that indicates how the standard should be achieved *lo que se manifiesta cuando*. This suggests a general framework for the conceptual definition of the structure of a standard. Such structure implies the existence of a principle or general perspective that justifies the standard, then the declarative presentation of the standard itself and, finally, a list of illustrations and examples that show how the achievement of the standards can be observed.

Figure 2 below summarises the main structure of each standard with the example of standard 4 (S4). For the purpose of clarity and easy-retrieval, standards will be numbered as well as excerpts. Therefore, S4:5 means Standard 4, excerpt 5.

Figure 2: Structure of S4

Introductory paragraph	Comprende la importancia del desarrollo integrado de las habilidades de la comunicación en sus alumnos, poniendo en práctica este conocimiento como un eje organizador del proceso de enseñanza-aprendizaje.
Second explanatory paragraph	El futuro profesor o profesora conoce las interrelaciones que se producen entre la comprensión auditiva, la comprensión lectora, la expresión oral y la expresión escrita en inglés, y la manera en que estas habilidades se integran en un objetivo comunicacional.
Lo que se manifiesta cuando	1. Reconoce que la integración de las cuatro habilidades durante el proceso de enseñanza-aprendizaje fortalece la adquisición del idioma inglés en los estudiantes. 2. Comprende que el objetivo principal de aprendizaje es la integración de las cuatro habilidades en la comunicación. 3. Planifica actividades conducentes a la integración de las cuatro habilidades en la comunicación en inglés, observando el currículum vigente. 4. Utiliza diversas estrategias para que sus estudiantes integren la comprensión y la expresión al comunicarse. 5. Diseña actividades de aprendizaje motivadoras, en distintos contextos, para que los estudiantes se comuniquen en inglés. 6. Implementa actividades considerando temas de otras asignaturas del currículum nacional.

- Standards can be met when applied.

Interestingly, the section *lo que se manifiesta cuando* exemplifies how each standard can be met by means of an observable performance of the teacher. This section also constitutes the greatest part of the document itself. This section deals with what counts as meeting each standard as it demonstrate how standards can be achieved.

Additionally, there is a great emphasis on the application factor, mostly focused on teacher-student interaction and how the teacher must perform certain tasks, namely, designing, planning and applying activities in order to improve students' skills.

- Teachers abilities range from specific to general.

On the one hand, the first standards deal with the knowledge an English teacher must possess and its application during the classroom context. On the other hand, the last standards deal with what can be expected from the teacher concerning their role in the classroom as well as in society. From this point of view: S1, S2, S3, and S4 cover the knowledge of English and its application in the classroom context. S5 focuses on the evaluation process, that is, the teacher is asked to implement improvements in the teaching-learning process. S6 deals with the idea of an ideal teacher (which will be seen in depth below in section 4.2) by referring to the statement that communication must be managed with a C1 level in reading, listening, speaking and writing. S7 focuses on different methodological approaches and strategies of teaching and learning that the future teacher should know. S8 refers to the design, selection and adaptation of both physical and virtual resources to achieve learning. S9 considers intercultural elements that the future teacher must assess and integrate, both from the English-speaking communities and their own. This expected intercultural awareness can be evidenced in S9 "Comprende la importancia de conocer e integrar la diversidad de su propia cultura y la de comunidades angloparlantes u otras a las cuales se accede por medio del inglés, al contextualizar el proceso de enseñanza-aprendizaje de este idioma". Finally, S10 contemplates the importance of professional development and participation in learning communities, in order to deepen their knowledge. This active role among fellow colleagues can be evidenced in S10 "Reconoce la importancia de participar activamente en instancias de perfeccionamiento docente y

comunidades de aprendizaje, con el propósito de actualizar sus conocimientos y reflexionar acerca de sus prácticas pedagógicas con pares". Figure 3 below summarises the main content of each standard and shows more clearly the progression from local classroom abilities to more general abilities.

Figure 3: Standards and their main content.

Standard	Main Content
1	Linguistic knowledge and its application
2	Pedagogical knowledge and its application
3	Skills development and its application.
4	Communication development and its application.
5	Evaluative and Curricular Knowledge
6	Expected level of English (C1)
7	Theories of learning knowledge
8	Use of resources for learning objectives
9	Cultural elements
10	Professional development

- Knowledge and abilities have a purpose

This implied structure pattern is based on three components, namely: knowledge (macro-code *Conocer*) and/or its application (macro-code *Hacer*) followed by the purpose (macro-coded as *Propósito*) of the standard.

This can be illustrated in S10's extract from the *lo que se manifiesta cuando* section "Integra de manera contextualizada y graduada los componentes lingüísticos al proceso de enseñanza-aprendizaje de la lengua extranjera, de modo que contribuyan al desarrollo de las habilidades de comunicación de sus estudiante.". Where a purpose for an

application of a knowledge has a clear pedagogical implication (See Figure 4). Nevertheless, this implied structure belongs mainly to the content of the standard as it shows how the content is distributed throughout the document and each standard itself.

Not all standards display the previously mentioned structure pattern as some standards do not present any pedagogical purpose at all in their declaration. For example, S3 indicates that "Reconoce que la expresión se produce por medio de códigos lingüísticos". Here there seems to be no implication for classroom purposes (See Figure 5).

Figure 4: S1 structure

Application (*Hacer* macro-code)	Purpose (*Propósito* macro-code)
Integra de manera contextualizada y graduada los componentes lingüísticos al proceso de enseñanza-aprendizaje de la lengua extranjera, de modo que contribuyan al desarrollo de las habilidades de comunicación de sus estudiantes.	de modo que contribuyan al desarrollo de las habilidades de comunicación de sus estudiantes.

Figure 5: S2 structure

Knowledge (*Conocer* macro-code) / Appreciation (*Valorar* macro-code)	Purpose (*Propósito* macro-code)
Reconoce que la expresión se produce por medio de códigos lingüísticos.	none

To conclude, no apparent structure could be observed in Chilean English teacher training standards. However, under a deep analysis on each standard and standards as a whole, the underlying ideology of standards' structure that was found is that it gives a great importance to

teachers' applications, particularly in section *lo que se manifiesta cuando* where there is a great emphasis on the execution of each standard during classroom situations. Chilean English teacher training standards' ideologies seem to be hierarchically structured as there are ideological beliefs that seem to be more important than others (Van Dijk, 2001). These ideologies range, as already mentioned above, from the evidently importance on the application factor in the *lo que se manifiesta cuando* section. The *lo que se manifiesta cuando* section deals with teacher-student interactions in the classroom, namely designing activities that encourage communicational development (see Figure 2). Furthermore, there is some sort of content structure concerning knowledge, its application and its later implication. Also, standards range from a specific to a more general focus (see Figure 3).

4.2 Content

The aim of this section is to answer the research question 1.2 "What are the ideologies underlying English teacher training standards in Chile in relation to their content?" The concept of content comes from Van Dijk's (2006) approach to ideologies (see section 2.2). He proposes that the importance of ideologies is in the way they are created along with the knowledge and ideas they sustain (their content) and the implications they have.

The ideologies found in the domain of content are described below.

- Teachers of English should know, apply, and value their knowledge and abilities. Both knowledge and abilities have a teaching purpose.

The ideologies evidenced in the analysis of co-occurrence of codes in the standards can be summarised in 5 main divisions or macro-codes (See Figure 6 below): *Hacer* (to do/make), *Conocer* (knowledge*), Saber Hacer* (to know how to do/make), *Valorar* (value), and *Propósito* (purpose). Whereas the first 4 macro-codes aim at grouping the different

qualities that are required of a teacher (see Table 1 for a full list), *Propósito* functions more as a device that links some of these actions with concrete objectives to be dealt with in the classroom.

As explained in section 3.2.1 above, macro-codes contain sub-codes within them, and have major ideological significance for the purpose of this analysis. Sub-codes are mostly the different instances in which these macro-codes manifest. As such, most of the analysis of content makes reference to macro-codes, whereas sub-codes are used primarily as examples.

Figure 6 below summarises the macro-codes occurrences, Including *Propósito*:

Figure 6: Macro-codes occurrence. This figure illustrates the number of occurrences of each macro-code.
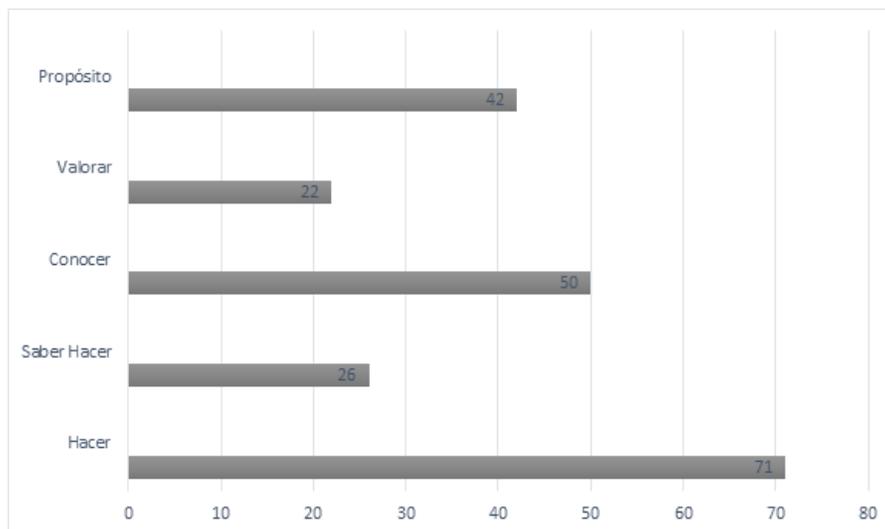
The following is a description of the first 4 macro-codes mentioned above:

Hacer comprises mostly verbs of actions used whenever a teacher is prompted to perform an explicit action or activity. Within the macro-code *Hacer* there are several aspects of the everyday work of a teacher such as *Evaluar*, as seen in S5:2: "Evalúa y retroalimenta los progresos de sus estudiantes en forma clara, oportuna, sistemática y constructiva, recurriendo a variados instrumentos que ofrezcan evidencias acerca de sus logros." or *Planificar*, as seen in S7:8: "Planifica tareas de aprendizaje que permitan involucrar a todos los alumnos (con necesidades especiales y talentosos), trabajando en forma colaborativa con especialistas y colegas, en busca de ayuda para planificar, adaptar e implementar objetivos, prácticas y contenidos apropiados."

These are regular activities for all teachers, as they are the basis of the pedagogical area. Nevertheless, there are other functions asked from the teacher which are regarded as essential according to the vision of those in charge of the standards. Whereas the idea of applying (*aplicar*) and observe (*observar*) repeat within the macro-code *Hacer*, there are other less frequently mentioned activities. This is the case, for example, of *hacer participar*, which refers to making the student an active participant in his own process of evaluation.

Conocer highlights that a teacher is expected to have learned a minimum of linguistic and pedagogical knowledge. *Conocer* is the macro-code focusing on the teacher's knowledge regarding English as a subject and most of all, as a language. The sub-code *Conocimiento Lingüístico* is one of the most recurrent within the macro-code. The following excerpt illustrates the way in which this idea appears in the standards: "El futuro profesor o profesora domina la estructura lingüística del inglés y demuestra fluidez en el manejo de las cuatro habilidades integradas, al nivel establecido en el estándar (C1), lo que le permite ser

un modelo para sus estudiantes". (S6) Consequently, a good command of the linguistic structure, proving certain level of proficiency in English, are regarded as essential abilities reflecting the knowledge a teacher should and needs to have and, furthermore, put into practice. There are sub-codes within *Conocer* appearing not as clear as *Conocimiento Lingüístico*. The sub-code *Construcción de textos multimodales* deals with knowledge not particularly regarding English, as showed in the following abstract: "El futuro profesor o profesora conoce las teorías que explican los procesos cognitivos relacionados con la construcción de textos orales, escritos y multimodales en inglés, y utiliza este conocimiento para facilitar el desarrollo de la producción en sus estudiantes" (S3). The teacher is here required to know some theories explaining cognitive processes in the production of different sorts of texts in English, but also theories not related to the English language. This illustrates also the wide scope of knowledge that the standards suggest is necessary to teach the English language.

Saber Hacer appears when there is an appeal for the teacher to put their knowledge into use. The instructor is expected to have the ability to translate the knowledge of English and pedagogy into the form of concrete actions. The macro-code *Saber Hacer* is quite different from *Hacer* as it states more than a particular activity to be done. *Saber Hacer* has to do with the demonstration of the teacher knowledge in respect of what to do in class. In other words, the teacher needs to prove the knowledge he has about those aspects of English taught by him, which is then manifested in concrete actions in a class.

In this study, it is noticeable to see a high occurrence of the sub-code *Utilizar*, which can be found in contexts such as: "Utiliza diversas estrategias para que sus estudiantes integren la comprensión y la expresión al comunicarse" (S4:4). Here the focus is on how the teacher uses his knowledge about something (strategies, in this case) in order to

direct the learning process towards a specific goal (in this case, the integration of comprehension and expression in the student communication process).

Although references to the idea reflected in the *Utilizar* code can be naturally expected, the sub-code *Análisis crítico* (critical analysis) may appear less apparent. This sub-code was applied to excerpts such as the following: "Reflexiona sobre su futura práctica educativa a partir de la lectura y análisis de publicaciones sobre la enseñanza-aprendizaje del inglés" (S10:1) The previous has to do with a whole different aspect of the macro-code *Conocer*, where a reflection upon the teacher's future practices led by a critical analysis is needed among the activities of *Saber Hacer*, whose responsibility lies in the "know how to do" critical analysis, not just know how to use or do something.

Valorar comprises names for aspects that transcend actions and knowledge. These names appeal to human principles and elements related to culture in general. *Valorar* stands very different from the other macro-codes, as its execution has to do with internal processes occurring in the teacher and that reflect upon his practices, for example: the valorisation of cultural aspects, students' needs and a sense of community. Sub-codes such as *Apreciación Comunidad*, *Diversidad Cultural* and *Elementos Culturales* attached closely to the idea of valuing cultural aspects, the three of them found in the following abstract: "Diseña e implementa actividades que estimulan el análisis crítico, el respeto y la discusión constructiva respecto de las características de la cultura local, de culturas angloparlantes y de otras existentes en el mundo. Ayuda a sus estudiantes a descubrir nuevos elementos culturales, además de las manifestaciones más comúnmente conocidas como la comida o la vestimenta." (S9:4) The general idea that this aspect of content reflects is the importance of cultural-awareness practices in the teaching of English.

Table 1 summarises the full list of the sub-codes found for the 4 macro-codes:

Table 1: Macro-codes of content

Hacer	Saber hacer	Conocer	Valorar
Actualizar	Análisis crítico	Comprender	Apreciación
Adaptar	Competencia	Contenidos	Apropiado
Afectar	(Nivel C1)*	curriculares	Comunidad nacional
Aplicar	Componentes	Conocimiento	Correcto
Argumenta	lingüísticos*	lingüístico	Correspondencia
Compartir	Compresión	Construcción de	Diversidad
Construir	Comunicar	textos	Diversidad cultural
Contribuir	Construcción de	multimodales	Elementos culturales
Dar a conocer	textos escritos	Desempeño	Experiencias
Diseñar	Construcción de	lingüístico	Futura práctica
Evaluar	significados	Enfoques	educativa
Entender	personales	metodológicos	Importancia
Facilitar	Contexto	Enseñanza	Lenguaje
Fomentar	Desempeño	Evaluación	contextualizado
Fortalecer	lingüístico	Lengua	Literatura
Hacer participar	Enfoques	Extranjera	Logros
Identificar	metodológicos	Objetivos	Manifestaciones
Implementar	Manejar	Prácticas del aula	culturales
Incorporar	Mecanismos	Prácticas	Necesidades
Integrar	Planificación	pedagógicas	alumnos
Introducir	Preever	Rasgos del habla	Objetivo principal
Involucrar	Trabajo	Sonidos	Participación
Observar	colaborativo	contrastivos	Recomendación
Ofrecer	Utilizar	Temas de otras	Recursos
Planificar		asignaturas	Respeto
Poner en		Textos	Riqueza cultural
práctica		Unidades	Valores
Promover		temáticas	
Recabar		Uso	
Recolectar			
Recurrir			
Reflexionar			
Registrar			
Retroalimentar			
Seleccionar			

- Knowledge, abilities, and practices have a teaching purpose

Propósito, the macro-code of purpose, in particular stands apart from either *Hacer*, *Conocer*, *Saber Hacer* or *Valorar* in that it has a different nature and lies transversal to the four of them. While the first 4

macro-codes contain within them other sub-codes, *Propósito* does not present any sub-code. This is because *Propósito* only denotes the absence of a purpose to any of the other 4 macro-codes. In a macro-code such as *Valorar* a sub-code like *Apreciación* is contained within it, and such sub-code is exclusive to that macro-code, it cannot appear in either *Hacer*, *Conocer* or *Saber Hacer*. This scenario does not apply to *Propósito*, because it is more of a quality which adds, as its name implies, a purpose to any of the other macro-codes. As this macro-code is not mutually exclusive, it can and will appear alongside its four other counterparts which have already been mentioned. Thus, both Saber *Hacer* and *Propósito* can co-occur. This would create a case of not only *Saber Hacer*, but *Saber Hacer* with a purpose.

Some standards have an intention; they are not mere directives on how to do something, as the macro-code *Hacer* would imply. That is where the macro-code *Propósito* comes into action. These standards are intended to encourage the teacher to do something, but at the same time with a specific purpose. A clear example of this is found in S10:5, "Reconoce la importancia del uso de las TIC (tecnologías de la información y la comunicación) como un apoyo a su desarrollo profesional y como un medio para mantenerse actualizado y compartir conocimientos con otros docentes y profesionales de la educación." This statement in particular prompts the teachers' use of technology, but not only for the sake of using technology, it prompts it in order to keep their knowledge updated and as such being able to communicate with other experts. Thus, here we evidence how the macro-code *Propósito* operates: whenever one of the 4 macro-codes has a purpose, extra information regarding what is that purpose is added in the form of the macro-code *Propósito*.

- Actions are more important than ideas

While the data was coded and the statements of each standard was classified, it was natural for a code to appear more than the others. Although it was not the initial aim of the investigation that of analysing frequency per se, the code *Hacer* in particular was relatively more frequent and is present so noticeably along the standards, it proved fruitful to explore the reasons behind this situation. Figure 7 below shows the difference between the frequencies of appearance of the 4 different macro-codes.

Figure 7: Content macro-codes frequency chart.
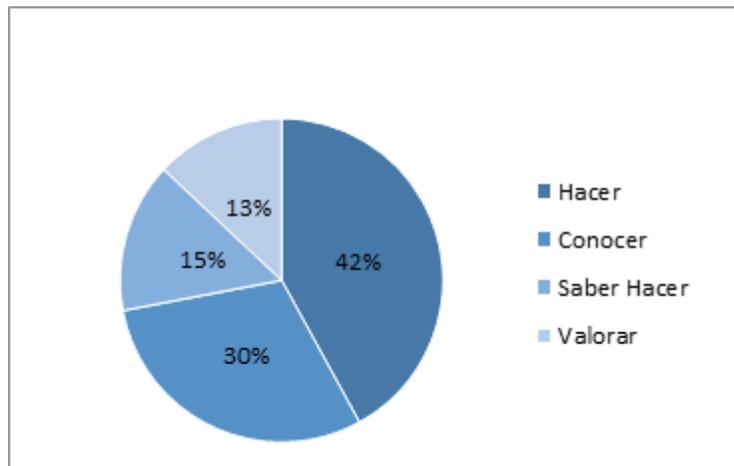
It can be seen that the macro-code *Hacer* is the one that was found the most all along standards with an occurrence of 71 extracts, followed by macro-code Conocer with an occurrence of 50 extracts. This result reveals that *Hacer* seems to be more important than the other ideas such as knowledge (*Conocer*) and values (*Valorar*). That is, the occurrence of codings reflects that there are some ideas that seem to be more important than others and that standards reflect, therefore, an implied hierarchical structure. As seen in figure 6, *Hacer* appeared 71 times, *Conocer* 50, *Saber Hacer* 26, and *Valorar* 22 (*Propósito* has been purposely been left out of this analysis for, as discussed in 4.2.1.2, it co-

occurs with the other 4 macro-codes and does not present other sub-codes).

This means that *Hacer* indeed was the most frequent macro-code, appearing 42% of the times in relation to the other three macro-codes which contain sub-codes (see figure 7). This prominence is interesting mainly because this macro-code in particular makes clear reference to practical aspects of teacher abilities, practical in the sense that it directly refers to actions. No direct explanation to this prominence is provided in the standards themselves.

In the interview, however, the designer mentions that the state of things in regards to the teaching of English in Chile is quite negative. Between 2010 and 2014, the results of both *Inicia* test and SIMCE show this situation, as the designer states: "los resultados son híper-catastróficos". Her main concerns were with the situation of the instruction of teachers of English in Chile. The state of most programmes is inferred to be of poor quality as the results from both tests conducted in the 2010-2014 period point out.

One of the symptoms of this problem is that teachers of English in Chile mostly lack knowledge on the methodology of teaching. The designer points out that "los profesores en aula hoy, deberían todos, ir a talleres o seminarios o educación continua que les *upgrade* [sic] en el inglés y en la metodología." The situation is then that programmes offered by Chilean Universities cannot be guaranteed to be of quality and this shows in the fact that teachers of English nowadays require an upgrade to their knowledge regarding methodology. From this perspective, it can bee seen that the aim of S5:8 in particular is to tackle the methodological knowledge issue: "Identifica problemas en su práctica de aula relacionados con la metodología de la enseñanza-aprendizaje del inglés, y es capaz de diseñar e implementar un plan de acción en búsqueda de alternativas de solución." Further, S10:6 "Reflexiona

permanentemente sobre su propia competencia lingüística y metodológica" clearly states that teachers must be in a permanent state of learning and of keeping up to date their knowledge regarding the methodological aspects of teaching. A possible explanation for the relationship between these statements and the high frequency of *Hacer* will be discussed below in section 5.2.

- Teaching English is teaching how to communicate in English

Another point to consider regarding the data analysis, but not related with the coding process is the component of communication as one of the main focus of the teaching practices. The standards state that along with the teacher being able to communicate himself in the target language, the teacher should also promote meaningful communicative situations that will prompt students' learning of English as a tool for developing their communicative skills.

In order to achieve this goal, as it is stated, the teacher "Diseña e implementa actividades que desarrollan la capacidad de comunicar, negociar y acordar significados para la construcción de mensajes orales, adecuados al contexto comunicativo". (S3:6) Here, the teacher has to design and implement different activities that will produce and promote communication as the result of the negotiation of meaning in a particular communicative context. Along with this negotiation of meaning, the teacher should be able to create activities with the purpose of students communicating in English, as it is proposed: "Diseña actividades de aprendizaje motivadoras, en distintos contextos, para que los estudiantes se comuniquen en inglés" (S4:5) Here, the communication is not only expressed as a necessary process inside the classroom, but also as the whole purpose of the activities conducted in class.

These claims are not only explicitly stated in the standards, but they are also supported by the designer. In her interview, she highlights the idea that "el idioma es para comunicarse, definitivamente no es

aprender gramática, es poder usarlo meaningfully". This means that language teaching should not be focused on specific characteristics of language such as grammar, but the teaching process should be focused on communication as its main goal.

- *Non-native speakers are good models of English.*

Another finding is the fact that the concept of a native speaker is not present in the standards. Instead of this, there is an indication of the level of proficiency expected of teachers set at a C1 level in relation to the Common European Framework of Reference. As stated before the idea of a native speaker is never mentioned, although a specific level of English is expected, and this can be seen in the S6 "Se comunica en inglés de forma precisa y fluida, en todos los ámbitos en los que le corresponde actuar, a nivel C1". This reflects a new ideological component worth analysing, which is the lack of a native model when teaching a language.

In the interview, the designer did not mention native-like competence nor favoring native speaker teachers. This shows a coherence between the designer's claims and the standard itself. The ideology behind this seems to imply that being a native speaker does not count as an aspect of an ideal English teacher in relation to language proficiency. The idea of accepting a non-native speaker as an ideal teacher is repeated in S6: "El futuro profesor o profesora domina la estructura lingüística del inglés y demuestra fluidez en el manejo de las cuatro habilidades integradas, al nivel establecido en el estándar (C1), lo que le permite ser un modelo para sus estudiantes."

- *Teachers of English know about language and about teaching*

Concerning the kind of knowledge presented in the standard, this knowledge is mainly related to what a teacher should know. For instance, S1 states: "El futuro profesor o profesora conoce la estructura lingüística

del idioma inglés, y maneja los componentes fundamentales del lenguaje"
and "Diseña y utiliza las estrategias de enseñanza que contribuyan a la
comprensión y aprendizaje contextualizado de los componentes
lingüísticos por parte de sus estudiantes." and finally "Utiliza elementos
fonéticos y fonológicos que le permiten una clara articulación de su
discurso oral, los cuales se manifiestan a través del uso de los sonidos
contrastivos del idioma inglés".

Much of this knowledge expected from the teacher can be sub-
coded into linguistic knowledge, pedagogical knowledge and the use of
the English language. The main ideological traces that were found in our
analysis of the standards are related to the image of an ideal teacher and
the importance of students' outcome. For example, S1 states that the
future teacher "Diseña y utiliza las estrategias de enseñanza que
contribuyan a la comprensión y aprendizaje contextualizado de los
componentes lingüísticos por parte de sus estudiantes". The content of
this standard points out to what it means to be a good English teacher and
how this affects the classroom environment and the students' outcome.
 In the case of what it means to be a good teacher, they should be a
person who comprehends the constitutive elements of English and their
functions (lexical-grammatical, phonetic, phonological, and pragmatic
aspects). This comprehension by the teacher should be put into practice
through, for instance, an appropriate use of phonetic and phonological
elements in their oral discourse. Furthermore, another characteristic of a
good teacher is to be aware of the students' outcome, meaning that the
teacher should encourage the development of the understanding and
contextualised learning of linguistic components. For example in S7:4
"Aplica estrategias para el desarrollo de la precisión y fluidez en el
manejo de la lengua, tomando en cuenta el nivel de aprendizaje y
contexto de sus estudiantes.". Here it is evident the focus on each student
individuality that the teacher must have to improve their English learning.

This is consistent with the designer interview stating that the standards only tackled the subject of everything an English teacher had to know in regards to their discipline and that everything regarding pedagogy practices were in a different standard which was shared for school teachers of all subjects. However, in the code analysis several instances of focus on teacher practices that were focused on the teacher's abilities to deal with their students were found. Examples of this are the codes *Intereses alumnos, Prácticas pedagógicas and contexto de los alumnos*.

4.3 Social Function

Concerning the aspect of social function in ideologies, the corresponding research question 1.3 was stated as "What are the ideologies underlying English teacher training standards in Chile in relation to their social function?" After the analysis of the information, three ideologies related to social function were found in: S9, S10, but mainly in the designer's interview as well as the presentation document for English Standards. So, the ideologies that seem to underlie social function are:

- *English standards upgrade teacher's education at university programmes.*
- *English is not just linguistic knowledge but also political knowledge.*
- *The social function of English is to transform Chilean people into critical and proactive human beings. Interaction among communities means to be able to criticise them when there is something wrong.*

The analysis allowed to identify two standards that are based on purposes related to social commitments in S9. In S9, it is posed in the second explanatory paragraph that the teacher uses cultural elements from his or her community and also the most relevant ones concerning English speaking communities –and others where English allows the

possibility to denote the culture. This idea is stated in S9 as "El futuro profesor o profesora utiliza los elementos culturales más relevantes de su comunidad, de las diversas comunidades angloparlantes y de otras acerca de las cuales es posible acceder por medio del inglés para construir un ambiente de aprendizaje que cautela la diversidad, promueve la integración en el aula y desarrolle en los alumnos la apreciación y respeto por culturas distintas a la propia". In this case, the main idea is based on the integration in classrooms, hand-to-hand with diversity, appreciation, and respect for different cultures. The *Social Function* code was used here because it denotes a dialogue between cultural practices in classrooms, that is to say, an interaction between different social groups. In S10, the standard shows in one of the statements on *lo que se manifiesta cuando* that the teacher analyses and argues about educational policies from his her country, considering their issues and advances within the learning and teaching field, stated in S10:3 as "Analiza y argumenta sobre las políticas educacionales del país, sus problemáticas y los avances en el campo de la enseñanza aprendizaje" (The complete data set of excerpts concerning this macro-code is in Table 2: Social function findings in Appendix E). In this situation, the social function code was applied because it reflects a potential practice that each teacher should perform concerning the educational field in the community.

In addition, the designer refers also to social function during the interview. She explained that these standards should be taken into account by universities that should adapt their programmes for English teacher training. In her view, Universities should implement these standards because they are seen as basic and mandatory requirements. So, if universities do not adjust their programmes, students will not achieve the minimum requirements. Despite the fact that standards should be considered as an obligatory guide, the designer indicated that MINEDUC does not prescribe what a university programme should teach to their

students. That is because universities are self-governing entities. The designer also stated the fact that if standards are used as the goals for English programmes, students in five, six or seven years later will reflect them in their teacher performance. Then, the social function of standards are in relation to the upgrade of English programmes at universities, where five, six or seven years has to do with teacher training time.

The designer also stated that "enseñar inglés no es sólo desarrollar las habilidades lingüísticas, sino también es introducir a los alumnos a temas importantísimos como son ciudadanía, democracia, autonomía, etc" Here the designer introduces the idea that teaching English is something that implies requirements beyond the competent use of the language and classroom practice and links to relevant social and political issues. The designer reinforces this idea by stating that "Nosotros (MINEDUC) estamos pensando en el 92% de los niños en Chile que el inglés lo van a necesitar como una herramienta de trabajo y para movilidad social fundamentalmente". So again, the idea is that English serves purposes beyond the effective use of the language. If a student achieves a good level, this will imply to have better chances to work or to involve him/herself in the society.

Finally, the designer also relates these ideas to communities outside the Chilean. For instance, she states that "nosotros no somos admiradores ciegos de lo que pasa en EE.UU. o en Inglaterra, fundamentalmente en EE.UU. y en Inglaterra. Significa que estamos considerando al enemigo desde adentro y que podemos tener una posición muy crítica de lo que está pasando allá, y que vamos a entender que no vamos a copiar lo que pasa allá porque allá funciona o nos parece bien" Again, the idea is that if students are able to speak English, they will be able to have access to better work opportunities, but also students will be able to criticise what is happening in other countries. In fact, when the designer is asked to answer what is the social function of

English, she states that it is to transform students into critical and proactive human beings.

Then, it is relevant to consider the presentation of English standards because the purposes of them are found there. Even though the results previously reported are in the light of the uses of the code social function in the analysis, it is possible to see two main ideas in the presentation of standards, where they are used for: to appreciate other lifestyles, traditions and worldviews, and to develop professional and academic abilities for a citizen in 21st century and other from a younger world (at schools). This idea was also present in the previous section of results through the description of the macro-code *Valorar* (4.2 Content), which basically refers to transcend actions and knowledge. Then, S9 and S10 entail content that, at the same time, attach social function because it has do with a particular content which each teacher of English should take into account in his/her process of training.

To conclude this chapter, the underlying ideologies found in Chilean standards of English are according to their structure, content, and social function.

The underlying ideologies regarding structure:
● *Standards do not present any explicit hierarchical structure.*
● *Standards are constructed as principles + declarations + illustrations.*
● *Standards can be met when applied.*
● *Teachers abilities range from specific to general.*
● *Knowledge and abilities have a purpose.*

The underlying ideologies concerning content:
● *Teachers of English should know, apply, and value their knowledge and abilities. Both knowledge and abilities have a teaching purpose.*
● *Knowledge, abilities, and practices have a teaching purpose.*
● *Actions are more important than ideas.*

● *Teaching English is teaching how to communicate in English.*

● *Non-native speakers are good models of English.*

● *Teachers of English know about language and about teaching.*

The underlying ideologies of social function:

● *English standards upgrade teacher's education at university programmes.*

● *English is not just linguistic knowledge but also political knowledge.*

● *The social function of English is to transform Chilean people into critical and proactive human beings. Interaction among communities means to be able to criticise them when there is something wrong.*

These results and observations are going to be discussed at length in Chapter 5 below.

CHAPTER 5: DISCUSSION

This chapter presents a discussion of the results presented in the previous chapter. The purpose of the chapter is to interpret and characterise the ideologies proposed in the result chapter in the light of the theoretical framework proposed for the study. In consequence, the chapter is presented following the same order of the Result chapter, that is: structure, content and social function.

5.1 Structure

The results concerning underlying ideologies in relation to the structure of Chilean teacher training standards were found mainly in the presentation of standards, and the interview with the designer.
The underlying ideologies found are:

●*Standards do not present any explicit hierarchical structure.*

●*Standards are constructed as principles + declarations + illustrations.*

●*Standards can be met when applied.*

●*Teachers abilities range from specific to general.*

●*Knowledge and abilities have a purpose.*

Standards do not present any explicit hierarchical structure

As mentioned in section 2.2, Van Dijk (2001) states that ideologies are hierarchically structured as some ideological beliefs tend to be more important than others. In the case of English teacher training standards proposed by MINEDUC in 2014, they do not present any explicit hierarchical structure as their structure does not declare any logical order in particular, and this was supported by their designer who states that all 10 standards are equally important. According to this evidence, all ideologies underlying standards would be equally important as well (based on their explicit structure). However, one can argue that this equal importance given to each standard was designed in that manner

in order to not reveal any clear and explicit ideological belief underlying them. That is, this can be interpreted in the same way that the number of standards: a means to stay politically correct in terms of organisation in order to not reveal any compromising ideological belief. Then, the structure of Chilean standards seems to be implicit rather than explicit.

Standards are constructed as principles + declarations + illustrations

      Standards are generally created taking into account "what is to be assessed, how they will be assessed, and what counts as meeting the standard" (Ingvarson & Kleinheinz, 2006). This design criteria seems to be reflected in how Chilean standards are structured in terms of presentation. That is, each standards has an introductory paragraph, an explanatory second paragraph and the manifestation of each standard. Hence, the reason why there is an introductory paragraph might be with the aim of exemplifying what is to be assessed (the required knowledge) as well as how the standard will be assessed (their application). Additionally, the section *lo que se manifiesta cuando* does indeed exemplify what counts as meeting the standard as it demonstrate how standards can be achieved.

      In short, the creation criteria for Chilean English teacher training standards seems to be logical and does indeed demonstrate the basic criteria that previous literature illustrates as what is generally taken into account when dealing with standard creation.

Standards can be met when applied

      The section *lo que se manifiesta cuando*, as described in section 4.1, deals with what counts as meeting each standard by demonstrating how standards can be achieved. Furthermore, there is a great emphasis on the application factor, mostly focused on teacher-student interaction and how the teacher must perform certain tasks, namely designing, planning and applying activities. It can be argued that these activities are mainly

focused on concrete actions rather than on teacher's competence concerning knowledge. Therefore, it is possible to infer that the standards promote the idea that the knowledge teachers should know does not count as much as the execution of it. In other words, one ideological belief underlying this emphasis on concrete actions can be that English teachers in Chile lack of the ability or say, the means to applying their knowledge in the classroom environment. Thus, one way of fixing teachers' preparation is to create standards emphasising the area of teaching practices in other to improve English teachers' active role in classroom environments.

Teachers abilities range from specific to general

As previously mentioned in section 4.1, the first standards deal mostly with the knowledge an English teacher must possess and its application during the classroom context, whereas the last standards deal with what can be expected from the teacher concerning their role in the classroom as well as in society and the teaching community.

From this point of view, based on each standard's main content, it can be said that, according to the current standards, the quality of teachers does not only depend on their performance during the classroom but it also depends on their intercultural awareness, and their active role among fellow colleagues. This evidence accords with what was seen section 2.1.2., where Ingvarson and Kleinheinz (2006) argued that standards are created in order to fulfil a specific function such as criteria in appointment to a position of responsibility in a school, teacher registration, teacher's reflection on practice, guiding professional learning, and teacher's certification. Concerning the main content of each standard, it can be evidenced that ideologically reflects that standards were created and organised taking into account several of those functions, such as, teacher's reflection on practice, their guiding

professional learning, and their certification (In section 4.3, a deeper look through standards' functions will be discussed).

Knowledge and abilities have a purpose

As evidenced in section 4.1, on the one hand, it can be seen that there are kinds of knowledge and skills that an English teacher should know and master for a specific purpose. On the other hand, there are others that do not display any purpose at all. Hereby, it can be argued that the absence of a specific purpose for such knowledge and skills are indeed valued. That is, the knowledge or skills that do not carry a specific purpose are something that the designer team might have seemed to be necessary and valued. It can also be argued the fact that the abilities and knowledge that have a purpose might be as such as way of emphasising the need for those knowledge and abilities in the teacher. In other words, the abilities and knowledge that carry a specific purpose might be due to the lack of them in current teacher of English in Chile and to be explicit about the purpose might help teacher to focus on them.

To conclude, results for this ideological domain suggest that the structure of Chilean standards seems to be implicit rather than explicit. This implicitness can be interpreted as a way to stay politically correct as placing importance on some standards over others may imply preferences of various kinds. Secondly, the higher presence of the need for concrete actions in standards may be indicative of an attempt to improve teachers' active role in classroom environments. Still, the organisation among standards does reflect an ideological belief as some standards focus on the figure of the teacher in terms of their knowledge and how they apply it, whereas others focus on the figure of the teacher in terms of his professional profile and their relation with the teaching community.

5.2. Content

The code-analysis process conducted in the standards, within the scope of content and including information from the interview with the designer, gathered the following ideologies:

- *Teachers of English should know, apply, and value their knowledge and abilities. Both knowledge and abilities have a teaching purpose.*
- *Knowledge, abilities, and practices have a teaching purpose.*
- *Actions are more important than ideas.*
- *Teaching English is teaching how to communicate in English.*
- *Non-native speakers are good models of English.*
- *Teachers of English know about language and about teaching.*

Teachers of English should know, apply, and value their knowledge and abilities. Both knowledge and abilities have a teaching purpose

Standards, as posited in section 1.1, have a history which links them to rules. What sets rules apart from standards is the flexibility to which standards are subject, as opposed to the strictness of rules. Rules are clear and definite in terms of its directives: if a rule states that 'you are not to speak in Spanish in the classroom' that is how it should be. It is unavoidable and there are no exceptions unless previously stated. Standards, though, allow for interpretations or are subject to context: if a standard now says one is not to speak in Spanish in the classroom, it is more a suggestion than an order. There is room for context getting involved in the decision of whether or not meeting the standard; the teacher, for instance, may use Spanish to explain something utterly complex to a student who does not get the meaning such utterance in English. Standards are still what is deemed good, set the stakes which distinguish good from bad, but are more flexible.

The macro-code *Valorar* included words related to context and values which are hard to either pinpoint or categorise, *Importancia*

(importance)*, Logros* (achievements)*, Riqueza cultural* (cultural richness) are some examples of the sub-codes *Valorar* contains (for a full list, See Table 5). These codes all bring different shades of complexity to the standards. To enclose what *Riqueza cultural* means and what it represents, for instance, is difficult; cultures are different around the globe and there is no explicit definition for culture provided in the standards. These terms are too broad and debatable, subject to interpretation.

Tuinamuana (2011) argued that unlike, for example, mathematics, social sciences are hard to measure (see section 2.4.) because they deal with such complex topics. And what makes them complex is the fact that they all deal with people, and people are not as readily measurable as a number. People come from a multiplicity of ethnicities, creeds, social contexts all in all, which make them very different the one from the other. As such, the complexity inherent to matters that deal with humans is evidenced in this code, *Valorar*. Humans are complex beings and this complexity translates into human activities and characteristics. Some of these human features and capabilities are what comprise the macro-code *Valorar*, and as such they both share such complexity. As posited in section 2.1.1, standards, unlike rules, are complex; they can be bent to accommodate a context. What links *Valorar* with the qualities of standards is this complexity: they are not exact, they vary; they mutate and as such they can accommodate to different contexts.

Knowledge, abilities, and practices have a teaching purpose

The standards labeled with the macro-code *Propósito* have the objective of giving purpose to certain knowledge. This is relevant because it guides teachers to organise their knowledge to a certain objective rather than to a general sense of being a good teacher. This is enhanced by the fact that various statements labeled as "*Propósito*" aim for teachers to be updated in their field of work. For example, S10

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promotes the use of technologies and self-improvement in order to being able to keep up with advancements in the field. The same standard encourages teachers to assist seminars, workshops and conferences with the same purpose, which was to develop their knowledge and teaching skills.

This shows the variety that the macro-code *Propósito* has and that this code creates a very specific guideline for teachers. What it is to be a good teacher is stated in great detail with the use of this code, underlying the ideology presented in section 4.2, *Knowledge, abilities, and practices have a teaching purpose.* Teachers not only are presented with the contents they have to know and how to use them, but also they are provided with very specific objectives and tasks accompanying such contents.

Actions are more important than ideas

The macro-code *Hacer* appears most frequently throughout the 10 standards. This suggests that a possible reason for the predominance of *Hacer* can be found in the interview with the designer. As evidenced in section 4.2, the poor quality of education of English in Chile and the impossibility of the state of Chile to have any way to intervene directly, with the current state of Chilean legislation and its government institutions, is that the standards have a marked presence of the *Hacer* category. However, it may just be that the designers truly believe didactic issues are most relevant.

Methodology in itself is a compendium of methods and ways which have been proven to yield results. In essence, methodology is then comprised for the most part of principles regarding knowing how to perform an action, for instance, when confronted with a scenario of teaching impaired children, a method for carrying out such task is offered in the following hypothetical methodology: it is suggested that teachers pay attention to the child's clinical background, for instance.

The relationship between a code related to action with a code which has to do with methodology -which is more inclined to be related with the *Saber Hacer* macro-code- is that actions are a concrete way to approach the problem of a lack of knowledge in the general of Chilean English teachers; lack of knowledge in the form of their lacking methodological input. It is a way to 'teach', inadvertently, to teachers what kind of actions they are supposed to take into consideration when teaching English.

Teachers already have the knowledge component but, as the designer suggested, they lack further instruction regarding methodology. Despite methodology being more of a *Saber Hacer* type of category, teachers already have the 'knowledge,' as such, they ought to know only how to apply it. Therefore, the high frequency of *Hacer* words can be explained with this reasoning: teachers lack methodology, yet possess the knowledge underlying the methodology. As such, the standards inadvertently try to fill this gap by way of 'focusing' more on *Hacer* words than on any other.

Teaching English is teaching how to communicate in English

Regarding the finding of the communicative approach being considered as a main focus within English teachers' practices, it is interesting to note how this approach shapes classroom's situation, teacher's activities and students' attitude towards language, in a way that communication becomes almost the only goal towards which language classes are aimed to. However, this is not surprising, considering that this finding can be interpreted as a reflection on the teaching trend that has predominated as the target of foreign language teaching practices for a few years now (as seen in section 2.3.3 above).

The standards set a requirement of disciplinary knowledge as well as pedagogical knowledge

As shown in the results section 4.2, there is a slight discordance when referring to the standards when comparing results with the interview. The fact that the Chilean standards of education have pedagogical content in them is not surprising. As explained by Ingvarson and Kleinheinz (2006), there are different kinds of standards and some of them include criteria such as teacher's reflection on practice and guiding professional learning. Also, these criteria serve as indicatives for teacher's knowledge about teaching. With this information it can be concluded that the Chilean standards, in this particular subject, follow the ideological framework observed in the literature.

On the other hand, the statement by the designer about Chilean educational standards being only about disciplinary knowledge and not about pedagogical content, is only partially coherent with the analysis of standards in this study, as several instances of pedagogical content were found. This can be interpreted as the personal focus of the standards that the leader of the development team has. This lack of agreement can be understood as the particular preoccupation that the leader of the development team has with teacher training quality in Chile regarding the knowledge of English. This ideology is evidenced on the interview of the leader of the development team and in the sub-code *Prácticas Pedagógicas* found in our analysis, where guidelines for good teacher practices were identified.

In conclusion, the main ideologies revealed by this discussion is the alignment of the Chilean standard with the ideological framework established by previous authors (Ingvarson & Kleinheinz 2008).

Non-native speakers are good models of English.

It is surprising that the idea of a native speaker is not present in the standards, see section 4.2 because, when teaching English, the teacher

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must have a reference in order to achieve a competence in the language. In the S6 is very clear that the fluency and knowledge are the only requirements for teachers to be considered models for the students. Even with the C1 objective as a standardised level, a reference towards one of the oldest accents of English (RP or may have been naturally expected, either British or North American. Neither of these or any other is present while the standard states that the only reference needed is the C1 European standard. This is important because this means that the preparation of a teacher of English in Chile does not consider a native speaker as reference when learning a second language, focusing developing teachers that learned English as a second language.

This important issue is discussed by Chang (2004), as he discusses the long-standing belief that an ideal teacher of English is a native speaker (See section 2.3.4.) This difference reflects the current argument of the importance of native speakers in second language acquisition and how the standards proposed by the MINEDUC takes a stand on the subject. The ideology that represents the stand that the MINEDUC takes replaces an extended ideology which has been present in Chile and in the world which is that native speakers are better at teaching their native language than teachers that learned the language which are teaching (Chang 2004).

5.3 Social Function

In general, findings in relation to uses and purposes of ideologies among social groups, were found in S9 and S10, but mainly in the presentation of standards, and the interview with the designer. The underlying ideologies found are:

●*English standards upgrade teacher's education at university programmes.*
●*English is not just a linguistic knowledge but also a political knowledge.*
●*The social function of English is to transform Chilean people into critical and proactive human beings. Interaction among communities means to be able to criticise them when there is something wrong.*

English standards upgrade teacher's education at university programmes

As it was stated in section 2.1.2 concerning uses and purposes of teaching standards in educational field, standards serve as referential parameters of teacher training. They are considered as a guide for what a teacher should know and perform. However, it is not observed in previous literature that they entail basic and mandatory requirements for the disciplinary area. Nonetheless, the designer indicates that these English standards should be taken as a set of minimum requirements in the curricula of English programmes at higher education. So, standards provide a possibility to upgrade teacher's education in case universities adapt their programs to these standards. That is because standards are guides that attach the basic requirements for the preparation of teachers (as explained in section 2.1.2).

The social function of standards seems also to replicate to some extent the ideological discourse of professionalisation and quality discussed in section 2.5.2. That discourse states that since standards

impact on the quality of education, they also raise the social status of teachers, by means of professionalising their practice. To this extent, standards define what a good teacher should know and do, which might help to raise his/her social status, though it is clearly not their main objective. In that sense, English standards are in the same line of the discourse of professionalisation, considering what it is said by the designer, meaning that English standards entail minimum requirements for teachers in relation to their curriculum. So, standards are in the line of what a good teacher should teach because of his/her knowledge and the ability to put it into professional.

Considering the idea of what a good teacher of English should teach, there are more aspects embedded on standards that are related to curriculum. In the presentation of standards, it is said that they entail minimum requirements that are expected from a good teacher of English according to their teacher practice. This was also confirmed by the designer. In that sense, Chilean standards seem to have a dual condition.

As it was mentioned in section 2.1.1, standards are guides for different disciplinary areas, but they are not considered as rules. However, they are organised and presented within the framework of a curriculum. Despite the fact that they do not prescribe, it is relevant to mention that these standards would affect teacher training programmes at universities which adopt them. That possibility would impact teacher training because the nature of these standards remains in a curriculum ideology of what a good teacher of English should know and perform. This was mentioned by the designer when she refers to the fact that in five, six, or seven years later it will be see the effect of standards where they were adopted by English programmes in Chile.

It is possible to see how the social function of the standards is constructed with different ideologies associated with curriculum. In section 2.5.1, the *discourse of common sense* states that standards'

proposal are related to quality assurance in educational experiences at greater levels, evaluating students, but putting emphasis on teacher outcomes. However, the problem is the concept of *instrumental rationality*, that is to say, objective and scientific measurement. Nonetheless, it seems to be that instrumental rationality is not a problem here because there are standards that consider pedagogical practices in relation to the discipline that would be possible to see in teacher's performance. These standards are focused on the figure of the teacher.

For example, in S9 it is said that the teacher uses –should include- cultural elements from their own culture, and the ones related to the target culture. The main goal there is try to promote appreciation among students for other cultures where English is used for communication. In that sense, these standards take into consideration the presence of particular features connected with the area of teaching English. Also, the teacher is the person who should teach and promote this appreciation. In addition, the awareness of the cultural element is going to be evaluated differently because the teacher should know about the variety of instruments in assessment. Thus, the problem of *instrumental rationality* is over, and the *discourse of common sense* is achieved, that is to say, there is an assurance in educational experience as to value other cultures in the process of learning English, and that subject matter of educational assurance is going to be measured by different forms of evaluation that the teacher should know and apply to their students.

English is not just linguistic knowledge, but also political knowledge

The designer states that English does not only serve as a way to develop linguistic skills, but it also serves as a medium to introduce students into controversial issues regarding democracy, autonomy and citizenship, because they are relevant topics (see section 4.3). From this perspective, English allows for the introduction of those types of issues because the vast amount of information around the world is in English.

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According to Chang (2004), the dissemination of English is a deliberate policy of the Centre to maintain dominance over the periphery, therefore English implies an ideological imposition. Due to this, countries which possess English as a cultural or linguistic capital are able to increase their competitiveness as countries and get access to worldwide economic markets (economic capital) and accelerates towards globalisation (symbolic capital) (see section 2.3.1). However, Chilean standards poses two opposite ideas regarding globalisation and economic markets.

On the one hand, the presentation of standards shows that the purpose of teaching English is not explicitly related with the growth of markets and globalisation. But instead, the idea of teaching English is related to the possibility to get access to the knowledge of the world. Then the main function of these standards is that Chilean students are able to learn about different academic subjects (such as biology, mathematics, history, etc.), and develop critical thinking –an idea that was also presented in standards- in order to reflect over controversial issues. That is to say, students learn EFL in order to have an access to different sources of information that are in English. So, they can learn and reflect about a wide range of topics that are relevant for societies.

At the same time, the designer of Chilean standards said that standards were related to the growth of markets and globalisation because if students have access to first-hand information and knowledge and they also have a competent level of English, they will be able to participate actively and critically in the world. The designer mentions the importance of English, because most of the bibliography that Universities require is in English. Therefore students need to know this language in order to have access to scientific or literary knowledge in general. Furthermore, the fact that students have a competent level of English and can interact actively in the world means that they will have more chances to move socially.

Therefore English can be used for social mobility and it can be used as a tool in a workplace. The designer states that 92% of the students will be using English for these purposes, opposite to the 8% of students who will use it for travelling purposes or to live in an English speaking country. Both of these ideas are related to the ideologies proposed in section 2.5.2 *Public good versus private good and the problem of uniformity*, because the purpose of the standards in terms of its content is to achieve the general well-being of students by means of uniformity. If all students have the same information, they can compete as individuals in a market place. If students have a competent level of English, they will be able to improve their lives by getting better jobs, and they will be able to participate in the global exchange of information, which will situate them as active citizens of the global world. As it was stated earlier in this section, this is also related to the ideology of *English as a global language*, discussed in section 2.3.1, because to have this linguistic capital means that Chile as a country can also participate in a worldwide global markets (Chang, 2004).

The social function of English is to transform Chilean people into critical and proactive human beings. Interaction among communities means to be able to criticise them when there is something wrong

As stated by the designer in her interview, the main social function of standards is to transform Chilean people into critical and proactive human beings. These ideas are related to the discourses proposed in section 2.5.6 *Public good versus private good and the problem of uniformity*, because the purpose of the standards in terms of its function is to achieve the general well-being by means of uniformity, though this time the uniformity is in terms of the rest of the countries and not just Chile. If all Chilean students have access to the same information as the rest of the students in the world, they can compete as individuals in a global marketplace, which will situate them as active citizens of the

global world. This is also related to the ideology of *English as a global language*, discussed in section 2.3.1, because to have this linguistic capital means that Chile as a country can also participate in a worldwide global markets (Chang, 2004). Another difference that is present in this statement is that the designer is assuming Chile's position in a globalised context. This allows the standards to deal with the inequalities that Chile has in relation to the rest of the countries in relation to its development.

To conclude, there are 3 main ideologies underlying Chilean standards. The three of them portray the use of English as a tool that will help students to become critical and proactive citizens of Chile and the Global community. These ideologies also state the idea that English will help students to improve their lives by means of having access to different knowledges of the world, but also by having access to better jobs and therefore a better quality of life. These ideologies were found mostly in the interview with the designer and in the document of presentation of standards, which is related to the idea that standards are perceived as value-free. Though there is a clear intention described by the document and the designer, the ten standards do not mention any specific social function in themselves.

To conclude this chapter, a discussion of the results has been presented according to the three areas of structure, content and social function. In general, it can be stated that in relation to the ideologies underlying the standards there are several ideologies associated to each one of the areas. Thus, in terms of structure, it could be observed that there is no hierarchical structure among the ten standards, but each standard has an internal structure. This may be understood as a way to make standards look ideologically-free. In turn, the internal organisation seems to responds to the need to improve teacher's active role in the classroom. Therefore, in terms of structure there are two sets of ideological structures, one that tries to portray standards as ideologically-

free and the other one that it is centred on the improvement of the role of the teacher.

On the other hand, the content of the standards portray several underlying ideologies of what a teacher should do inside and outside the classroom. First, there are three macro-codes that appear with a high frequency: *Hacer*, *Conocer* and *Propósito*. Some of the ideas that these macro-codes emphasise are:

- Actions are a concrete way in which problems are addressed and solved (as shown by the macro-code *Hacer* and it has the highest frequency of appearance).

- There are different types of knowledges that teachers should have, therefore there are also types of pedagogical knowledge (as shown by the subcodes of the macro-code *Conocer*)

- What teachers should or should not do cannot be merely presented in terms of contents, but also as specific goals and tasks that teachers have to achieve (as observed in macro-code *Propósito*).

The macro-code *Valorar* proposes several qualities of standards that are much more complex and cannot be measured or understood as things teachers should or should not do. Some ideas that are not associated to any code is the fact that communicative approach is the main method and the ideology of the native speakers are the best teachers is not presence in the Chilean standards.

Finally, in terms of social function, the three ideologies that were found portray the use of English as a tool that will help students to become critical and proactive citizens of Chile and the Global community. These ideologies also state the idea that English will help students to improve their lives by means of having access to different types of knowledge of the world, but also by having access to better jobs and therefore a better quality of life.

From this perspective, when analysing the three areas of structure, content and social function together, it is possible to find some ideologies that though not explicitly present, they do appear implicitly. The first idea has to do with the *ideology of common sense and the evidentiary warrant* (Tuinamuana, 2011; Cochran-Smith and Kim-Fries, 2001), particularly with the idea of *Napoleon's move* (see section 2.5.1). Napoleon's move was defined as a movement where one dismisses another position for being based on ideologies, and therefore being incomplete and invalid for analysis.

In the discussion of the structure (see section 5.1 above), standards were described as having no hierarchical structure. However, if Van Dijk's (2001) (see section 2.2) idea is considered at this point, when he states that ideologies are hierarchically structured as some ideological beliefs tend to be more important than others, then standards would be using *Napoleon's move* to appear as ideologically-free. According to Cochran-Smith and Kim-Fries (2001), by proposing standards that are value-free, the idea is to present standards as being the logical and accurate response to measure or solve the quality of education. Whenever standards appear as biased, then they would seem as not appropriate, therefore they could not achieve their purpose. This was confirmed by the designer in her interview, when she stated that there were no hierarchical order. However, as it was seen in this study, there seems to be another type of internal structure and also several aspects of the standards do propose specific ideologies. Some of the aspects are the sub-codes included in the macro-code of *Hacer*, which are related to methodology or the sub-codes included in the macro-code of *Valorar*, which are related to achievements of cultural richness. Also, the same ideology that the designer state, which was related to the idea of transforming Chilean people into critical and proactive human beings portrays standards as belonging to specific ideologies.

Another ideology that is present when the three categories of structure, content and social function are analysed together has to do with the *ideology of "Strategic Maneuvering"* (Tuinamuana, 2011) (see section 2.5.1). This ideology states that since standards are already here, there is little option left to teachers, but to use them. This can be related to the idea proposed by the designer in her interview, when she says that though standards cannot be an obligatory requirement for universities, because universities have autonomy, standards will dictate in the future which institutions can have MINEDUC's accreditation. That is because their students will have to achieve these standards. Again, even at the introduction of the standards, it is established that they are not there to provide measures. Still, they can be perceived as being more than mere guidance for teachers. Therefore teachers will have to use them, and following Tuinamuana (2011) the mere appearance of standards means that the only response that teachers have is to use them.

According to Tuinamuana (2011) in the *ideology of professionalization and quality* and the *ideology of new managerialism/performativity* (see section 2.5.1), standards present several problems for teachers. One of these problems is that standards propose a set of fixed rules, but there is no clear way in which teachers can achieve them. Once this problem is there, it appears the idea of the *paradoxical dilemma* (see section 2.5.1). The paradox can be observed in that teachers are expected to be innovative, context-responsive and capable of working as producers of knowledge while, at the same time, they have to be consistent and effective to satisfy the needs of the policies they are implementing.

These ideologies proposed by Tuinamuana (2011) can be related to the Chilean standards, whenever ideologies such as *Actions are more important than ideas* or *Teachers know about language and about teaching* appear within the content of standards. These ideologies state,

on one hand, how teachers should behave inside the classroom (especially in terms of methodology). On the other hand, they establish certain aspects that cannot be measured, but that teachers have to achieve. As Tuinamuana (2011) states, there is no way in which such aspects can be measured, because it is not really a simple matter to achieve: standards cannot simply be owned by teachers. So, paradoxically, the ideology of *Teachers know about language and about teaching* proposes the achievement of types of performance that cannot be assessed.

At the same time, as stated in the discussion of content (see section 5.2 above) the ideology of *Teachers know about language and about teaching* does solve some of the problems of the ideology discussed by Tuinamuana (2011) *curriculum alignment and enduring consensus promote learning* (see section 2.5.2). According to this ideology, standards tend to forget the specific characteristics of each context. This creates problems in the development of language courses that rely on these specific characteristics of the context.

From this perspective, the ideology of *Teachers know about language and about teaching* includes several ideas that refer to specific contexts and so it helps in foreseeing these issues. Therefore, the ideology of *Teachers know about language and about teaching* presents problems in terms of achievement of the standards but solve several other issues in terms of the application of standards.

CHAPTER 6: CONCLUSIONS

This chapter is organised into four subsections. The first one presents a summary of the findings of this study and how this is linked to the main issues they reflect. The second section consists of the limitations to the results of the study. This is followed by several possibilities to expand the investigation into the field of assessment, curriculum and education. Finally, the fourth presents some final comments concerning the relevance of the study in the general area of research in ideologies and teacher training standards.

6.1 Summary of results

Regarding the domain of structure, it can be asserted that the ideologies behind the standards are the following: 1) Standards do not present any explicit hierarchical structure. 2) Standards are constructed as principles + declarations + illustrations. 3) Standards can be met when applied. 4) Teachers abilities range from specific to general. 5) Knowledge and abilities have a purpose.

Considering the ideologies found in terms of content, the ideological aspects underlying standards includes: 1) Teachers of English should know, apply, and value their knowledge and abilities. Both knowledge and abilities have a teaching purpose. 2) Knowledge, abilities, and practices have a teaching purpose. 3) Actions are more important than ideas. 4) Teaching English is teaching how to communicate in English. 5) Non-native speakers are good models of English. 6) Teachers of English know about language and about teaching.

Finally, concerning the social function domain, the ideologies found were the following: 1) Standards as an upgrade for teachers' education at university programmes. 2) English is not only linguistic knowledge, but also a political knowledge. 3) The role of English as

promoter of transformation of Chilean people into critical and proactive beings.

These findings motivated a discussion of some important issues, such as the presence of two sets of structures in the standards. The first one portrays standards as ideologically-free, while the second one is centred on the improvement of the teacher's role. The issues discussed regarding content were that the underlying ideologies, in this domain, state what a teacher should do inside and outside the classroom. Concerning social function, the main issues that emerged were related to the idea that English can be seen as a tool for students to become critical citizens of Chile and the world. These ideologies also contain the idea broader idea that English can improve students' lives by means of having access to other kinds of knowledge of the world and also having the opportunity to get better jobs.

6.2 Limitations to the study

Although the findings of the study are interesting, they have to be interpreted with caution, as there are some limitations to their interpretation. In the first place, the data analysis conducted for this study can be considered naturally imprecise due to its qualitative nature. This implies that the coding process performed may support different interpretations than the ones obtained by these researchers. However, it is relevant to highlight that the coding process was subjected to several revisions from each member of the research team and also from the group as a whole (as explained in section 3.2.2). This procedure was followed as a way to minimise the risk of subjective, idiosyncratic interpretations of the data.

During the data analysis, the coding process was aligned with information provided by a member of the standards' group of designers. The limitation presents itself in the fact that the designing team is just one of the agents involved in the formulation of the standards and other

relevant actors were not considered in the process of interpreting the data obtained for the study (for example, policy makers, other members of the design team, teachers, etc.). Conceivably, these other actors may have supported or disagreed with the perspective of the designer and thus would have modified the interpretation of the findings of this study. However, considering the designers' team was very relevant to support the interpretation of this study, as it provided quality information on ideas underlying the standards which could have not been obtained otherwise.

Another limitation of this study is that not all of the standards instrument was analysed, only those parts in which standards were presented and the section of the ten disciplinary statements regarding English teaching. Therefore, the study accounts for two specific sections of the official document and, so, the parts that were omitted could have provided insights concerning the standards and their ideologies. In spite of this limitation, the focus that a partial view of the standards provided allowed to revise the data many times and thus enhance the reliability of the analysis.

It has to be stated that this study has considered only macro-codes for its analysis and the sub-codes were only used to exemplify the findings of this study. This can be seen as a limitation, because a more complete analysis of sub-codes can provide more information about ideologies or complement to the interpretations that were already established in this study. However, the choice of focusing the analysis mostly on macro-codes was pertinent to this study, because it allowed to emphasise the main ideologies contained in the standards.

Finally, there are not many studies in Chile regarding the topic of underlying ideologies in the teaching field. This means that this investigation cannot be validated against previous research. It is hoped, of course, that this study presents the opportunity of beginning with the expansion of research concerning ideology in the country.

6. 3 Suggestions for further research

The study presented respect to Chilean standards for English teacher training standards was able to characterise the ideological components underlying the standard's structure, content and social function. The relevance of this subject-matter is closely linked to public policies as to the discussions around English teaching and its pedagogical and disciplinary dimensions. Standards, as an instrument to regulate and implement curricular criteria, will possibly have a progressive significance in the formation and training of future English teachers. In consequence, the necessity for further studies interested in standards as an evaluative instrument may consider the following lines for future works.

The inclusion of the interview to an involved actor in the creative process of Chilean standards was useful in terms of methodological aspects to fulfill the initial purpose of this study. Nonetheless, further research in the standards area should include a wider scope of participants in the same process, taking into account designers, policy makers, academics, and teachers. The inclusion of different participants may permit to know the possible similarities and differences in terms of criteria to create standards as well as the structure of work chosen for that purpose.

Further research should also consider expanding and focusing the analysis of codes explored in this study. In the first place, this study focused on the analysis of macro-codes. Although macro-codes could be explored in-depth, sub-codes were only considered as examples of macro-codes. It remains to be seen, therefore, whether there are more specific ideologies that could be identified by analysing sub-codes. Furthermore, a number of codes could not be assigned clearly to the dimensions used in this study nor could be merged into general macro-

codes. It is important that these uncategorised codes are analysed to obtain a complete picture of the content of the standards.

Standards for ELT were created in order to be an essential source to design English teaching programmes in Chilean education. The contextual nature of this study is closely related to evaluation and assessment under a curricular perspective in institutions which provide English Language Training. In the local context, universities are in charge of this labour. Then, the necessity of a broader discussion about ideologies in curricular aspects will be important to establish which ones are appropriate for the Chilean case. The strengthening of standards will depend on an exhaustive development of the field, including further studies that deal with standards in other educational sub-sectors and their implications in the development of educational policies.

6.4 Final comments

From a methodological point of view, this study proposes an interesting qualitative approach that integrates observation and interviews to analyse the current standards of Chilean English teacher training programmes. This approach has aligned the textual information presented in official documents from the MINEDUC with the official perspective given by the interview to one of the designers. Besides, the establishment of a niche of standard analysis may have an impact in the field of public policies.

The political principles which have allowed the emergence and implementation of Chilean Standards have a national significance in educational terms. The relative position of standards as a regulating tool in the national curriculum structure will reflect the relevance of the comprehension of their ideological components. Within this context, this study has contributed successfully in advancing towards an understanding of the underlying ideologies of relevant educational tools. As such, it has the potential to inform adequately about the educational, cultural and

political implications of the development of educational policies in general, and standards for English teacher training particularly.

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APPENDIX A: Estándares Disciplinarios de Inglés. Documento MINEDUC 2014

ESTÁNDARES DISCIPLINARIOS DE INGLÉS

Este apartado aborda los conocimientos, contenidos y actitudes que se espera de un egresado de Pedagogía en Inglés para enseñar tanto en Educación Media como en Educación Básica.

El objetivo formativo de la asignatura de Inglés como lengua extranjera, es entregar a los estudiantes las habilidades necesarias para utilizar el idioma como una herramienta que les permita acceder a la información, así como resolver situaciones comunicativas de variada índole, en forma oral y escrita. Es también un propósito importante promover progresivamente el desarrollo de habilidades cognitivas de orden superior y desarrollar la capacidad de apreciar otros estilos de vida, tradiciones y maneras de pensar. El aprendizaje del inglés tiene propósitos de formación y crecimiento personal, desarrollo de habilidades académicas y profesionales para el ciudadano del siglo XXI y otros propios del mundo juvenil[6].

La enseñanza del idioma toma principalmente los lineamientos del Enfoque Comunicativo para la enseñanza del inglés (Communicative Language Teaching), complementándolo con aportes de otros enfoques que ponen el énfasis en la comunicación. Asimismo, se enfatiza el desarrollo de las cuatro habilidades de la comunicación (comprensión auditiva, comprensión lectora, expresión oral y expresión escrita), cuyo desarrollo es el aspecto más importante en el aprendizaje del idioma. Estas habilidades se deben abordar de manera integrada en el proceso de enseñanza-aprendizaje, considerando la interdependencia entre ellas.

La formación del docente en la disciplina, expresada a partir de los estándares aquí descritos, implica comprender y poner en práctica los conocimientos, habilidades y actitudes que se orienten hacia los propósitos de la enseñanza-aprendizaje del inglés, considerando los siguientes aspectos: importancia de la lectura de textos literarios y no literarios; proceso de escritura; desarrollo de estrategias de aprendizaje; rol de la gramática; vocabulario; uso de las TIC; alineación con estándares internacionales y temas contextualizadores.

Este documento presenta diez estándares relacionados con: conocimientos y manejo de las habilidades de la comunicación en inglés; conocimientos y habilidades para implementar los procesos de enseñanza y aprendizaje del inglés como idioma extranjero; incorporación de componentes culturales que contextualicen; uso de recursos físicos y/o virtuales para la enseñanza del idioma; conocimientos sobre evaluación y su importancia; y desarrollo profesional y participación en comunidades de aprendizaje.

6   Marco Curricular de Educación Media. 2009. MINEDUC, Bases Curriculares de 7° y 8° Año de Educación Básica.2013. MINEDUC y Bases Curriculares de 1° a 6° Año Educación Básica. 2012. MINEDUC.

El **primer estándar** contempla los conocimientos sobre la estructura lingüística del idioma inglés, los componentes fundamentales del lenguaje y su aplicación en aspectos productivos y receptivos de la lengua.

El **segundo estándar** dice relación con conocimientos y habilidades para implementar los procesos de enseñanza relacionados con la comprensión de textos orales, escritos y multimodales, con énfasis en el desarrollo integrado de las habilidades.

El **tercer estándar** dice relación con conocimientos y habilidades para implementar los procesos de enseñanza relacionados con la expresión oral y escrita de sus estudiantes, con énfasis en el desarrollo integrado de las habilidades.

El **cuarto estándar** releva la importancia del desarrollo integrado de las cuatro habilidades de comunicación.

El **quinto estándar** dice relación con la evaluación de la asignatura, refiriéndose a que el futuro profesor debe conocer, diseñar e implementar diversos instrumentos de evaluación con el fin de obtener información acerca del aprendizaje de sus alumnos e implementar mejoras en el proceso de enseñanza-aprendizaje.

El **sexto estándar** estipula el nivel de inglés que debe manejar el futuro profesor de la asignatura, especificando las diferentes habilidades que debe manejar el nivel C1 al leer, escuchar, hablar y escribir.

El **séptimo estándar** se refiere al conocimiento de las teorías de aprendizaje de la lengua materna y extranjera, diversos enfoques metodológicos y estrategias de enseñanza-aprendizaje que el futuro profesor debe conocer.

El **octavo estándar** se refiere al diseño, selección y adaptación de recursos tanto físicos como virtuales para el logro de los objetivos de aprendizaje, considerando aspectos como el nivel cognitivo e intereses de los alumnos, haciendo uso eficiente de éstos.

El **noveno estándar** considera los elementos culturales que el futuro profesor debe valorar e integrar, tanto de su cultura, como de las comunidades angloparlantes o de otras comunidades a las que se accede por medio del inglés.

El **décimo estándar** contempla la importancia del desarrollo profesional y la participación en comunidades de aprendizaje, con la finalidad de profundizar en sus conocimientos, reflexionar acerca de sus prácticas y actualizarse.

Estándar 1: *Comprende los elementos constitutivos de la lengua inglesa y su funcionamiento, y aplica este conocimiento en el desarrollo de las habilidades de comunicación en inglés de sus estudiantes.*

El futuro profesor o profesora conoce la estructura lingüística del idioma inglés, y maneja los componentes fundamentales del lenguaje (léxico-gramatical, fonético, fonológico y pragmático) y su aplicación en los aspectos productivos y receptivos de la lengua, para desarrollar en sus estudiantes la competencia lingüística que les permita comunicarse efectivamente en el idioma inglés.

Lo que se manifiesta cuando:

1. Integra de manera contextualizada y graduada los componentes lingüísticos al proceso de enseñanza-aprendizaje de la lengua extranjera, de modo que contribuyan al desarrollo de las habilidades de comunicación de sus estudiantes.

2. Diseña y utiliza las estrategias de enseñanza que contribuyan a la comprensión y aprendizaje contextualizado de los componentes lingüísticos por parte de sus estudiantes.

3. Utiliza un léxico preciso y específico relacionado con unidades temáticas y estructuras léxico-gramaticales complejas contextualizadas en situaciones comunicativas, sean estos textos orales, escritos o auditivos. Por ejemplo: uso de colocaciones, uso de expresiones idiomáticas fijas de lenguaje (chunks), y uso de una variedad de formas sintácticas.

4. Utiliza elementos fonéticos y fonológicos que le permiten una clara articulación de su discurso oral, los cuales se manifiestan a través del uso de los sonidos contrastivos del idioma inglés, la entonación del idioma, y los rasgos del habla durante el discurso oral (assimilation, linking, elision).

5. Utiliza sus conocimientos sobre la pragmática para ofrecer a sus alumnos instancias para interactuar en contextos comunicativos reales.

Estándar 2: *Comprende la importancia del desarrollo de las habilidades de comprensión de textos orales, escritos y multimodales en sus alumnos, poniendo en práctica este conocimiento como un eje organizador del proceso de enseñanza-aprendizaje.*

El futuro profesor o profesora conoce las teorías que explican los procesos cognitivos relacionados con la construcción de textos orales, escritos y multimodales en inglés, y utiliza este conocimiento para facilitar el desarrollo de la comprensión en sus estudiantes.

Lo que se manifiesta cuando:

1. Reconoce que la comprensión se produce por medio de códigos lingüísticos.

2. Utiliza su conocimiento sobre cómo se genera el significado en la relación texto-auditor o texto-lector, para facilitar el desarrollo de las habilidades receptivas en sus estudiantes.

3. Identifica los componentes lingüísticos y los procesos cognitivos involucrados en la comprensión de lectura y comprensión auditiva, considerándolos en su planificación.

4. Planifica actividades para desarrollar en sus estudiantes la comprensión de textos orales, escritos y multimodales en inglés.

5. Aplica estrategias de enseñanza pertinentes, que conducen a la comprensión de textos orales, escritos y multimodales en inglés por parte de sus alumnos.

6. Diseña e implementa actividades para la interpretación y construcción de significados personales de textos orales, escritos y multimodales en inglés por parte de sus alumnos.

7. Diseña actividades que desarrollan en los alumnos la capacidad de utilizar estrategias de aprendizaje para la comprensión de textos, de modo que asuman un rol activo en la construcción de conocimiento.

8. Reconoce la importancia de la comprensión de lectura y la comprensión oral como medio para fomentar el desarrollo del pensamiento crítico y creativo en los estudiantes.

9. Reconoce que los textos auténticos de diversos géneros representan un modelo para la expresión en el idioma.

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Estándar 3: *Comprende la importancia del desarrollo de las habilidades de expresión oral y escrita en sus alumnos, poniendo en práctica este conocimiento como un eje organizador del proceso de enseñanza-aprendizaje.*

El futuro profesor o profesora conoce las teorías que explican los procesos cognitivos relacionados con la construcción de textos orales, escritos y multimodales en inglés, y utiliza este conocimiento para facilitar el desarrollo de la producción en sus estudiantes.

Lo que se manifiesta cuando:

1. Reconoce que la expresión se produce por medio de códigos lingüísticos.

2. Construye mensajes coherentes y significativos, utilizándolos como modelos para facilitar el desarrollo de las habilidades productivas en sus estudiantes.

3. Identifica los componentes lingüísticos y los procesos cognitivos involucrados en la expresión oral y escrita, considerándolos en su planificación.

4. Planifica actividades para desarrollar en sus estudiantes la producción de textos orales, escritos y multimodales en inglés.

5. Aplica estrategias de enseñanza pertinentes, que conducen a la producción de textos orales, escritos y multimodales en inglés por parte de sus alumnos.

6. Diseña e implementa actividades que desarrollan la capacidad de comunicar, negociar y acordar significados para la construcción de mensajes orales, adecuados al contexto comunicativo.

7. Diseña actividades que desarrollan en los alumnos la capacidad de utilizar estrategias de aprendizaje para la expresión oral y escrita, de modo que logren autonomía en la producción en el idioma.

8. Reconoce la importancia de la expresión oral y escrita como medio para fomentar el desarrollo del pensamiento crítico y creativo en los estudiantes.

9. Reconoce que los textos auténticos de diversos géneros representan un modelo para la expresión en el idioma.

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Estándar 4: *Comprende la importancia del desarrollo integrado de las habilidades de la comunicación en sus alumnos, poniendo en práctica este conocimiento como un eje organizador del proceso de enseñanza-aprendizaje.*

El futuro profesor o profesora conoce las interrelaciones que se producen entre la comprensión auditiva, la comprensión lectora, la expresión oral y la expresión escrita en inglés, y la manera en que estas habilidades se integran en un objetivo comunicacional.

Lo que se manifiesta cuando:

1. Reconoce que la integración de las cuatro habilidades durante el proceso de enseñanza-aprendizaje fortalece la adquisición del idioma inglés en los estudiantes.

2. Comprende que el objetivo principal de aprendizaje es la integración de las cuatro habilidades en la comunicación.

3. Planifica actividades conducentes a la integración de las cuatro habilidades en la comunicación en inglés, observando el currículum vigente.

4. Utiliza diversas estrategias para que sus estudiantes integren la comprensión y la expresión al comunicarse.

5. Diseña actividades de aprendizaje motivadoras, en distintos contextos, para que los estudiantes se comuniquen en inglés.

6. Implementa actividades considerando temas de otras asignaturas del currículum nacional.

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Estándar 5: *Comprende que la evaluación es un proceso consustancial de enseñanza-aprendizaje, que permite conocer los logros de los alumnos en relación a los objetivos del currículum nacional, e introducir ajustes en la práctica pedagógica.*

El futuro profesor o profesora entiende la evaluación como parte integral del proceso de enseñanza-aprendizaje. Conoce y aplica diversos métodos, y diseña instrumentos de evaluación que le permiten obtener información acerca de los aprendizajes de los alumnos en relación a los objetivos del currículum nacional, para luego retroalimentar el proceso e implementar mejoras en la enseñanza-aprendizaje del inglés.

Lo que se manifiesta cuando:

1. Diseña y utiliza instrumentos de evaluación pertinentes a los objetivos de aprendizaje.

2. Evalúa y retroalimenta los progresos de sus estudiantes en forma clara, oportuna, sistemática y constructiva, recurriendo a variados instrumentos que ofrezcan evidencias acerca de sus logros.

3. Diseña y utiliza instrumentos de evaluación apropiados y variados, para evaluar en forma contextualizada los desempeños lingüísticos de los alumnos en el idioma inglés, tanto en la comprensión como en la producción oral y escrita.

4. Diseña e integra evaluaciones formativas y sumativas para recabar información sobre el progreso de sus estudiantes, y modificar su planificación de acuerdo a los resultados obtenidos.

5. Conoce las ventajas y desventajas de distintos tipos de evaluaciones, e identifica las que evidencian más apropiadamente los aprendizajes de los alumnos de acuerdo a sus necesidades y características.

6. Utiliza la tecnología para recolectar y registrar información acerca de los desempeños de los estudiantes, para luego retroalimentarlos sobre sus resultados.

7. Involucra a sus estudiantes en el proceso de evaluación al planificar y diseñar actividades para darles a conocer las metas de aprendizaje y la forma en que serán evaluados, de modo de promover en ellos la reflexión acerca de sus aprendizajes, y hacerlos participar del proceso de evaluación por medio de la autoevaluación y la coevaluación.

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8. Identifica problemas en su práctica de aula relacionados con la metodología de la enseñanza-aprendizaje del inglés, y es capaz de diseñar e implementar un plan de acción en búsqueda de alternativas de solución.

9. Conoce los objetivos de la evaluación diferenciada, y sabe diseñar instrumentos adecuados para los distintos estilos de aprendizaje de los estudiantes y/o aquellos que presentan necesidades educativas especiales.

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Estándar 6: *Se comunica en inglés de forma precisa y fluida, en todos los ámbitos en los que le corresponde actuar, a nivel C1.*

El futuro profesor o profesora domina la estructura lingüística del inglés y demuestra fluidez en el manejo de las cuatro habilidades integradas, al nivel establecido en el estándar (C1), lo que le permite ser un modelo para sus estudiantes.

Lo que se manifiesta cuando:

1. Comprende textos orales (grabados y en vivo) en inglés a nivel C1, relacionados con una variedad de temas cotidianos, de conocimiento general y profesional.

2. Comprende textos escritos en inglés a nivel C1, relacionados con una variedad de temas cotidianos, de conocimiento general y profesional.

3. Se expresa oralmente en inglés a nivel C1 sobre una variedad de temas cotidianos, de conocimiento general y profesional.

4. Escribe textos en inglés a nivel C1 sobre una variedad de temas cotidianos, de conocimiento general y profesional.

5. Usa correctamente los mecanismos de organización, articulación, cohesión y coherencia.

6. Comprende los mensajes explícitos e implícitos, considerando forma y función, registro formal e informal, y contexto en el que ocurren los actos comunicativos.

7. Demuestra estar preparado para actuar como modelo lingüístico, maximizando las oportunidades de comunicación en inglés dentro del aula e interactuando en forma espontánea y fluida con los estudiantes.

8. Se comunica en inglés, en forma efectiva, el cien por ciento del tiempo en la sala de clases.

Estándar 7: *Domina teorías del aprendizaje de una lengua extranjera, las que le permiten seleccionar y aplicar los enfoques metodológicos más efectivos, y las estrategias adecuadas para el proceso de enseñanza-aprendizaje.*

El futuro profesor o profesora conoce los aspectos fundamentales de las teorías del aprendizaje de la lengua materna y extranjera, diversos enfoques metodológicos y estrategias de enseñanza-aprendizaje, y utiliza las más efectivas para desarrollar de manera integrada las cuatro habilidades, considerando los contenidos curriculares y el contexto de sus estudiantes.

Lo que se manifiesta cuando:

1. Hace una evaluación crítica de las distintas teorías y enfoques sobre la adquisición de una lengua extranjera, para luego seleccionar las estrategias más pertinentes a las necesidades de sus estudiantes y sus circunstancias específicas.

2. Demuestra conocimiento de los diferentes estilos de aprendizaje de sus alumnos, y diseña y planifica actividades que promuevan la participación y la interacción entre ellos.

3. Planifica sus clases basándose en el curriculum nacional como eje organizador, estableciendo objetivos de aprendizaje, centrando sus clases en los estudiantes y en el desarrollo de habilidades de comunicación.

4. Aplica estrategias para el desarrollo de la precisión y fluidez en el manejo de la lengua, tomando en cuenta el nivel de aprendizaje y contexto de sus estudiantes.

5. Diseña y planifica actividades que estimulan el interés de sus estudiantes por aprender inglés, creando un ambiente propicio por medio de iniciativas significativas y pertinentes a sus intereses, necesidades, conocimientos previos y al contexto en el que se desenvuelven.

6. Diseña y planifica actividades que fomentan el pensamiento crítico y creativo en sus alumnos.

7. Diseña y planifica actividades que incentivan el uso del inglés fuera del aula y que fomentan la autonomía y la curiosidad en sus alumnos, por medio del uso de diversas estrategias de comprensión y expresión.

8. Planifica tareas de aprendizaje que permitan involucrar a todos los alumnos (con necesidades especiales y talentosos), trabajando en forma colaborativa con especialistas y colegas, en busca de ayuda para planificar, adaptar e implementar objetivos, prácticas y contenidos apropiados.

9. Integra tópicos de diferentes asignaturas en torno a unidades temáticas que permitan mostrar el uso del lenguaje en contextos significativos y variados para los alumnos.

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Estándar 8: *Diseña, selecciona o adapta recursos físicos y/o virtuales apropiados para la enseñanza y aprendizaje de la lengua extranjera.*

El futuro profesor o profesora conoce una amplia gama de recursos en distintos formatos, lo que le permite definir en forma anticipada cuáles se prestan mejor para el logro de los objetivos de aprendizaje de sus estudiantes. Tiene los conocimientos necesarios para crear material didáctico o usar de forma innovadora los ya disponibles de acuerdo a las necesidades e intereses de los alumnos, haciendo uso eficiente de los recursos.

Lo que se manifiesta cuando:

1. Selecciona, diseña y usa recursos pedagógicos pertinentes a los objetivos de aprendizaje establecidos para sus estudiantes, considerando su etapa de desarrollo cognitivo.

2. Comprende la importancia de hacer un uso responsable, ético y seguro de las tecnologías, y lo promueve entre sus estudiantes.

3. Diseña y utiliza recursos que permiten el desarrollo integrado de las cuatro habilidades: comprensión auditiva, comprensión lectora, expresión oral y expresión escrita en inglés.

4. Implementa recursos físicos y/o digitales que promueven la participación, el trabajo en equipo y la interacción en el idioma, entre los estudiantes.

5. Facilita el aprendizaje de sus estudiantes utilizando y adaptando recursos auténticos del idioma inglés con pertinencia lingüística, social y cultural.

6. Selecciona y utiliza textos multimodales para desarrollar y facilitar el análisis y evaluación de información, de acuerdo a los diversos estilos de aprendizaje.

7. Promueve en sus alumnos el aprendizaje autónomo del idioma inglés, recomendando el uso de recursos tecnológicos gratuitos.

Estándar 9: *Comprende la importancia de conocer e integrar la diversidad de su propia cultura y la de comunidades angloparlantes u otras a las cuales se accede por medio del inglés, al contextualizar el proceso de enseñanza-aprendizaje de este idioma.*

El futuro profesor o profesora utiliza los elementos culturales más relevantes de su comunidad, de las diversas comunidades angloparlantes y de otras acerca de las cuales es posible acceder por medio del inglés, para construir un ambiente de aprendizaje que cautele la diversidad, promueva la integración en el aula y desarrolle en los alumnos la apreciación y respeto por culturas distintas a la propia.

Lo que se manifiesta cuando:

1. Identifica en sus prácticas, valores y productos, las diferentes manifestaciones culturales de diversas comunidades angloparlantes u otras del mundo, y las integra en el contexto de la enseñanza-aprendizaje del idioma.

2. Utiliza la riqueza cultural de la comunidad nacional, de las comunidades angloparlantes y de otras en el mundo, para contextualizar los aprendizajes de la lengua extranjera, demostrando cómo la diversidad cultural dentro y fuera del aula afecta el aprendizaje de la lengua y el logro de los aprendizajes.

3. Incorpora en las planificaciones y actividades, temas relacionados con diversas culturas, literatura, otras asignaturas y los intereses de los alumnos, usándolos como apoyo para integrar de manera efectiva las habilidades de la comunicación.

4. Diseña e implementa actividades que estimulan el análisis crítico, el respeto y la discusión constructiva respecto de las características de la cultura local, de culturas angloparlantes y de otras existentes en el mundo. Ayuda a sus estudiantes a descubrir nuevos elementos culturales, además de las manifestaciones más comúnmente conocidas como la comida o la vestimenta.

5. Analiza textos literarios de variados escritores, y los utiliza para contextualizar y enriquecer la enseñanza del idioma.

Estándar 10: *Reconoce la importancia de participar activamente en instancias de perfeccionamiento docente y comunidades de aprendizaje, con el propósito de actualizar sus conocimientos y reflexionar acerca de sus prácticas pedagógicas con pares.*

El futuro profesor o profesora valora las instancias que le permitirán mejorar su práctica profesional, y comprende que la esencia de su desarrollo como docente es la búsqueda de oportunidades de perfeccionamiento y la participación activa en comunidades de aprendizaje.

Lo que se manifiesta cuando:

1. Reflexiona sobre su futura práctica educativa a partir de la lectura y análisis de publicaciones sobre la enseñanza-aprendizaje del inglés.

2. Reconoce la importancia de asistir a cursos, seminarios, conferencias, talleres y eventos de enriquecimiento y crecimiento profesional de diversa índole, que le permitirán actualizar sus conocimientos disciplinares, y relacionarse con la comunidad profesional nacional e internacional.

3. Analiza y argumenta sobre las políticas educacionales del país, sus problemáticas y los avances en el campo de la enseñanza-aprendizaje del inglés.

4. Comprende el valor del trabajo colaborativo para su práctica docente, y la necesidad de compartir experiencias y estrategias de enseñanza con sus pares, para alcanzar mejores logros en el aula.

5. Reconoce la importancia del uso de las tecnologías de la información y la comunicación (TIC) como un apoyo a su desarrollo profesional y como un medio para mantenerse actualizado y compartir conocimientos con otros docentes y profesionales de la educación.

6. Reflexiona permanentemente sobre su propia competencia lingüística y metodológica.

7. Diseña un plan de acción para abordar sus áreas deficitarias, tanto en lo lingüístico como en lo metodológico.

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APPENDIX B: Consent Form
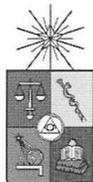
Proyecto de investigación sobre los estándares disciplinarios de inglés en Chile
Estudiantes: Diego Aceituno, Addi Coronel, Isidora Fuentes, Héctor García, Isabel González, Laura Muñoz, Diego Ocampo y Alexis Quezada.
Profesor Guía: Daniel Muñoz
22 de Septiembre 2015, Santiago de Chile

Estimada participante:

Primero que todo, muchas gracias por su interés en colaborar con este estudio.

A través de la presente, usted estará dando su consentimiento para ser entrevistada para nuestro proyecto de investigación sobre los estándares disciplinarios de inglés en Chile, requisito para obtener el grado de Licenciado/a en Lengua y Literatura Inglesas de la Universidad de Chile. Al concedernos esta entrevista, tomando en consideración su experiencia como diseñadora de los estándares disciplinarios de inglés en Chile, usted estará proporcionando información que será utilizada para describir y complementar nuestro estudio.

La información obtenida a través de la presente entrevista será utilizada exclusivamente con fines de la presente investigación y su posible difusión. Como tal, la información que usted brinde será incluida como parte del correspondiente proyecto de egreso, y luego usada para propósitos de difusión en posibles publicaciones científicas y conferencias académicas. Sin embargo, su nombre sólo será utilizado con propósitos propios del estudio incluyendo su publicación y posible difusión.

Al completar este consentimiento, usted confirma que ha leído y aceptado las condiciones anteriormente explicadas, respecto a los propósitos de esta entrevista y el trato de confidencialidad de la información que usted brinda.

Nuevamente, muchas gracias por su participación.

Nombre: Mary Jane Abrahams

Rut: 4.491.256-2

Firma: M Jane Abrahams

APPENDIX C: Interview

1 -¿Cómo es que llegó a trabajar en el diseño de los estándares disciplinarios de inglés?

2 -Antes de conversar sobre los estándares, ¿por qué el inglés es importante en Chile? ¿Por qué es el único idioma que se enseña? ¿Qué función social cumple?

3 -¿Por qué cree usted que se llegó a la conclusión de que los estándares eran necesarios? ¿Cuándo?

4 -¿Qué desafíos tuvieron que enfrentar en la creación de los estándares? Si los menciona, pedirle que profundice en ellos. ¿Qué críticas han recibido -si es que las ha habido- respecto de la creación y cómo las han enfrentado?

5 -¿Participaron otros agentes en el proceso de diseño de los estándares disciplinarios de inglés?

6 - En los estándares se habla de inglés como "lengua extranjera". ¿Qué se entiende como lengua extranjera? ¿Qué ventajas presenta este concepto frente a uno de "segunda lengua"? ¿Presentó críticas la elección de dicho concepto? Si es que hubo críticas, ¿cómo se enfrentaron?

7- En general los estándares apuntan a una visión de currículum integrado, ¿qué se entiende por currículum integrado? ¿Qué ventajas presenta este tipo de currículum frente a uno -por ejemplo- de carácter disciplinario? Por otra parte, ¿ha recibido crítica el currículum integrado? ¿Cuáles son?, ¿cómo los estándares responden a dichas críticas, cómo las enfrentan?

8 - En los estándares se manifiesta que los profesores deben tener un manejo de las habilidades en nivel C1, que corresponde al Marco Común Europeo de Referencia para las Lenguas: aprendizaje, enseñanza, evaluación (MCER). ¿Qué se entiende por nivel C1, qué significa? ¿Qué ventajas presenta? ¿Por qué se estableció dicho nivel, y no otro? ¿Por qué tomar este marco de referencia? 8. ¿Ha recibido críticas el uso del nivel C1 como estándar? De haberlas recibido, ¿cómo las han enfrentado?

9 - Se habla de communicative language teaching como principal enfoque (complementandolo con aportes de otros enfoques). ¿Qué se entiende por communicative language teaching? ¿Cuáles son esos otros enfoques? ¿Podría profundizar en ellos, y en la idea de por qué integrarlos?

10 - En los estándares se declara que el docente debe ser creativo. ¿Qué se entiende con ser creativo? ¿Qué otras habilidades blandas existen y por qué no se incluyeron? Qué críticas han recibido al respecto y cómo las han enfrentado?

11 - ¿En qué consiste el proceso de aprendizaje en inglés? En su opinión personal, ¿cuáles son los procesos más importantes en el aprendizaje de una segunda lengua y cómo esto se ve reflejado en el contenido de los estándares?

12 - Respecto de la cantidad de estándares. ¿Cómo se llegó a 10 estándares disciplinarios? ¿Por qué no más, por qué no menos? ¿Cuáles son las ventajas y desventajas de tener 10 estándares?

13 - Teniendo en cuenta estos 10 estándares disciplinarios. ¿Existe un orden en particular? De ser un sí, cuál y por qué. De responder no, ¿Encuentra que hay algunos más importantes que otros? ¿Por qué?

14 - En los estándares se declara que el docente debe integrar la diversidad de su propia cultura y la de las comunidades angloparlantes. ¿Qué se entiende por integrar la diversidad? ¿Existe otra función que usted le asigne al aprendizaje del inglés? ¿Por qué no se incluyeron?

15 - En los estándares se declara que el objetivo de la enseñanza del inglés está definido en términos de acceder a la información y resolver situaciones comunicativas de variada índole ¿Qué se entiende con acceder a la información y resolver situaciones comunicativas de variada índole? ¿Existen otros objetivos que usted le asigne al aprendizaje del inglés? ¿Por qué no se incluyeron?

16 - ¿Cómo benefician los estándares la formación de los profesores de inglés?

17 - ¿Cuál es el propósito de los estándares en términos funcionales?

18- Para finalizar, ¿cómo proyecta el desarrollo de los estándares en el futuro?

Appendix D: Interview Transcript.

¿Cómo es que llegó a trabajar en el diseño de los estándares disciplinarios de inglés?

Porque debo ser una de las más viejas en inglés en Chile y porque pensaba que nosotros podíamos elaborar los estándares ya que teníamos un currículum distinto y teníamos una parada distinta frente a la enseñanza de inglés y además varios de nosotros habíamos trabajado, habíamos colaborado o trabajado directamente con el MINEDUC en el diseño de planes y programas, en la revisión de los programas cuando se tuvieron que ajustar por revisión curricular. Yo participo en la revisión de programas de la CNA, entonces pensábamos que teníamos algo que decir frente a los estándares, y participamos en la licitación y la ganamos, o sea, de hecho sí teníamos algo que decir.

Menciona ahí que es un currículum distinto. ¿Cómo así?

Es un curriculum integrado, por un lado, no solamente son las cuatro habilidades integradas, sino que los elementos lingüísticos como: fonética, gramática, vocabulario están integrados a lengua. El ramo de lengua inglesa no tiene módulos de gramática, módulos de fonética, sino es que está realmente integrado al funcionamiento de la lengua. ¿Cómo lo hacemos? lo hacemos un poco como cleel. Funcionamos con temas, y trabajando los temas en base a lexico-grammar va saliendo todo lo que los alumnos deben aprender de esas áreas. Pronunciación se hace aparte, el profesor experto en fonética hizo un desarrollo de strand de fonética, de los nueve semestres de lengua. Eso sí se hace como una práctica aparte, pero todo lo demás está integrado. Nosotros borramos los ramos de fonética, gramática, vocabulario, literatura. Tenemos una sola literatura en este momento. Borramos también introducción a la literatura

y cultura, porque los temas son tomados de todos esos ramos, y además, contribuyen a los temas los ramos del ciclo básico que son historia, filosofía, educación, ética, etc. Entonces, los alumnos desde primer año no tienen libro. Los profesores arman un dossier que addresses todos esos issues y empiezan por ejemplo con el issue más potente para ellos que es identidad. Desde identidad van desarrollando la lengua, y van desarrollando información sobre cada tema, por lo tanto van agregando una cantidad increíble de vocabulario. Ojalá no palabras aisladas, sino chunks que van a ir integrando a la discusión y al debate. Hay mucha reflexión, mucho debate porque uno de los elementos más importantes en nuestro currículum es critical thinking. Entonces, pensamos además que enseñar inglés no es sólo desarrollar las habilidades lingüísticas, sino también es introducir a los alumnos a temas importantísimos como son ciudadanía, democracia, autonomía, etc.

¿Por qué el inglés es importante en Chile? ¿Por qué es el único idioma que se enseña? ¿Qué función social cumple?

Porque es el cuento de la globalización, lo dice todo el mundo. La globalización es en inglés y el idioma internacional es inglés hasta ahora. Francés perdió, el alemán perdió peor. Los profesores de francés tuvieron que adecuarse y ahora están enseñando inglés a duras penas, pero lo están haciendo, y bueno, el MINEDUCc tomó una opción. La opción fue inglés, lo que nos favoreció a todos nosotros que somos profesores de inglés. Ahora otra cosa es que estemos o no de acuerdo. Chile no va a ser nunca un país bilingüe. Será bilingüe en mapudungun pero no en inglés. Tampoco creo que la idea sea hacernos un país bilingüe. Estamos muy lejos de siquiera llegar a un nivel B1, A1. En realidad, si pensamos honestamente, ojalá los alumnos después de los ocho años de inglés obligatorios pudieran salir con un nivel B2.

¿Nivel B2 de la media?

Sí po. Si tiene ocho años de inglés. Tienen más de 800 horas de inglés. Se supone que con 800 horas de inglés un alumno es avanzado en el dominio del idioma.

¿Por qué cree usted que se llegó a la conclusión de que los estándares eran necesarios?

Porque el desastre en la enseñanza del inglés en los colegios es evidente. Piensen en la prueba Inicia nada más, no, no en la Inicia, en el SIMCE inglés del 2010, 2012, 2014, los resultados son híper-catastróficos, y aparte de que están manipulando con un examen que el primero no es el mismo que el segundo, por lo tanto, son incomparables y los resultados, si se toman por cada uno, favorecen a los colegios bilingües y particulares, que son los que se llevan el porcentaje mayor del 22% o del 18% o, del 14%, y terminamos con un 2% real el 2010, como con un 3% real el 2012 y como con un 4% real, o alegan que es un 7% y en verdad, da exactamente lo mismo, es patético, y eso quiere decir que la formación de los profesores de inglés hace mucho tiempo, hace no tanto tiempo y ahora, no sirve para nada.

Entonces, ¿Sería responsable la formación de los profesores?

O sea, los profesores en aula hoy, deberían todos, ir a talleres o seminarios o educación continua que les "upgrade" en el inglés y en la metodología, y las universidades deberían tomar los estándares, adecuar sus mallas curriculares y ver si la cosa mejora y si no, cerrar esas universidades o esas carreras, definitivamente.

¿Qué desafíos tuvieron que enfrentar en la creación de los estándares? ¿Qué críticas han recibido, si es que hubo críticas, respecto a la creación y cómo se enfrentaron esas críticas?

Los desafíos más grandes fue que esto fue en el período de Piñera y de la derecha en este país, que habían reemplazado a la gente pensante que había hecho todos los programas y el proyecto de inglés desde la reforma. Esta gente, por supuesto, nunca había estado en la vida pública, ni siquiera tenían magíster, no tenían idea lo que estaban haciendo y los estándares les parecieron, los rehicieron y los rehicieron en base a literatura ponte tú, entonces claro, tenían literatura como la base de la enseñanza del inglés que probablemente será en el Grange, en el Dunalastair, no tengo idea, pero en un Liceo público no tiene ninguna cabida. Nosotros dijimos que, si eso iba a ser así, íbamos a parar a todas las universidades del país, porque habíamos tenido la posibilidad, a través del PIAP, y del CPIP, de convocar a una reunión de todas las carreras de pedagogía en Inglés de Chile para que dieran su opinión, y la dieron, todavía la tenemos guardada. Hicimos además un "focus group" donde participó Daniel, sobre los estándares, un "focus group" en Santiago, hicimos un "focus group" vía e-mail, lo mandamos a todas las carreras, o sea, hemos recibido cualquier cantidad de feedback ratificando lo que nosotros hicimos y les escribimos a todos diciéndoles que se había producido un "impasse", y que los habían re-escrito y que nosotros nos negábamos a probar esos y nos apoyaron 100% y finalmente, después de un pequeño encontronazo, la cosa funcionó y salieron casi tal cual nosotros lo habíamos hecho. Ahora, críticas posteriores, no hemos recibido, seguramente que las tienen pero no las han enviado. En todo caso, los expertos extranjeros y nacionales que nosotros consultamos y que tuvieron que darnos su opinión fueron en general muy positivos, y la persona que contrató el PIAP y el British Council para apoyar los

cambios de malla en base a los estándares estaba plenamente de acuerdo, entonces me imagino yo que tan malos no están.

¿Participaron otros agentes en el proceso de diseño de los estándares disciplinarios de inglés?

O sea, hubo todas las consultas que te digo, todas las consultas a los expertos nacionales y extranjeros, a todas las carreras, por supuesto que no los re-escribieron pero sí nos hicieron ene cantidad de sugerencias que se tomaron en cuenta para su redacción final.

En las actuales salas de inglés como lengua extranjera, ¿Qué se entiende como lengua extranjera? ¿Qué ventajas presenta este concepto?

Segunda lengua es imposible, segunda lengua es cuando uno está en Panamá o en México, o en lugares donde el acceso a la lengua es real, nosotros estamos en la parte externa del círculo y de casualidad tenemos acceso al inglés hoy por los juegos de video, por internet para el común de la gente, si la gente no tiene internet, murió, no tiene ningún acceso al inglés y en muchos colegios público y privados subvencionados, la pregunta es: "¿Y pa qué, Miss., tengo que estudiar esta cuestión que no me va a servir pa' nada, no la voy a usar nunca, no me interesa? Entonces, la realidad de la enseñanza del inglés es como idioma extranjero. No puede tener ninguna otra posibilidad. Sería segundo idioma definitivamente si estuviéramos más en el *inner circle* para que tuviera algún sentido. Tiene sentido para la clase media-alta, la clase alta, la gente que va a sabe perfectamente que va a acceder a una buena universidad y que va a necesitar el inglés para un montón de cosas. O que ha viajado toda la vida, que está en un colegio bilingüe o que está en un colegio particular sub- particular, particular privado, donde tienen un montón de horas de inglés y el inglés les va servir de por vida.

Definitivamente esa gente es como el 8% de la población quienes acceden a colegios privados privados y a nosotros no nos interesa esa gente. Esa gente tendrá sus propias posibilidades de arreglárselas. Nosotros estamos pensando en el 92% de los niños en Chile que el inglés lo van a necesitar como una herramienta de trabajo y para movilidad social fundamentalmente.

Perfecto. La elección de... como lengua extranjera del inglés ¿presentó alguna ventaja? ¿Presentó críticas respecto a esa elección?

No tengo la más remota idea. Esto fue una elección del MINEDUC cuando armaron la reforma y que se implementó el 98'. En todo caso a mí me parece muy bien. Y si ustedes quieren la explicación o algo sobre eso está aquí, en esos libros verdes de (PTT) que son el currículum que salió el 98'.

Ya. Volviendo un poco a esta idea del currículum integrado de la que nos estuvo mencionando, en ese sentido, ¿por qué currículum integrado? ¿Qué ventajas presenta este currículum?, por ejemplo, frente a uno disciplinario en el que si nos dividiríamos como: en vocabulario, en fonética ¿Cuál es la ventaja principal?

La ventaja principal es que los alumnos finalmente entienden que no se enseña un idioma extranjero en castellano, y que no se enseña desde la gramática y las reglas gramaticales, las fórmulas gramaticales y en los ejercicios gramaticales. Eso es lo que se hace en el 95% de las escuelas y fundamentalmente es por eso que los alumnos no aprenden nada. Cuando uno está en una carrera en pedagogía en inglés-- que no es la de ustedes, ustedes están en una licenciatura, que no tiene nada que ver- eh, el profesor de inglés se está formando como profesor de inglés desde todas las ramas, y si tienen 6 gramáticas, 6 fonéticas, nunca entienden que ese

no es el foco ni el enfoque que le van a dar en la escuela. Es muy fácil que el sistema los absorba una vez que ellos se gradúan, porque nunca durante la universidad vieron la integración, siempre lo tuvieron separado: lengua inglesa, gramática, fonética, vocabulario, literatura, cultura en el semestre; y finalmente ¿qué es lo que más se les quedó? Se les quedaron las reglas, las fórmulas, los ejercicios. Con suerte aprendieron a hablar bien inglés y con suerte la metodología tuvo algún impacto. La metodología de la enseñanza del inglés en la generalidad de las universidades es uno, dos semestres, como mucho 3 semestres contra, si ustedes van sumando, 6 semestres de gramática, 6 semestres de fonética, 6 semestres de vocabulario, 4 semestres de literatura, dos semestres de cultura, ¿cuál es el peso de la metodología del inglés? O sea, ¡quedamos así! Y cuando se van de vuelta a los colegios, lo que hacen es repetir la formulita eterna que es: enseñar en castellano reglas y fórmulas gramaticales.

Y cuando se presentó est- esta idea de currículum integrado ¿recibieron algunas críticas?

¡Uff, claro, miles! Todos las que están protegiendo a sus funditos de gramática, de fonética y de todo casi se murieron. Y no entienden que eso sí está, pero está *integrado*. Que es como funciona un idioma cualquiera.

Y, en ese sentido, ¿Cómo los estándares entonces responden a este currículum integrado?

Los estándares sí tratan, por separado, los elementos lingüísticos, pero de alguna manera en la redacción de lengua por ejemplo está claro que es integrado y tratamos de que- de que de alguna manera se desprenda de la redacción, porque nosotros no podemos vender nuestro modelo. O sea, sería absolutamente no ético. Esta es el mínimo que necesita en su

formación un profesor de inglés, los estándares señalan el mínimo. Por lo tanto nosotros no podíamos hacer explícito el hecho de que estamos por un currículum integrado. Esperamos que al leerlo con cuidado se vaya desprendiendo de lo que nosotros decimos qué es lo que deben lograr con gramática, con fonética, con etcétera.

Y, bueno pasando a otro punto, en los estándares se manifiesta que los profesores deben manejar habilidades en el nivel C1, que sería el que corresponde al Marco Común Europeo de referencia de las lenguas. ¿Qué se entiende por C1?
Avanzado, o sea encontramos que sería vergonzoso que un profesor de Inglés no fuera avanzado. O sea es como un profesor de matemáticas que no se sabe todas las tablas de multiplicar o no sé, pero creemos que el nivel C1 al menos garantiza que el profesor puede hablar inglés y debería hablar inglés durante toda la clase. Ya no hay ninguna excusa para no hacerlo.

Ah ya y en particular, ¿por qué tomar ese marco de referencia?

Porque es el marco que se está usando en todo el mundo. Incluso los americanos lo están usando. De hecho, creo que hasta el TOEFL está con niveles del CEFR

Ya, ¿y esto recibió críticas? Poner este nivel avanzado digamos.

Al principio, pero se murieron de vergüenza después de un rato y tuvieron que decir que bueno. Ustedes se imaginaran que universidades eran.

Ya bueno y después se habla de, en los estándares se menciona el Communicative Language Teaching como un principal enfoque,

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digamos y se complementa con otros enfoques, ahí sale manifestado. ¿Qué se entiende por Communicative Language Teaching?

Que el idioma es para comunicarse, definitivamente no es aprender gramática, es poder usarlo meaningfully

Ya y estos otros enfoques que serían manifestados que van a complementar este principal. ¿Cuales serían?

El text-based approach, el Task-based approach, el (...) De hecho el ministerio usa el text-based approach. Todos los textos, los libros de texto tienen unidades, cada unidad está subdividida en subunidades y cada subunidad se refiere a un texto en particular

Y ¿por qué la idea de integrar todos estos approaches?

Porque es la manera más fácil y más lógica dentro de los parámetros de Chile para poder funcionar con el idioma. O sea, si tú, mira yo que no estaba preparada, lo estábamos discutiendo hoy día. Si nosotros tenemos cada unidad, por ejemplo "sports" y está dividida en subunidades, por lo tanto tiene: Winter sports, una subunidad. Team sports, otra subunidad. Water sports, otra subunidad, hasta que tienes, no sé, tres, cuatro, cinco textos. Cada texto que es tu subunidad, por ejemplo este podría ser Team sports, ¿ya? Cuando tú vas a enseñar este texto, tienes tu objetivo. De hecho, si no hay un objetivo para hacer una clase, te puede resultar cualquier cosa. O sea esto es at the end of the class the students will be able to: Do something with the language. O sea estamos hablando de comunicación. Ya eh, no sé, por ejemplo give instructions to play, no tengo idea, team sports. Entonces este texto se va a tratar para que los alumnos puedan funcionar con la cantidad de Team sports que existen y de explicar cómo funcionan. Entonces vas a hacerles el pre (previous)

que es, fundamentalmente, activar todo lo que ellos ya saben, además es motivar y además es engage. ¿Cómo? Además le tienes que dar los keywords y las expressions para que puedan entender el texto. Una vez que llegan a terminar su pre entran al (…) Que es solamente comprehension. Leen el texto y lo van a entender, porque aquí tienen esto y esto es lexico-grammar. Aquí ya tienen los elementos lingüísticos necesarios. Y luego, entienden, solamente verificas que entienden y sigues con el post. Y ¿para qué es el post? Es para practice. What? El léxico-grammar de acá en actividades. Tantas actividades como puedas, de hecho esto debe ser lo que más dure en la clase. Tienes practice, practice, y no es chiste, practice y finalmente production, ¿ya? Entonces cada una de estas actividades va a garantizar que los alumnos están todos practicando esto, por lo tanto están incorporando lo nuevo del texto para comunicarse meaningfully en team sports y si a ti te gustó el fútbol, hablaste de fútbol y a ti el basketball, volleyball, lo que sea. Y finalmente, produces, nuevamente, usando lo mismo con la idea de que si tú, de alguna manera eres capaz de utilizar *meaningfully* estos asuntos al menos, al menos, al menos 20 veces, de alguna manera empiezas a automatizar. Y qué pasa, que todo esto, desde la explicación lingüística, hace que tú aprendas a comunicarte con una lengua viva, que tiene un sentido para ti. A mí me encanta el futbol, entonces voy a hablar de qué, de lo que paso ahora en la copa américa, ¿ya? Entonces la idea es que estamos integrando esto. El *communicative approach* es el paraguas gigantesco, pero lo estamos haciendo con un *text-based*, lo estamos haciendo con un *Klee*, porque estamos utilizando temas de otros niveles. Podemos usar historia, podemos usar gimnasia, podemos usar lo que te dé la gana. Y además, estamos usando *task-based*, porque de alguna manera de aquí van a salir tareas interesantes. Proyectos que van a poder hacer. Para el tema *sports* van a hacer una tarea que va a terminar en un

producto, que va a ser muy interesante para los niños, el colegio, la familia, etc. Esa es la idea.

En los estándares se declara que el docente debe ser creativo, ¿qué se entiende por ser creativo?

A ver, la verdad es que nosotros esperábamos que el profesor va a funcionar con un texto. De hecho el MINEDUC les regala un texto. Les garantiza a todos los estudiantes de Chile, de colegios públicos y privados subvencionados, un texto gratuito. Y, al profesor, un *teach-book*, que viene pegado del *student-book*. La creatividad es que entienda que el libro no es su biblia. El libro es una guía y él debería usarlo y ajustarlo a lo que él cree son las necesidades de cada grupo. Y saber que existen otros medios y recursos a los cuales puede recurrir y adaptarlos de nuevo a sus grupos. Es imposible dejar la creatividad afuera, como también en muy difícil decir cómo va a ser creativo. La creatividad se tiene que desarrollar dentro de, por ejemplo, el ramo largo de lengua inglesa. O, se debe desarrollar a lo largo de los cursos de metodología, pero, fundamentalmente es la escuela básica y media la que debería desarrollar la creatividad en el niño. Nosotros ya estamos llegando un poquito tarde cuando hablamos de desarrollar creatividad en un profesor, pero no perdemos la esperanza. La idea es que cuando los alumnos están de primero a quinto año estudiando para ser profesores, los programas de cada asignatura, de alguna manera reflejen que va a haber algo creativo de parte del alumno. Que no va a estar repitiendo hasta el cansancio lo que le da el profesor o lo que le dan los textos.

Respecto a lo mismo, ¿qué otras habilidades blandas existen y por qué no se incluyeron?

Es que creatividad no es una habilidad blanda, en realidad.

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No, claro, pero está mencionado en los estándares que hay habilidades blandas que deberían ser consideradas.

Sí, es que a ver. Nuevamente les digo que esto es el mínimo y nuevamente había como una extensión máxima. Las habilidades blandas que deben tener, obviamente son, por ejemplo, *social skills*. Tienen que saber relacionarse, tienen que tener respeto. Tienen que ser puntuales, tienen que ser responsables. Todas esas son habilidades blandas que un profesor debería tener, pero eso viene más con los estándares pedagógicos. No se olviden que estos estándares son de la disciplina. Los estándares pedagógicos están aparte y son para toda la media los mismos.

¿En qué consiste el proceso de aprendizaje de inglés? En su opinión, ¿cuáles son los procesos más importantes del aprendizaje de una segunda lengua? y ¿cómo se ve esto reflejado en los contenidos de los estándares?

A ver, si lo que nosotros queremos es desarrollar la comunicación en inglés en los alumnos, tenemos que pensar en cómo el alumno aprende la lengua materna. De hecho, cuando la guagua nace y los padres y las familias se relacionan con esa guagua, lo hacen en castellano y en *chunks*, que el alumno va detectando en inglés. En general van detectando los sonidos, luego van armando como pedacitos de sílabas que no quieren decir nada. Finalmente van *uttering meaningful chunks*. Y eso es lo mismo que queremos hacer con los alumnos cuando están en la sala de clases. Por ejemplo, en quinto grado, que es cuando oficialmente empiezan inglés, los alumnos empiezan con rutinas. ¿Por qué?, porque cuando uno aprende su lengua materna, sin querer queriendo va aprendiendo rutinas que la madre generalmente le va dando. Por supuesto que en quinto grado la cosa ya es más avanzada, más rápida y es a otro nivel, pero, por ejemplo, la rutina normal de los *Greetings*, la rutina normal de *What´s the wheather like today?*, y darle todo el cuento del

weather. La rutina de cómo voy al baño, cómo empiezo a abrir mi libro, qué hago con las actividades del libro. Todo el *classroom vocabulary* que es importantísimo, es lo primero que el alumno debe tener y con lo primero que se debe relacionar. Aparte de eso, los alumnos deben empezar interactuando de inmediato. Si yo entro a una clase de quinto grado y digo *Good Morning*, los niños saben lo que es *Good morning*, no tienen para que traducirles la palabra y decir *buenos días*. Y si yo digo, *My name is Mary Jane*, nosotros tenemos expectativas muy bajas de nuestros alumnos en general. Las expectativas que nosotros queremos que nuestros alumnos acá tengan son altas. Y yo apuesto mi mano derecha que si yo digo *My name is Mary Jane* en una sala de clases en quinto grado, que es la primera vez que tiene inglés, van a entender. *My name is Mary Jane, your name? Her name is Laura*. Y así seguimos, pero no yo. Yo no hago esto, los alumnos siguen entre ellos. Y de alguna manera, yo traigo preparadas preguntas que voy a pegar en la pizarra con las cuales ellos van a interactuar y yo, lo que voy a hacer es pasearme. O sea, el profesor nunca debiera ser un gallo gordo. Porque lo único que va a hacer es pasearse toda la clase, y ver qué está pasando con los alumnos. Los alumnos van a estar interactuando permanentemente. La clase de inglés, si es silenciosa, es un fracaso. O sea, sabemos que el profesor lo está haciendo mal. La clase de inglés debería tener un *"learning noise"* permanente. Los alumnos van a estar hablando en pareja, van a estar hablando en grupo de tres y de a cuatro. Se van a estar parando y re-agrupando permanentemente. Porque están aprendiendo a automatizar instrucciones y todo el vocabulario en la sala de clases. Cuando ellos tienen ya automatizado todo este cuento, de la sala de clases, la familia, en 5to grado hay como tres unidades. El colegio, la sala de clases, la familia y creo que ahí se acaban. No me acuerdo bien. En 6to tienen vacaciones, o sea las cosas normales que van siguiendo como temas en la vida de un niño. Y eso es lo que hay que hacer accesible al niño, el niño

ya lo trae completito en Castellano y lo que hay que hacer es ayudarlo a transitar del Castellano y al Inglés con lo mismo y un poquito más. Se supone que no debería haber interferencias, su supone que debería haber transferencia que es distinto. Entonces, de alguna manera yo agarro al niño en 5to y lo hago transitar desde su idioma normal, actualizado y potente porque lo está viviendo del colegio, de la sala de clase, de su familia, de su barrio. ¡Y lo llevó al inglés! Cuando él llegó ahí, al año siguiente, facilmente, utilizando *"chunks"* similares, estructuras similares. Lo hago transitar por las vacaciones, por navidad. ¿Qué se yo?, por todo lo que corresponde. Esa es la idea, la idea es que yo no le estoy enseñando, por ejemplo, vocabulario. Si yo le enseño una lista de vocabulario. ¿De qué le va a servir? se lo va a aprender para esa unidad y se le va a olvidar inmediatamente después. Lo que ellos tienen que hacer es incorporar eso y automatizarlo. Y mecánicamente para que les salga o automáticamente de alguna manera. Cuando el tema que se produzca en cualquier momento, ya sea en la sala de clases o afuera.

Si alguien le pregunta afuera: *"What's your name?"* Y al niño le da un ataque de corazón por que no entendió, quiere decir que esa clase no sirvió para nada y esa unidad no le sirvió de nada. Y eso es lo que pasa hoy. Se pasan en el verbo *"To be"* porque es lo único que le enseñan en gramática y llegan a 4to medio con el verbo *"to be"*. Salen del colegio. "¿Y usted sabe inglés?" No po, no sabe nada. Y eso ya está hecho, osea ya hay evidencia, la CORFO ofreció la posibilidad a todos los chilenos de tomar un examen de inglés gratuito. Para saber en qué nivel estaban, no me acuerdo si fue el 2004 o el 2005. Y resultó que como el 2% era apto. Entonces lamentablemente la evidencia comprueba lo que yo les digo. La formación de profesores de inglés en chile es muy mala. Y el desempeño de los profesores de inglés en la sala de clases es peor.

Okay, respecto a la cantidad de estándares, ¿cómo se llegó a 10? Estándares disciplinarios por supuesto. ¿Por qué no más? ¿Por qué no menos? ¿Y cuáles son las ventajas y desventajas de 10?

¡Porque no! No, no fue que dijimos: ¡Son 10! De hecho son 10 habíamos dicho 9. Pero, logramos 1 más cuando, cuando, cuando tuvimos la gran pelea gran para, para mantener los estándares. Por un lado tenía que, teníamos que tratar de ser políticamente correctos porque, estábamos en un, en un, gobierno que, tenía una línea política sociopolítica, donde si nosotros transgrediamos, la frontera de lo incorrecto, no iba a pasar nada. Entonces tratamos, por ejemplo, *"Critical thinking"* está super como piola. Porque obviamente que eso para ellos no era un estándar, entonces, pensamos, a ver, pensamos, que estábamos hablando de desarrollar las habilidades lingüísticas, pensamos, pensamos lo siguiente: ¿qué es lo más importante en la formación de un profesor de inglés? Uno: Que hablen el idioma. Dos, que sepan la metodología de enseñanza y que la sepan muy bien. ¿Cómo se logra eso? Se logra integrando las habilidades. Está bien que sepan "*reading, listening"* y todo lo demás pero si no la tienen integradas da lo mismo. Y que la metodología sea algo que ellos dominen al revés y al derecho. Y que por descarte entre todo lo demás. Y salieron bien.

Y en base justo a lo último que usted dijo, bueno en estos 10 estándares disciplinarios, ¿Existiría entonces un orden particular entre ellos? Por ejemplo, que los primeros en realidad son más esenciales que los últimos…

No, no

Son 10 no más.

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Son todos, todos importantes, sí.

En los estándares también se habla de que el docente debe integrar la diversidad de su propia cultura y de las comunidades extranjeras, o en este caso las angloparlantes, bueno inglés, ¿Qué se entienden por esta idea de integrar la diversidad?

Se entiende que nosotros no somos admiradores ciegos de lo que pasa en EE.UU. o en Inglaterra, fundamentalmente en EE.UU. y en Inglaterra. Significa que estamos considerando al enemigo desde adentro y que podemos tener una posición muy crítica de lo que está pasando allá, y que vamos a entender que no vamos a copiar lo que pasa allá porque allá funciona o nos parece bien, sino que lo vamos a pensar desde donde nosotros estamos parados por ejemplo Finlandia es el último alarido en educación, pero resulta que nadie ha pensado que Finlandia tiene 3 millones de habitantes, que no hay una clase pobre que se está muriendo de hambre, que la diferencia de sueldos entre el más rico y el más pobre es como un diez por ciento, que todos tienen acceso gratuito a la educación, a la salud , etc. por lo tanto son incomparables no podemos decir "oh Finlandia, copiemos Finlandia". No hay ninguna posibilidad ni remota de copiar lo que está pasando en Finlandia. EE.UU. magnifico me quiero ir a vivir a Nueva York quiero ir a veranear a Miami porque son fantásticos. Bueno no son ni tan fantásticos. En este momento el cuestionamiento a la vida en EE.UU es gigantesco, a la sociedad americana, al ideal americano, al *self-made man* peor todavía y eso es lo que la gente acá tiene que entender o sea, que está pasando por ejemplo con nuestras comunidades mapuches, como ellos han perdido su tierra y en este momento están siendo vilmente manipulados por las compañías madereras en el sur de chile y que tiene eso que ver con lo que está pasando en EE.UU? Claro que tiene que ver porque, y no en EEUU, en Canadá. En Canadá acaba de salir un artículo espantoso que dice 2 de 7 canadienses son pobres, pobres, pobres, entonces no todo lo que brilla es

oro y no todo lo que pasa en el hemisferio norte es fantástico y nosotros tenemos que de alguna manera deconstruir el cuento y reconstruirlo de acuerdo a lo que nosotros necesitamos.

Entonces, si uno lo pone como en palabras, ¿Qué función le asignaría al aprendizaje del Inglés tomando en cuenta esta idea de la diversidad? ¿Qué función?

La función de transformar a un ciudadano chileno en un ciudadano crítico y proactivo

Claro y bueno, por lo mismo no está explícito en los estándares, por esta idea que nos comentaba que no pude estar…
O sea, ahora si lo tuviéramos que hacer de nuevo, obviamente el *wording* sería diferente.

Bueno, siguiendo un poco también se habla de que la enseñanza de Inglés está definida en términos de acceder a la información y resolver situaciones comunicativas de variada índole, ¿qué se da a entender por esta idea de acceder a la educación y resolver…?

Acceder a la información…

Perdón, a la información y resolver situaciones comunicativas de variada índole, ¿qué se entiende por esas dos cosas?

Se entiende que nosotros somos manipulados por la prensa de todas las maneras posibles, nosotros, nuestro acceso a la información está manipulado desde que nacemos hasta que nos morimos. Nosotros leemos los periódicos de la derecha, vemos los canales de televisión de la derecha, nos atienden las Isapres de la derecha, las AFP de la derecha, las

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escuelas que están manipuladas para que funcionemos como relojito, las universidades en general están manipuladas desde la socio-política neoliberal, etc. Y de alguna manera no tenemos escapatoria posible. El inglés nos permite al menos, si abrimos Internet y logramos navegar inteligentemente, tener acceso a otra información, manejar otra información, de otros puntos de vista, podemos leer por último Greenpeace, qué es lo que dice de lo que está pasando en el Ártico y en la Antártica, podemos acceder a no sé, a cosas que nos van a dar otra visión de lo que está pasando y otra parada frente a la vida. Y de partida, si uno entra a la universidad y no sabe hablar inglés, su, su problema fundamental es que no tiene acceso a la bibliografía, la bibliografía en la gran mayoría de las carreras está o todo en inglés, o casi todo en inglés. Acá, en esta universidad eh hay inglés obligatorio para todas las carreras. Y los, los coordinadores académicos le piden a los profesores, cuando elaboran sus programas, que pongan bibliografía en inglés importante, y que eso sea considerado como propósito evaluativo.

Y bueno continuando, ¿De qué forma benefician los estándares a la formación de los profesores? Si es que son solamente un modelo.

O sea, si entienden lo que significan los estándares, los profesores deberían poder ajustar sus mallas, por ejemplo –Sí? (interrupción)- para que, para que el, el profesor primero aprenda a hablar inglés a nivel C1. Hay universidades donde los profesores se gradúan y no tienen la más remota idea, no pueden hablar fluidamente en a ningún nivel. ¿Qué más me preguntaste? Con la entrada me distraje.

No, fue cómo benefician los estándares a la formación de profesores.

Ah, bueno, por eso po, porque les estaba como, les está rayando la cancha a las universidades que tienen que ajustar sus mallas a ciertos, ciertos

requisitos obligatorios. Porque son requisitos obligatorios mínimos. Y cuando salga la prueba Inicia se va a basar en los estándares, por lo tanto quieras o no vas a tener que hacer un ajuste a tu malla, o si no los profesores van a salir malos. Cuáles van a ser las consecuencias de eso no lo sé, pero no muy agradables me imagino.

Claro, como el cerrar el programa.

Yo creo que eso va a ser lo más drástico, pero al menos tendrán que recibir de nuevo a los alumnos gratis y tratar de que la próxima vez salgan bien, los alumnos se van a indignar, los que estén estudiando en ese momento en esa carrera van a reaccionar. O sea de alguna manera el MINEDUC no tiene, las universidades son autónomas, la gran mayoría, por lo tanto el MINEDUC no tiene una injerencia directa en qué hacen las carreras en la formación de sus profesionales. Esto de la prueba Inicia es una entrada tangencial, pero que va a directamente repercutir en lo que está pasando en la formación, y a mí me parece absolutamente lógico. Un estado no puede financiar una educación superior sin tener arte ni parte en lo que está pasando.

Entonces, según usted, ¿cuál sería el propósito de los estándares en términos funcionales? En el…

Es regular.

Ya, regular.

Lo que está pasando con la formación de profesores de inglés en Chile. Y tener la certeza de que de alguna manera de aquí a tres cuatro años deberían haber mallas, que de verdad tuvieran como propósito final un

perfil de egreso de un estudiante con las características que están en los estándares.

O sea usted así proyectaría el desarrollo de los estándares en el futuro en tres o cuatro años más.

En las mallas, y en cinco seis siete años más la salida de los nuevos profesionales con las nuevas mallas. Y qué va a pasar con Inicia, qué va a reflejar.

Visto así entonces, ¿cuál sería el valor que usted le asignaría a los estándares disciplinarios?
Regulador.

Regulador. Un valor regulador que daría como un piso para todos.

Exactamente.

Sí. Estaríamos.

¿Estaríamos?

Sí.

Figure 1: Ideologies related to the standards for teaching practice

EXTERNAL IDEOLOGIES	INTERNAL IDEOLOGIES
Ideology of common sense and the evidentiary warrant	The influence of teaching in the student's outcome
Ideology of Professionalisation and Quality	Public good versus private good and the problem of uniformity
Ideology of New Managerialism/Performativity	Curriculum alignment and enduring consensus promote learning
Ideology of "Strategic Maneuvering"	

Figure 2: Structure of S4

Introductory paragraph	Comprende la importancia del desarrollo integrado de las habilidades de la comunicación en sus alumnos, poniendo en práctica este conocimiento como un eje organizador del proceso de enseñanza-aprendizaje.
Second explanatory paragraph	El futuro profesor o profesora conoce las interrelaciones que se producen entre la comprensión auditiva, la comprensión lectora, la expresión oral y la expresión escrita en inglés, y la manera en que estas habilidades se integran en un objetivo comunicacional.
Lo que se manifiesta cuando	1. Reconoce que la integración de las cuatro habilidades durante el proceso de enseñanza-aprendizaje fortalece la adquisición del idioma inglés en los estudiantes.

2. Comprende que el objetivo principal de aprendizaje es la integración de las cuatro habilidades en la comunicación.

3. Planifica actividades conducentes a la integración de las cuatro habilidades en la comunicación en inglés, observando el currículum vigente.

4. Utiliza diversas estrategias para que sus estudiantes integren la comprensión y la expresión al comunicarse.

5. Diseña actividades de aprendizaje motivadoras, en distintos contextos, para que los estudiantes se comuniquen en inglés.

6. Implementa actividades considerando temas de otras asignaturas del currículum nacional. |

Figure 3: Standards and their main content.

Standard	Main Content
1	Linguistic knowledge and its application
2	Pedagogical knowledge and its application
3	Skills development and its application.
4	Communication development and its application.
5	Evaluative and Curricular Knowledge
6	Expected level of English (C1)
7	Theories of learning knowledge
8	Use of resources for learning objectives
9	Cultural elements
10	Professional development

Figure 4: S1 structure

Application (*Hacer* macro-code)	Purpose (*Propósito* macro-code)
Integra de manera contextualizada y graduada los componentes lingüísticos al proceso de enseñanza-aprendizaje de la lengua extranjera, de modo que contribuyan al desarrollo de las habilidades de comunicación de sus estudiantes.	de modo que contribuyan al desarrollo de las habilidades de comunicación de sus estudiantes.

Figure 5: S2 structure

Knowledge (*Conocer* macro-code) / Appreciation (*Valorar* macro-code)	Purpose (*Propósito* macro-code)
Reconoce que la expresión se produce por medio de códigos lingüísticos.	none

Figure 6: Macro-codes occurrence. This figure illustrates the number of occurrences of each macro-code.
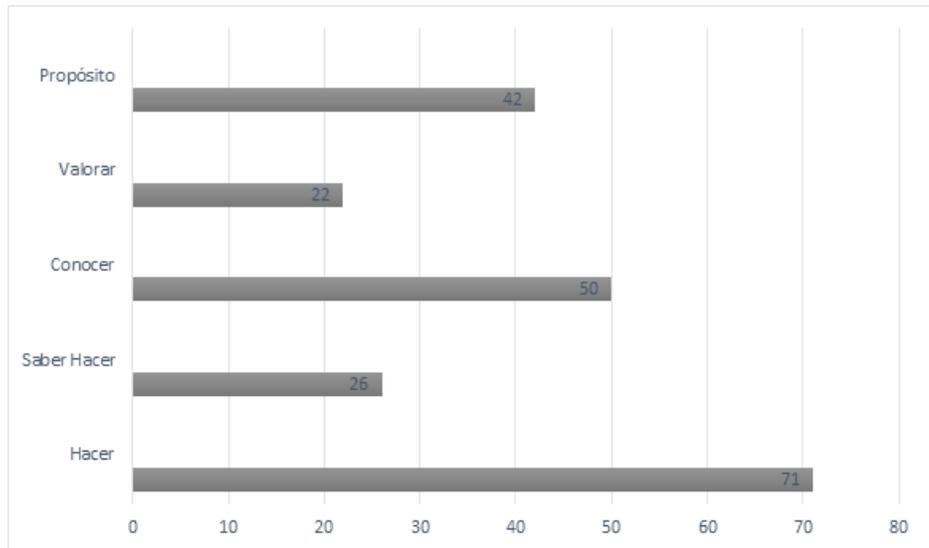
Figure 7: Content macro-codes frequency chart.
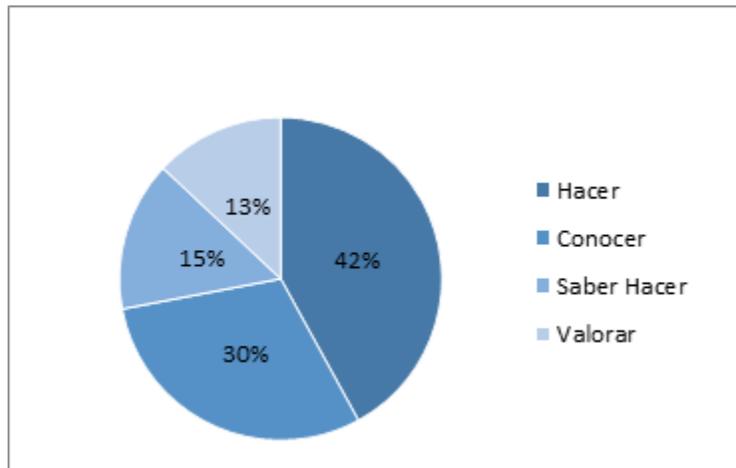
Figure 8: Uncategorised codes

Codes
Curriculum nacional
Eje organizador
Información
Interpretación
Prácticas
Publicaciones
Reflexión

Figure 8. Above summarises the codes that did not fit into the scope of macro-codes.

Table 1: Macro-codes of content

Hacer	Saber hacer	Conocer	Valorar
Actualizar	Análisis crítico	Comprender	Apreciación
Adaptar	Competencia	Contenidos	Apropiado
Afectar	(Nivel C1)*	curriculares	Comunidad nacional
Aplicar	Componentes	Conocimiento	Correcto
Argumenta	lingüísticos*	lingüístico	Correspondencia
Compartir	Compresión	Construcción de	Diversidad
Construir	Comunicar	textos	Diversidad cultural
Contribuir	Construcción de	multimodales	Elementos culturales
Dar a conocer	textos escritos	Desempeño	Experiencias
Diseñar	Construcción de	lingüístico	Futura práctica
Evaluar	significados	Enfoques	educativa
Entender	personales	metodológicos	Importancia
Facilitar	Contexto	Enseñanza	Lenguaje
Fomentar	Desempeño	Evaluación	contextualizado
Fortalecer	lingüístico	Lengua	Literatura
Hacer participar	Enfoques	Extranjera	Logros
Identificar	metodológicos	Objetivos	Manifestaciones
Implementar	Manejar	Prácticas del aula	culturales
Incorporar	Mecanismos	Prácticas	Necesidades
Integrar	Planificación	pedagógicas	alumnos
Introducir	Preever	Rasgos del habla	Objetivo principal
Involucrar	Trabajo	Sonidos	Participación
Observar	colaborativo	contrastivos	Recomendación
Ofrecer	Utilizar	Temas de otras	Recursos
Planificar		asignaturas	Respeto
Poner en		Textos	Riqueza cultural
práctica		Unidades	Valores
Promover		temáticas	
Recabar		Uso	
Recolectar			
Recurrir			
Reflexionar			
Registrar			
Retroalimentar			
Seleccionar			

Table 2: Social Function findings.

Ideology	Statement
English standards upgrade teacher's education at university programs	Porque les estaba como, les está rayando la cancha a las universidades que tienen que ajustar sus mallas a ciertos, ciertos requisitos obligatorios. Porque son requisitos obligatorios mínimos. Y cuando salga la prueba Inicia se va a basar en los estándares, por lo tanto quieras o no vas a tener que hacer un ajuste a tu malla, o si no los profesores van a salir malos. Cuáles van a ser las consecuencias de eso no lo sé, pero no no muy agradables me imagino.
	O sea, los profesores en aula hoy, deberían todos, ir a talleres o seminarios o educación continua que les "upgrade" en el inglés y en la metodología, y las universidades deberían tomar los estándares, adecuar sus mallas curriculares y ver si la cosa mejora y si no, cerrar esas universidades o esas carreras, definitivamente.
English is not just a linguistic knowledge, but also a political knowledge.	El futuro profesor o profesora utiliza los elementos culturales mas relevantes de su comunidad, de las diversas comunidades angloparlantes y de otras acerca de las cuales es posible acceder por medio del ingles para construir un ambiente de aprendizaje que cautela la diversidad, promueva la integracion en el aula y desarrolle en los alumnos la apreciacion y respeto por culturas distintas a la propia
	Analiza y argumenta sobre las politicas educaciones del pais, sus problematicas y los avances en el campo de la ensenanza aprendizaje
	Comprende la importancia de conocer e integrar la diversidad de su propia cultura y la de comunidades angloparlantes u otras a las cuales se accede por medio del inglés, al contextualizar el proceso de enseñanza-aprendizaje de este idioma.
	Es también un propósito importante promover progresivamente el desarrollo de habilidades cognitivas de orden superior
	Desarrollar la capacidad de apreciar otros estilos de vida, tradiciones y maneras de pensar
	El aprendizaje del inglés tiene propósitos de formación y crecimiento personal

	Porque es el cuento de la globalización, lo dice todo el mundo. La globalización es en inglés y el idioma internacional es inglés hasta ahora.
	Pensamos además que enseñar inglés no es sólo desarrollar las habilidades lingüísticas, sino también es introducir a los alumnos a temas importantísimos como son ciudadanía, democracia, autonomía, etc
	Segunda lengua es imposible, segunda lengua es cuando uno está en Panamá o en México, o en lugares donde el acceso a la lengua es real, nosotros estamos en la parte externa del círculo y de casualidad tenemos acceso al inglés hoy por los juegos de video, por internet para el común de la gente, si la gente no tiene internet, murió, no tiene ningún acceso al inglés y en muchos colegios público.
	Nosotros estamos pensando en el 92% de los niños en Chile que el inglés lo van a necesitar como una herramienta de trabajo y para movilidad social fundamentalmente.
	Se entiende que nosotros somos manipulados por la prensa de todas las maneras posibles, eh, nosotros, nuestro acceso a la información está manipulado desde que nacemos hasta que nos morimos. (…)El inglés nos permite al menos, si abrimos Internet y logramos navegar inteligentemente, tener acceso a otra información, manejar otra información, de otros puntos de vista (…)Y de partida, si uno entra a la universidad y no sabe hablar inglés, su, su problema fundamental es que no tiene acceso a la bibliografía, la bibliografía en la gran mayoría de las carreras está en inglés
The social function of English is to transform chilean people into critical and proactive human beings. Interaction among communities means to be able to criticise them when there is something wrong.	La función de transformar a un ciudadano chileno en un ciudadano crítico y proactivo
	Se entiende que nosotros no somos admiradores ciegos de lo que pasa en EE.UU. o en Inglaterra, fundamentalmente en EE.UU. y en Inglaterra. Significa que estamos considerando al enemigo desde adentro y que podemos tener una posición muy crítica de lo que está pasando allá, y que vamos a entender que no vamos a copiar lo que pasa

	allá porque allá funciona o nos parece bien
	Entonces no todo lo que brilla es oro y no todo lo que pasa en el hemisferio norte es fantástico y nosotros tenemos que de alguna manera deconstruir el cuento y reconstruirlo de acuerdo a lo que nosotros necesitamos.