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**THE EVALUATIVE LANGUAGE OF PROTESTS IN ENGLISH NEWS  
DISCOURSE: THE CASE OF THE EDUCATIONAL PROTESTS IN CHILE  
DURING 2011**

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## **ABSTRACT**

News discourse is one of the most influential media genres (Van Dijk, 1995; Richardson, 2007; Talbot, 2007) and its apparent objectivity and neutrality has been rejected by many authors (Fowler, 1991; Fairclough, 1995 and Van Dijk, 1988). In fact, ideology, evaluation, and stance of journalists are just some of the features that can be linguistically marked to show the subjective nature of language in the news. The present discourse analytical study focused on the evaluative language of protests in news discourse, especially in relation to the educational protests that took place in Chile during 2011. The linguistic elements that were analyzed in this thesis referred to the lexical choices that journalists used to portray participants in the protests. In this part, it was argued that different wordings produced different effects on the way news actors were perceived. Additionally, the analysis of passive voice constructions showed that certain elements were given more prominence by being placed in the subject position. Finally, the analysis of news sources demonstrated that the people who were quoted in news discourse influenced the view and the angle from which journalists told a story. The findings of this study can offer a broader perspective about how linguistic choices can lead the reader to understand a news event from a specific perspective.

## 1. INTRODUCTION

In today's society, people are surrounded by millions of media messages. Even, Bell (1991, p.1) stated that "people in Western countries hear more language from the media than they do directly from the lips of their fellow humans in conversation". Therefore, the study of media language and especially of news is of great importance. The messages that media and news transmit have a great impact on people's beliefs and opinions about the world. In this respect, Van Dijk (1995, p. 110) established that "most of our social and political knowledge and beliefs about the world derive from the dozens of news reports we read or see every day". Probably, there is no other genre that can have the influence that news has on people's lives. News gives people updated information about what is happening nationally and internationally. However, this information is not only factual but also loaded with evaluative meanings.

Viewpoint and stance are always part of news reports because objectivity is not assured when writing about something. The author makes choices and considers some information as important and other as irrelevant (Fowler, 1991; Quirk et al, 1985). Evaluation is at the heart of the writing process. In view of that, the present thesis focuses on the evaluative language of news of British and North American newspapers, especially in relation to the topic of education protests that took place in Chile during 2011. What are the linguistic features that convey evaluation in news discourse regarding the topic of education protests? What is their function and purpose? How are participant of protests portrayed in news discourse?

To answer the above questions, a qualitative and discourse analytical procedure was carried out at the lexical and syntactical levels. At the lexical level, an analysis of the way British and North American newspapers portrayed, labeled and categorized participants in protests was essential to distinguish the view of the newspapers in relation to the issue of protests. At the syntactical

level, two specific analyses were performed. First, a study of passive voice constructions provided useful information about the elements that were foregrounded and passivized. Second, an analysis of the sources that journalists most frequently quoted offered information about the perspective and angle by which news was presented to the audience.

The results derived from the analysis of these three procedures give a complete description of the evaluative language of protests and may broaden our perspective in understanding the language of news covering protests and specifically of the evaluative linguistic features that are part of news discourse. However, one of the purposes of the research was to identify the function of evaluation in news discourse, especially in relation to the topic of education protests. Therefore, to identify that function, it is necessary to interpret the results by taken into account elements of critical discourse analysis (CDA). In general terms, CDA views language as action because language in news discourse not only means something, but also does something like maintaining unequal power relations in society (Fowler, 1991; Fairclough, 1995; Van Dijk, 1995 & Scollon, 1998).

The presentation of this thesis follows a logical sequence. In the first place, sections two, three and four deal with the research question, research problem and main objectives. Later, section five explains and gives the basic theoretical information regarding news discourse, language and evaluation. Next, section six describes the methodological procedures for data collection and analysis. Then, section seven presents the results for the lexical and syntactical levels. Next, section eight discusses the results and analyzes them in view of critical discourse theory. Finally, section nine presents the conclusions and also the limitations of the study.



## **2. RESEARCH PROBLEM**

As stated, language is full of evaluations of events. Everything we say or want to convey is loaded with judgmental features. Therefore, assessment or evaluation is a feature that is also present in news discourse. Journalistic reports are supposed to be objective and inform the readers about the facts on a certain issue (Iedema, Feez and White, 1994). However, facts are always tainted with evaluative comments. For example, consider a case in which a man is killed by the police. A news report in relation to this issue can state that “a man was killed”. This assertion is a fact, but evaluation is present in it because the reporter did not include the murderer or the perpetrator of the action. Fairclough (1995) argued that news produces versions of reality via choices that are made in the process of producing texts, e.g. what is fore grounded or back grounded and what is made explicit or implicit. In the process of text production evaluation is a factor that determines what version of reality is presented.

The current thesis focuses on the evaluative language of protests in news discourse from a qualitative and discursive analytical point of view. The idea is to understand the types of linguistic features that carry evaluative qualities in news discourse, especially in relation to the English news reports about the education protests that took place in Chile during the year 2011. The reports about this important issue were covered by both Chilean and international media outlet. Chilean media focused on the students’ demands and mostly on the violence caused by protesters. What about international media and specifically about North American and British newspapers? How did they report about the education protests in Chile? What were the linguistic evaluative features they used to portray protests’ participants?

The main contribution of this thesis is to understand the way foreign newspapers portrayed this important event and especially, the evaluative language they used to refer to the protests that took place in Chile during 2011. By understanding the types of evaluative linguistic features that foreign

newspapers used to refer to Chile in relation to protests, we can have an external view about this issue and understand how choice of words and linguistic features can influence one's view about such events.

### **3. RESEARCH QUESTIONS**

- What are the characteristics of the evaluative linguistic structures that are present in English written news related to the Chilean education protests?
- What are the functions performed by evaluative linguistic structures in news discourse especially when referring to the Chilean education protests?

### **4. OBJECTIVES**

#### **4.1. GENERAL OBJECTIVE**

- Characterize the evaluative linguistic structures that are present in English written news related to the Chilean education protests

#### **4.2. SPECIFIC OBJECTIVES**

- Identify the kinds of linguistic evaluative structures that are present in English written news related to the Chilean education protests
- Describe the functions of evaluative linguistic structures in news discourse especially when referring to the Chilean education protests

## 5. THEORETICAL FRAMEWORK

### 5.1. DEFINING DISCOURSE

In modern linguistics, the definition of discourse depends on two main approaches: a structural approach and a functional one (Schiffrin, 1994). The following figure summarizes these differential views on discourse along with their main characteristics.

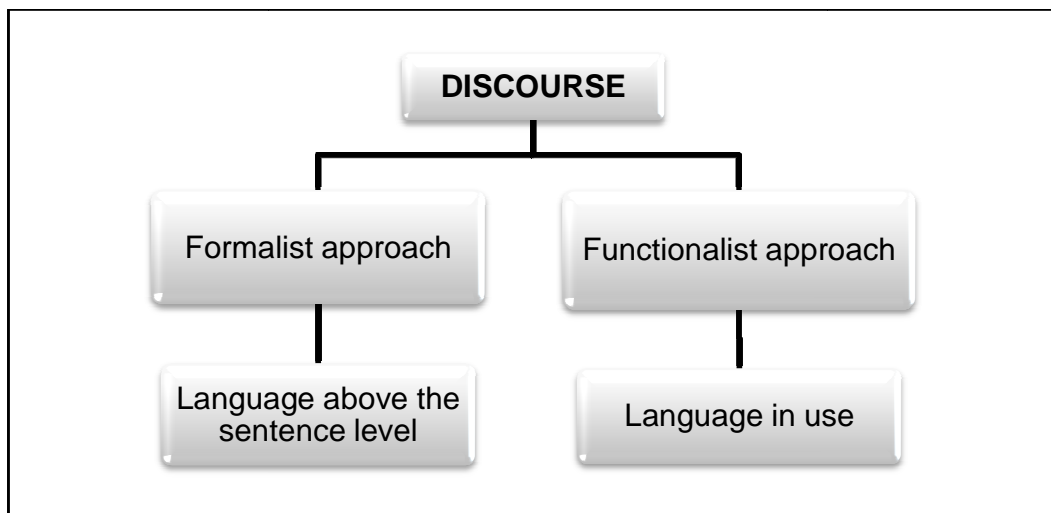


Figure N° 1: Approaches to the term discourse based on Schiffrin (1983, p. 23).

As can be seen in the above diagram, the formalist approach describes discourse as language above the sentence level and the functionalist one explains it in relation to language use. The main difference between these two perspectives is that “formalists study language as an autonomous system, whereas functionalists study it in relation to its social function” (Leech, 1983, p. 46). Language cannot be considered as an independent system that is only influenced by intra-textual features, but has to take into account the context and the way language is used to convey meanings.

Language is not static, but is active (Richardson, 2007; Halliday & Matthiessen, 2004). Every time that people are using language in any of its forms (spoken or written), they are not just passively producing some utterances or sentences, but actively constructing realities and communicating messages with value-laden meanings. In the present study, the view of discourse that will be taken into account is the functionalist one.

In this sense, research that focuses on this view of discourse has to analyze language by looking “at both, the text itself and the interaction and context the text is embedded in” (Talbot, 2007, p. 10). In other words, linguists must emphasize the idea that language not only means something but also does something and both processes are defined by context usage (Richardson, 2007).

## **5.2. MEDIA DISCOURSE**

The discourse of media or media discourse is a multidisciplinary field whose importance, power and influence is undeniable (Talbot, 2007). In the twenty first century, media messages are everywhere. For example, in some minutes, an important news event can be transmitted simultaneously in many countries around the world by television or internet. A good illustration constitutes the miners’ rescue in 2010. Many news media had live broadcasting for this memorable moment. Or just imagine an ordinary person walking down the street and the dozens of advertisement that he will be surrounded with in just some minutes. Therefore, media messages come from a variety of sources like television, radio, internet, newspapers, magazines, advertisements among others; and its main vehicle of meaning transmission is language along with images and music.

Undoubtedly, media discourse and media consumption is part of people’s everyday lives and its power and influence on their beliefs and opinions about

many issues is a central characteristic. Fairclough (1995, p.2) stated that media discourse has “the power to shape governments and parties, [...] to influence knowledge, beliefs, values, social relations and even social identities” because it uses language “to represent things in particular ways”. The power of media discourse supports the above idea about the active role of language to construe realities, which is an essential characteristic of media messages.

Therefore, studying media language is important and relevant to reveal the way media discourse uses language to shape people’s ideas on certain issues. Moreover, Bell (1991, p. 3-4) named four reasons to the study of media discourse. These reasons refer to aspects of data collection and also of the nature of media language.

The first reason deals with the availability and daily presence of media in every aspect of society. He simply stated that it is important to study it “because it is there”. The second reason is because “media generate a lot of the language that is heard in society”. Regarding this idea the author mentioned that people hear more language from media sources than from fellow people in conversation. This fact reflects the enormous amount of media messages that people are surrounded and confronted with. The third reason is that “language is a tool and expression of media messages”. Language is used by media to mean something, but also to do something like manipulate, stereotype, categorize, label, enact, explain, condemn, justify, etc. The last reason is simply because “media language offers the linguists advantages over face to face communication”. Media message are intended to be consumed by audiences and is already available to the researcher; while data collection from face to face communication implies that the linguist has to record conversation. Many times the recording process implies that people are uncomfortable and tend to hypercorrect their speech because there is a recording machine and also an observer. This is the so called observer’s paradox from Labov studies.

### 5.3. NEWS DISCOURSE

Some authors have argued that within media discourse, “news is the primary language genre” (Bell, 1991, p.1) and “the most prestigious of daily media genres” (Thompson & Hunston, 1999, p.4). There are two reasons for these assertions. First, news -online, on television or in printed press- constitutes the immediate source of factual and updated information of what is happening nationally and internationally. If people want to know about current and important issues, they read or watch the news (Machin & Van Leeuwen, 2007). Second, news discourse has a strong influence on society and especially on people’s beliefs about certain issues. If we think about the dozens of daily news reports that are available to the audience, it is possible to state that they in certain way configure and shape their ideas about those reported issues (Van Dijk, 1983 & Fairclough, 1995).

The influence of media language and especially of newspaper discourse has to do with the neutrality and objectivity of news. Many authors have claimed that news is not a mirror of reality but a way of reporting events that is loaded with value-laden meanings and ideologies (Van Dijk, 1983; Fairclough, 1995; Bell, 1991 & Fowler, 1991). This happens because news is mainly recounts of what other people have said, witnessed or lived.

Therefore, newspapers present versions of reality. Journalist are the ones who choose what to say, how to say it and when to say it. For example, a news event can be reported differently in various newspapers because each news agency establishes what is newsworthy and what is not. The same news event has different purposes for different newspapers. For a left-wing newspaper, the rights of workers who are in a protest may seem more important to present than to a right-wing one. The latter may choose to present the amounts of money that the nation or the specific company has lost due to the protest and strike. Fowler (1991, p. 10) stated that this happens “because the institutions of news reporting

and presentation are socially, economically and politically situated, all news is always reported from some specific angle". In this sense, it can be argued that newspapers are not objective when presenting news because there is a value system that underlies the production and selection of news reports.

This value system is clearly connected with the concept of evaluation. Journalists and newspapers from the selection to the presentation process are making choices about what is important and what is not and this is reflected in the final product where some information is also more important than another. This value system is also related to the concept of ideology. Thompson and Hunston (1999, p. 8) mentioned that "ideologies do not exist in silence, but neither are they usually expressed overtly. They are built up and transmitted through texts, and it is in texts that their nature is revealed".

That is why, Bell and Garrett (1998, p. 3) pointed out that "media use can tell as a great deal about the social meanings and stereotypes projected through language and communication". Therefore, one of the characteristic of news discourse is the communication of certain values and ideas through the daily news reports that are transmitted on television, published in newspapers and in online news agencies.

In view of that, a study of news discourse provides useful information to reveal the evaluative linguistic features in texts and also to reveal the value systems encoded in journalistic language.

#### **5.4. EVALUATION FROM THE SYSTEMIC FUNCTIONAL THEORY**

Up to this point, a lot has been said regarding, discourse, media language and news influence, but little has been mentioned about evaluation. This term has widely been discussed in the field of discourse and from the systemic functional theory; it is related to people's attitudes, feelings and thoughts about a person, thing or situation (Martin and White, 2005). With this definition, it is

possible to establish that evaluation is part of people's everyday lives. We are constantly making decisions that are based on previous evaluations about something specific. In discourse, evaluation is also a characteristic feature that is present in oral and written texts.

Moreover, Halliday and Matthiessen (2004) views language as a system for the expression and construction of meaning that is composed of three main metafunctions: ideational, interpersonal and textual. According to these categories, some authors state that evaluation belongs to the interpersonal meta-function. Martin and White (2005, p. 7) recognized that "interpersonal resources are concerned with negotiating social relations: how people are interacting, including the feelings they try to share". Writers and speakers interact with someone else: readers or listeners; and evaluation is part of this form of interaction. By using evaluative language people try to provoke something (agreement, disagreement, etc) on the reader or listener.

Thompson and Hunston (2001, p. 6) established three main functions for the concept of evaluation:

1. To express the speaker's or writer's opinion and in doing so to reflect the value system of that person and their community
2. To construct and maintain relations between the speaker or writer and hearer or reader
3. To organize the discourse

Therefore, evaluation serves a purpose in discourse because it organizes the text by means of the opinions and comments about a specific issue and also by interacting with the reader in the communication of the message.



## 5.5. EVALUATION IN NEWS DISCOURSE

When writers communicate ideas to their readers, subjective elements are present in the discourse and evaluation is one of them. In relation to journalistic discourse, the idea of subjectivity is also present. For instance, Quirk et al (1985, p. 163) stated that “it is very difficult to make a wholly objective utterance, and almost everything we say or write conveys our attitude”. Journalists start from an evaluative stance in which they leave out certain information as irrelevant and consider other as important for their news story. Therefore, evaluation is part of everyday talk and is also part of news reports. Fowler (1991, p. 1) affirmed that “news is representation of a world in language; it imposes a structure of values on whatever is represented; and so inevitably news, like every discourse, constructively patterns that of which it speaks”. Every discourse, especially news discourse presents evaluation. Hunston and Thompson (2000, p. 5) defined this concept as “the broad cover term for the speaker’s or writer’s attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about”.

Until this point of the theory, it is known that evaluation is part of news discourse and journalistic language, but what is their function? Does it have a specific purpose? Clearly, the main function of evaluation is to reflect the values and ideologies of the reporter and news media. In this sense, it is stated that “every act of evaluation expresses a communal value-system, and every act of evaluation goes towards building up that value system” (Hunston and Thompson, 2000, p. 6). Also, Richardson (2007, p. 151) claimed that in news discourse the function of evaluation is “to establish the significance of what is being told, to focus the events, and to justify claiming the audience’s attention”. Evaluative meanings do have a strong connection with ideology and stance.

In written discourse, evaluation can be identified by means of conceptual and linguistic devices. Conceptually, Hunston and Thompson (2000, p. 13) argued that evaluation is signaled by “comparative, subjective and value-laden” markers. Comparative markers are related to the idea that a person, thing or situation is evaluated or compared in relation to a social norm. Subjectivity refers to the markers that express writers’ attitudes towards something. Value-laden markers are words that indicate the attitudes and values of the writer towards an entity.

Linguistically, evaluation can be identified by the expressions present in lexis, grammar and text. Some lexical items like adjectives, adverbs, nouns and verbs undoubtedly have evaluative meanings because they express feelings, compare things with an ideal situation or simply reflect an attitude. Some examples of these lexical items are:

<b>Adjectives</b>	<b>Adverbs</b>	<b>Nouns</b>	<b>Verbs</b>
Splendid	Happily	Success	Succeed
Terrible	Unfortunately	Failure	Fail
Surprising	Plainly	Tragedy	Win
Obvious	Interestingly	Triumph	Lose
Important	Possibly	Likelihood	Doubt
Possible	Necessarily		

Table N° 1: Some examples of evaluative adjectives, adverbs, nouns, and verbs as described by Hunston and Thompson (2000, p. 14).

However, there are some words which do not have an evaluative meaning by looking at them in isolation. This is important for linguistic analysis because many times the evaluative component is at the discourse level. In other words, looking at words in isolation does not provide enough information regarding evaluation.

In news discourse, lexical choice is not randomly used but it is of great importance. In the process of news production, words and concepts are carefully chosen and used in discourse. For example, one newspaper can portray a specific event as important for society and another newspaper can view it as something irrelevant. All the time, journalists and reporters are making decisions to represent events or people in specific ways and these selections of words have semantic implications for readers because they will be guided towards the understanding of a news story in one way or another (Van Dijk 1988 & Pajunen 2008). Consequently, these lexical decisions are the result of evaluation. Journalists evaluate the options they have to describe, present and communicate a specific topic. In a study Morrish (1996) showed that news articles reflected homosexuality as destructive and corruptive in British public eyes. What happens with English news reports and the portrayal of students in demonstrations? Are they portrayed as actors of social change or as instigators of violence?

In relation to grammar, Labov (1972) pointed out that grammatical expressions are also loaded with evaluative meanings. One of the grammatical features that are present in news articles is the use of passivization. Passive voice constructions are mostly used to change the focus of the action. In the majority of this type of sentences, the agent is backgrounded or elided and the recipient of the action is topicalized by taking the subject position. In other words, as Van Dijk (2000, p. 41) mentioned "active sentences may emphasize the responsible agency of the subject, whereas passive sentences about the same action may background agency". Quotations are also of great importance in news discourse. On the one hand, their inclusion gives a greater sense of factuality and reliability to texts because facts are supported with the ideas of other people. On the other hand, the inclusion of other people's voices in the text, in certain way, supports arguments and shows the stance of writers because generally texts and especially news reports tend to quote elite political

sources (Richardson, 2007). Therefore, quotations are a linguistic device for the expression of meaning and also a stylistic device to write reports. In this sense, Bell (1991, p. 52) argued “that much of the content of news stories consists of recounts of what others have said, which merge with the writer’s discourse, sometimes into such mixed statements that, at times, it is difficult to tell apart what comes from the sources and what is the writer’s own”.

At the text level, evaluation is expressed by the relationship among propositions and ideas. The stances towards a specific topic or subject in a text tell us more about the attitudes present in a written discourse. At this level, elements such as coherence and cohesion are important as well as thematization or topicalization. Coherence and cohesion refer to the consistent development of ideas, concepts and arguments in discourse (Halliday and Matthiessen, 2004). And thematization and topicalization relate to the different topics and subtopics that are present in discourse to develop a specific idea (Lautamatti, 1987).

## **5.6. APPRAISAL THEORY**

In order to see the types of evaluation present in written language Martin and White (2005, p.1) proposed the “appraisal theory”. This theory is a descriptive model that is concerned with “the subjective presence of writers/speakers in texts” and how they judge, appreciate and engage with the stances taken towards a topic. These authors (2005) established that evaluation is composed of three main appraisal systems: attitude, engagement and graduation. The following chart gives more information about these elements:

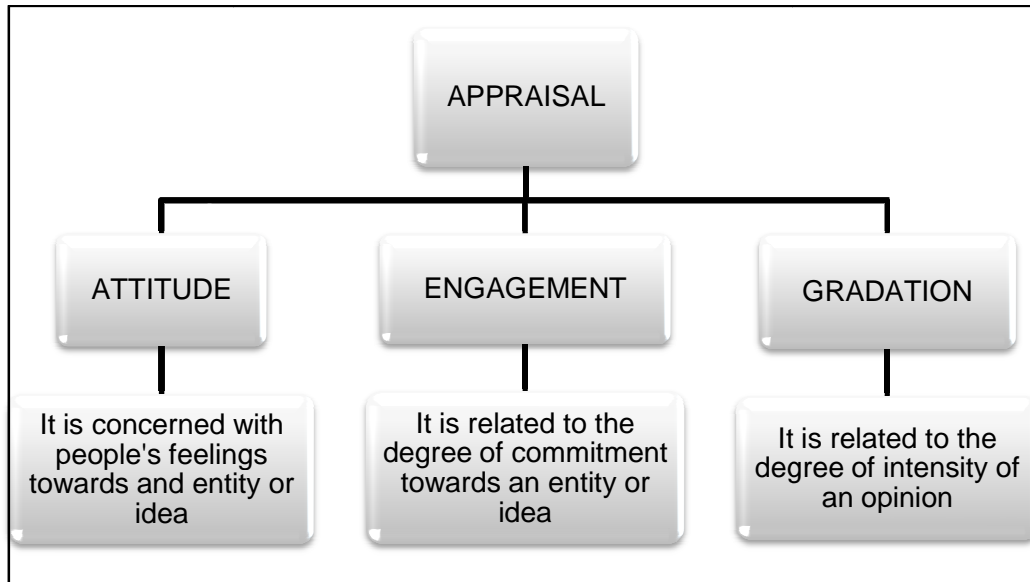


Figure N° 2: An appraisal system of evaluation based on Martin and White (2005).

These three factors constitute the central part of this theory. When writers express their opinion about an entity, that opinion can be about the way the writer feels about it (attitude), for example: **that was so sad for me**. Also, the writer can reject or defend that opinion (engagement), for instance: **I think I'll go tomorrow**. Or simply the writer wants to state how weak or strong a certain opinion is (graduation), as in the following sentence: **I'm completely sure about it**.

#### 5.6.1. CATEGORIES OF ATTITUDE: AFFECT, JUDGMENT AND APPRECIATION

In the appraisal theory, Martin and White (2005) created three categories for the domain of attitude. These categories are: affect, judgment, and appreciation and are related to the concepts of emotion, ethic and aesthetic respectively.

### 5.6.1.1. AFFECT

Affect is related to the positive and negative feelings that writers or speakers include in their opinions of people, things, situations or states of affairs. Emotion is the central characteristic of this concept.

According to Martin and White (2005) affect can be indicated through verbs of emotion, adverbs of manner and adjectives of emotion. With these words, appraisals in language can be better identified and analyzed. The following chart shows some of these words:

Verbs of emotion	Adverbs of manner	Adjectives of emotion
To love	Happily	Happy
To hate	Sadly	Sad
To like	Angrily	Worried
To frighten	Confidently	Afraid
To reassure	Lovely	Confident
To interest	Nervously	Angry
To bore, etc	Anxiously, etc	Keen, etc

Table N° 2: Some examples of verbs of emotion, adverbs of manner and adjectives of emotion as described by White (2001).

### 5.6.1.2. JUDGMENT

Judgment reflects attitudinal meaning in the sense that human behavior is positively or negatively assessed by reference to some specific set of social norms and conventions. This concept is used when we criticize or praise the actions, deeds, sayings, beliefs, motivations; etc of human individuals and groups. Legality/illegality, morality/immorality; and politeness/ impoliteness are some of the systems by which human behavior can be assessed and evaluated

(Martin & White 2005). This type of evaluation is the one most commonly seen in news articles. Journalists pay attention to specific issues and they may judge them as good or bad in relation to a set of social values. For example, the following sentence can be evaluated in terms of legality/illegality.

Police used tear gas and water cannon against **masked protesters who set up barricades and threw petrol bombs.**

Clearly, the actions of protesters are illegal because setting up barricades and throwing petrol bombs are not actions that people would normally execute. They are obviously within the category of illegality and are absolutely condemned by society.

#### **5.6.1.3. APPRECIATION**

Appreciation is not concerned with behavior but “with the positive and negative assessments of objects, artifacts, processes and state of affairs” (Martin and White 2005, p. 5) Aesthetic is an important concept in this category because people can also be appreciated in terms of aesthetic. The following paragraph is a film review that evaluates a movie in terms of settings, characters, plot and production.

**Virtually** flawless, with **impeccable** regional details, **startlingly original** characters, and a **compelling** literary plot that borders on the thriller, Ondaatje’s stunning achievement is to produce an **indelible** novel of **dangerous beauty**. (Martin and White, 2005, p. 43).

## **6. METHODOLOGY**

### **6.1. RESEARCH DESIGN**

This is a qualitative, descriptive and cross sectional study which focuses on the description of the evaluative language of protests in news discourse from a discourse analytical point of view (Sampieri, Fernández-Collado & Baptista, 2006).

Discourse analysis focuses on the study of language in use (Schiffrin, Tannen & Hamilton, 2001; Talbot, 2007). In this sense, the main concern and interest of linguists and researchers is to link the use of language to its immediate context and not merely to linguistic features. To do that, discourse analytical procedures emphasize the study of discourse above the sentence level. The idea is to find patterns that can explain the function for using specific language structures in specific situations (Matheson, 2005).

In the case of the present study, a discourse analysis was carried out at the level of lexis and syntax to discover the evaluative linguistic features that were present in English news reports about the education protests that took place in Chile during 2011.

At the lexical level, the main idea was to look for patterns of representation of participants in education protests. Regarding this section, Richardson (2007, p. 47) established that “the analysis of particular words used in a newspaper text is almost always the first stage of any text or discourse analysis”. Therefore, it seems totally logic to start with the analysis of the way participants in protests were labeled and portrayed by news media. “Words convey the imprint of society and of value-judgments in particular” (Ibid). The meanings that can be assigned to words depend on the context in which they are used. Thus, in this research the lexical analysis was carried out by taking into account context and discourse.



At the syntactic level, the main purpose was to study passive constructions and quotations. The study of these two aspects gave information about the elements that were topicalized and the people, groups or institutions that newspapers relied on to report the issue of education protests. In relation to news sources, Brambilla (2012, p. 22) claimed that “newspapers predominantly quote politicians, union heads or senior police”. In the case of the education protests, the syntactic analysis showed the main news sources in the coverage of news reports.

Van Dijk (1983, p. 27) argued that “a discourse analysis primary aims at the explication of qualitative data rather than quantitative data”. In this study, the main emphasis is on the description of the evaluative meanings present in news reports from a qualitative perspective. Some graphics and tables are presented, but only to give more validity to the findings.

As presented in the literature review, the authors that have studied evaluation in discourse are: Quirk et al, 1985; Martin and White, 2005; and discourse and media are: Fowler, 1991; Bell, 1991; Fairclough, 1995, and Van Dijk, 2000, 1988. These authors constituted the main referents for the analysis of the news reports at the lexical and syntactic level.

## **6.2. DATA COLLECTION AND DESCRIPTION**

Data were gathered from the online editions of 2 British and 2 North American newspapers along with the online reports of the CNN and BBC. They were chosen because these newspapers are the ones with more circulation nationwide and they covered the topic of the education protests in our country. There are other British and North American newspapers with more nationwide circulation, but these newspapers did not discuss the topic at hand in depth. Some of them only had one piece of news related to this issue. Therefore, it

seemed practical to choose those newspapers that actually covered the studied event in this research. In the following chart, there is a description of these newspapers:

<b>Newspaper</b>	<b>Description</b>
The Daily Telegraph	Broadsheet / Online website Conservative
The Guardian	Berliner / Online website Centre- left liberalism view
BBC	Online news website Liberal / left- wing view

Table N° 3: Description of British newspapers.

<b>Newspaper</b>	<b>Description</b>
The Washington post	Broadsheet / Online Website Neo-conservatism view
The New York Times	Broadsheet / Online website Liberal
CNN	Online news website Liberal

Table N° 4: Description of North American newspapers.

33 pieces of news were collected from the online websites of these newspapers and broadcast corporations. The first article was published on June 17<sup>th</sup>, 2011 by the CNN and the last article was published by CNN on December 22<sup>nd</sup>, 2011.

The following chart summarizes the information of each news report by presenting the newspaper in which it was published, its publication date, its title and the number of words it contains.

<b>Newspaper</b>	<b>Publication date</b>	<b>Title</b>	<b>N° of words</b>
The Daily Telegraph	July 19 <sup>th</sup> , 2011	Chile superheroes dance for education reform	140
The Daily Telegraph	August 10 <sup>th</sup> , 2011	<sup>1</sup> Violence on streets of Chile	208
The Daily Telegraph	September 02 <sup>nd</sup> , 2011	Chile school children clash with police in education protest	143
The Daily Telegraph	October 18 <sup>th</sup> , 2011	Protester clash with police in Chile	164
The Daily Telegraph	December 22 <sup>nd</sup> , 2011	Santa joins student protests in Chile	123
The Guardian	June 22 <sup>nd</sup> , 2011	Students march for a better Chile	678
The Guardian	August 05 <sup>th</sup> , 2011	Chile student protests explode into violence	805
The Guardian	August 10 <sup>th</sup> , 2011	Chile riot police clash with student protesters	490
The Guardian	October 05 <sup>th</sup> , 2011	Chilean students meet government for talks on	485

<sup>1</sup> One drawback of the corpus for this study was that two pieces of news presented the same information, with the exact wording and punctuation signs. The news report published on August 10<sup>th</sup> by The Daily Telegraph and the news report published on the same day by The Guardian share the first 208 words. Therefore, in the analysis carried out for this research, repeated data from these two pieces of news was considered only once because the information was exactly the same. The remaining 282 words from The Guardian were considered as part of the corpus.

		education reforms	
The Guardian	October 06 <sup>th</sup> , 2011	Chile student strikes talks break down	368
The Guardian	October 07 <sup>th</sup> , 2011	Chilean girls stage 'occupation' of their own school in education rights protest	1317
BBC	July 06 <sup>th</sup> , 2011	Chile proposes \$4bn education fund as students protest	305
BBC	July 19 <sup>th</sup> , 2011	Chile's President Piñera changes team after protests	294
BBC	August 04 <sup>th</sup> , 2011	Chile police break up student protest in Santiago	312
BBC	August 10 <sup>th</sup> , 2011	Chile police clash with protesters during student march	365
BBC	August 10 <sup>th</sup> , 2011	Chile student protests point to deep discontent	1077
BBC	September 28 <sup>th</sup> , 2011	Chile students agree to education reform talks	307
BBC	October 09 <sup>th</sup> , 2011	Chile students plan new education protests	332
BBC	October 18 <sup>th</sup> , 2011	Student protests turn violent in Chile capital Santiago	350
BBC	October 21 <sup>st</sup> , 2011	Chile students disrupt	436

		Senate meeting to press demands	
BBC	October 25 <sup>th</sup> , 2011	Chile's student protests show little sign of abating	921
		<b>Total N° of words</b>	<b>9620</b>

Table N° 6: Description of British news reports.

<b>Newspaper</b>	<b>Publication date</b>	<b>Title</b>	<b>N° of words</b>
The Washington Post	August 18 <sup>th</sup> , 2011	Education protests shake Chile's government	504
The New York Times	August 04 <sup>th</sup> , 2011	With Kiss-Ins and Dances, Young Chileans Push for Reform	1184
The New York Times	August 09 <sup>th</sup> , 2011	Chile: Protest in Santiago Grows Violent	97
The New York Times	September 28 <sup>th</sup> , 2011	Signs of a Crash Ahead, Not a Recession	731
The New York Times	October 05 <sup>th</sup> , 2011	Chile: Proposal to Curb Protesters	153
CNN	June 17 <sup>th</sup> , 2011	Chileans rally in capital to demand better education policies.	197
CNN	July 15 <sup>th</sup> , 2011	Dozens arrested as students protest Chile's education policies	270
CNN	August 05 <sup>th</sup> , 2011	Hundred arrested in	320

		Chilean students protests	
CNN	August 09 <sup>th</sup> , 2011	Tear gas flies during Chilean students protests	326
CNN	August 25 <sup>th</sup> , 2011	210 arrested in Chilean protests, government says	133
CNN	September 23 <sup>rd</sup> , 2011	Students, police clash at high schools in Chile's capital	234
		<b>Total N° of words</b>	<b>4149</b>

Table N° 5: Description of North American news reports.

As can be seen from the tables above, a shortcoming of the corpus is that the North American corpus is significantly smaller. The reason for this is the reduced coverage of the issue in comparison to the British newspapers. The CNN is the news agency that mostly covered the topic of education protests in Chile. The New York Times and The Washington Post were the only remaining options available to be included in the corpus. Other North American newspapers just dedicated some lines to talk about the issue and some other did not even report about this event. As such, there were only very limited number of newspapers to choose from. However, despite this apparent drawback, this study is qualitative in nature and numbers of newspapers are not great concerns. The main objective is to describe the evaluative language that British and North American newspapers used when they referred to the education protests that took place in Chile during 2011. Therefore, as it is a description from a discourse analytical point of view, the corpus fulfills the main objective which is to portray a description of the mentioned issue.

### **6.3. RESEARCH PROCEDURE**

To carry out this research, a discourse analysis was implemented at the level of lexis and syntax. The lexical analysis studied the concepts and words that British and North American online newspapers used to portray participants of education protests. The syntactic analysis studied two different aspects: passive voice constructions and the different types of news sources that were included in the reports. In the following paragraphs, there is a detailed description of the research procedure.

Each level of analysis is described by listing the steps that were carried out to categorize and analyze data.

#### **6.3.1. LEXICAL LEVEL**

Each piece of news was analyzed first by paying attention to the way lexicon was used to portray evaluation in relation to the actors participating in demonstrations. Students were the main actors of the education protests in Chile. They were the ones who were demanding free education for all Chilean students. So, the way they were described was one of the linguistic features that conveyed evaluation in news discourse because lexical choice determines the way news actors are perceived, viewed and portrayed.

To carry out this lexical analysis, each piece of news was analyzed following four steps. First, each news article was carefully read so as to identify the most frequent lexical choices that described participants in demonstrations. Second, the sentences that contained these frequent lexical choices were isolated and included in a specific template so as to identify the meaning: positive or negative of the lexical choice. The following template and two examples are provided to explain the analysis.

Item	Date / Source	Sentence	Meaning (+ / -)
01	07- 19 - Daily Telegraph	The demonstration was just one of a series of creative protests organised by the <b>students</b> to highlight their calls to the government to improve education.	+
02	08-05- The Guardian	Government officials insisted the <b>students</b> did not have a permit to march and defended the police reaction as necessary to maintain business as usual in Santiago. Government spokesman Andrés Chadwick estimated vandalism damage at \$2m.	-

Table N° 7: Template for analysis.

The way of attributing a positive or negative meaning to the lexical choice depended on the context in which the word was used. Therefore, in the first example provided in the template we can see that the context is positive because it highlights students' creativity. However, there were some sentences in which the meaning was not that clear and at first sight it gave the idea that it could be both: positive and negative. In those cases, attention was paid to the entire paragraph in which the sentence was placed in order to determine the meaning of the lexical choice. For example, in the second item of the template, the context for the word 'students' is negative because they marched even though they did not have a permit. But from the point of view of students it can be positive in the sense that even though they were not authorized, they could express their demands. In this research, the context in which the word was used was the element which determined whether the word had a positive or negative meaning. In the example provided, the reporter indirectly quoted the government and the opinion this institution had in relation to a specific issue with students.



According to the government the view is negative, thus, the meaning of the word is also negative.

Finally, the results were presented in frequency tables to show the tendency of the newspapers to report participants in education protests in terms of positive or negative meanings. With these results, it was possible to argue that some words were not randomly used but they had a purpose, which was to denote negative or positive connotations, especially in news discourse.

### **6.3.2. SYNTACTIC LEVEL**

#### **6.3.2.1. PASSIVE VOICE**

Another important point in the analysis of news was the use of passive sentences and the way they were used to emphasize certain actions over others. Sometimes journalists do not focus on the perpetrator of the action but on the action itself. In this thesis the idea was to see what kinds of subtopics were passivized. To carry out this analysis, the instances of passivization were identified in each piece of news. Then, these instances were analyzed by paying attention to the agent that was passivized and the action that was topicalized (given more importance). After that, the most common passivized agents and the most common topicalized actions were summarized in a chart so as to better make a case in relation to evaluation in news discourse.

#### **6.3.2.2. NEWS SOURCES IN REPORTED SPEECH**

The inclusion of other people's voices in news discourse is one of its characteristics. In this sense, Bell (1991, p. 52) stated that much of what is presented in news reports consists of recounts of what others have said, most of

the information is second-hand. Journalists write their news articles by putting together all the parts of a specific news event through the versions of the witnesses, photographs, video and audio recordings, etc. Therefore, the final news report is an organized recount of the news event where journalists make use of different rhetorical and linguistic devices to get their message across. One of those devices is the inclusion of other people's voices by means of reported speech (quotations). There are two types of reported speech: direct and indirect speech. According to Quirk et al (1985, p. 1021) "direct speech purports to give the exact words that someone (who may be the reporter) utters or has uttered in speech or in writing". While indirect speech refers to a paraphrase of the original quote.

The inclusion of other people's voices gives more validity to the text because it is not only the ideas of the journalist but of other important people too. News articles that include quotations are more reliable, authentic and livelier than just reading the facts that a journalist has reported. Consequently, quotations are part of news reports because they add a sense of objectivity to news. Nevertheless, Fairclough (1992; 1995) pointed out that the reporting of speech is never mere reproduction but a representation because news reporters filter and select the specific quotes they use in their news stories. Van Dijk (1988) and many others (Bell, 1991; Fowler, 1991) have noticed that the inclusion of quotations is not at random but serves an evaluative and ideological purpose. An evaluative purpose, in the sense that the writer has to consider the source and the types of quotations that will support the news event that he/she is narrating; and an ideological purpose because the quotations included in a specific piece of news, reflect just one side of the news event. News reports are version of reality and journalists choose the type of version that they will report to their readers (the audience).

Van Dijk (1988, 1991) and Waugh (1995) noticed that the most typical forms of quotations in news discourse are indirect. The present thesis mainly focused on answering the following questions:

- Who was quoted: common students, students' leaders, government authorities or experts on education?
- How did the use of different sources reflect evaluation in relation to the education protests that took place in Chile during 2011?

In this thesis, quotations were analyzed by following these steps:

1. Identify all instances of reported speech in the news reports
2. Identify the source of the quotation
3. Identify the main topics of the quotation
4. Identify the evaluative component of the quotations used in the corpus.

The following paragraph is an extract from a piece of news published on August 05<sup>th</sup>, 2011 by the CNN in its online website.

- 1) "We hope a dialogue will always exist, that there is always room for negotiation," Karen Boisier, an engineering student, told CNN en Español. "But we want negotiations based on our claims, and not something they are imposing on us."

Chileans have a constitutional right to express themselves through protest, she said.

"I think this is a lesson for the government because they have to realize we are a social movement, and that they can't repress their own people, but have to listen to them," Boisier said.

In this paragraph, it is possible to see that the journalist gave voice to Karen Boisier, an ordinary student, by making use of direct and indirect reported

speech. In these cases, each quotation was analyzed separately. For instance, in this paragraph there are three independent quotations. The first quotation is in direct speech:

- 2) "We hope a dialogue will always exist, that there is always room for negotiation," **Karen Boisier, an engineering student, told CNN en Español.** "But we want negotiations based on our claims, and not something they are imposing on us."

The second quotation is in indirect speech:

- 3) Chileans have a constitutional right to express themselves through protest, **she said.**

The third one is in direct speech again:

- 4) "I think this is a lesson for the government because they have to realize we are a social movement, and that they can't repress their own people, but have to listen to them," **Boisier said.**

Therefore, each one deserves to be analyzed separately because they add new information to the topic.

## **7. ANALYSIS AND RESULTS**

### **7.1. LEXICAL ANALYSIS**

The aim of this section is to reveal the evaluative lexical choices that portrayed actors of protests in news discourse. For that, it is argued that lexical elements, especially nouns in specific contexts denote evaluation. One could think of adjectives as the central words for the expression of assessment and judgment. Nevertheless, what was found in the news articles analyzed was that nouns were also loaded with evaluation, especially when they referred to the way that main actors of a specific issue were portrayed in news discourse. In the case of the education protests data revealed that participants in protests were described in many different ways. For example, some of the most common words included students, protesters and demonstrators. But words like people, the movement, masked youth and even activists were also used to represent participants of education protests.

At this point, these words do not give any further information about the specific ways in which news actors are represented and described in reports about education protests. A simple analysis can argue that only the words masked youth and activists carry a value-laden meaning. However, the discourse analysis carried out, proved that the words students, protesters and demonstrators were not randomly chosen, but they denoted certain positive and negative meanings.

The most frequent word used in the analyzed corpus to refer to participants of education protests was students. The general tendency for the British and North American newspapers was to refer to students in a positive way. They used this word in contexts which reflected positive connotations.

One of the first characteristics for the word students is that in news discourse they were portrayed as creative. The following sentences illustrate this characteristic:

- 5) Thousands of **students chanted slogans**, banged drums and snarled traffic. (August 18<sup>th</sup>, 2011 From The Washington Post online website: Education protests shake Chile's government)
- 6) The demonstration was just one of a series of **creative protests organised by the students** to highlight their calls to the government to improve education. (July 19<sup>th</sup>, 2011 from The Daily Telegraph online website: Chile superheroes dance for education reform)

In these two examples, students were portrayed positively as creative because the expressions “students chanted slogans” in sentence 5 and “creative protests organized by the students” in sentence 6 show the ability of students to make something different to call the government’s and society’s attention to the problem of education. In this way, singing, banging drums, snarling traffic and creating unusual protests are just one of the ideas students had to remind official authorities and society of the problem they are facing in the daily basis to get access to a free and quality education.

Also, British and North American newspapers portrayed students as social actors willing to make changes in their society, especially in education. Sentences 7, 8 and 9 show this idea in context:

- 7) The biggest demonstrations were in the capital, Santiago, where **students and some professors took to the streets** ... to call for the repeal of dictatorship-era laws that had chopped the amount of money spent on education. (August 05<sup>th</sup>, 2011 from CNN online website: Hundreds arrested in Chilean student protests)

8) The strike, called by the main umbrella labor union, comes on the heels of huge protests by **students demanding education reforms**. (August 24<sup>th</sup>, 2011 from The New York Times online website: Chile: Clashes at Start of 2-Day National Strike)

9) **The students are demanding a strictly not-for-profit education system** that is free for everyone. (October 25<sup>th</sup>, 2011 from BBC online website: Chile's student protests show little sign of abating)

In these three examples, journalists portrayed students as people willing to make social changes. In sentence 7, students were described as people protesting for the specific laws that do not benefit education. In sentence 8, it is mentioned that students (were) demanding free education. In sentence 9, students were demanding a non-profit education system. All three examples relate to the students' claims and goals to get a free and quality education system for all Chilean students. Their demands reflect that they were the actors who were claiming for changes in an education system that was unfair.

Moreover, both types of news media portrayed students as victorious, successful and perseverant in making their demands public to society and the official authorities.

10) **Students have already won major battles** in their effort to better fund Chilean education. (October 05<sup>th</sup>, 2011 from The Guardian online website: Chilean students meet government for talks on education reforms)

11) Chile has seen **weeks of rallies by students and teachers** demanding reform and more investment in education. (August 04<sup>th</sup>, 2011 from The BBC online website: Chile police break up student protest in Santiago)

In sentence 10, it is possible to see that students had overcome various obstacles and battles to better fund Chilean education. They persevered in their effort to make changes in education because as sentence 11 establishes

“Chilean society has seen week of rallies by students and teachers”. They had continuously met in marches to ask for reforms in education.

Finally, students were portrayed as an organized group who had the support of society and ordinary people. Almost everyone agreed with students’ demands.

12) The economic progress of recent years has raised expectations, and many Chileans say they now want social progress too. That explains why so many people have joined the cacerolazos and **why the students enjoy broad support**. (August 11<sup>th</sup>, 2011 from The BBC online website: Chile student protests point to deep discontent)

13) **The unified front of students also counts on support from an estimated 6 of 10 adults in Chile**, far higher than the nation's political coalitions or President Sebastian Pinera whose recent approval ratings has ranged from 22% to 30%. (October 07<sup>th</sup>, 2011 from The Guardian online website: Chilean girls stage 'occupation' of their own school in education rights protest)

Examples 12 and 13 state that students had broad support from Chilean society. Even in 13 a comparison is established to make it clear that students had more support from Chileans than the government. This great support referred to the topic of their demands, students were asking for improvements in education; specifically they were demanding free and quality education for everyone. Education is one of people’s human rights and this is the main reason why Chilean society supported the marches and protests.

The following chart summarizes the statistical findings of the word ‘students’ in British and North American newspapers. British newspapers referred to the lexical choice ‘students’ in positive terms with 72% and American newspapers with 83%.



BRITISH NEWSPAPERS	STUDENTS		NORTH AMERICAN NEWSPAPERS	STUDENTS	
	Pos.	Neg.		Pos.	Neg.
BBC	65%	35%	CNN	75%	25%
The Guardian	83%	17%	The New York Times	75%	25%
The Daily Telegraph	67%	33%	The Washington Post	100%	0%
<b>Total</b>	<b>72%</b>	<b>28%</b>	<b>Total</b>	<b>83%</b>	<b>17%</b>

Table N° 8 and N° 9: Meaning of the word student in British and North American newspapers.

The second word that British and North American newspapers frequently used to portray participants in protest was the word 'protesters'. This word is defined by the Oxford online dictionary as "a person who publicly demonstrates strong objection to something; a demonstrator". This definition does not impose a negative or a positive meaning on the word. On the contrary, it is just describing what a protester is: a person who demonstrates in public that he/she disagrees with something. In the case of the issue we are analyzing, students are protesters because they publicly demonstrated their objection to the current Chilean education system. There is nothing negative or positive about that description. However, the analysis carried out at the discourse level demonstrated that the general tendency for British and North American newspapers was to attribute this word mostly a negative connotation.

In the analyzed corpus, the most common portrayal of protesters referred to the violent clashes with police. They were represented as violent people always willing to find problems with the authority.

- 14) Some **protesters hurled stones** at authorities as riot police sprayed tear gas and water cannons at demonstrators. (June 17<sup>th</sup>, 2011 from CNN online website: Chileans rally in capital to demand better education policies)

15) The last general strike in support of the student's demands in August led to **violent clashes between protesters and police**. (October 09<sup>th</sup>, 2011 from BBC online website: Chile students plan new education protests)

16) **Clashes between protesters and police** erupted earlier today as Chilean students launched their last protest of the year demanding guaranteed free education. (December 22<sup>nd</sup>, 2011 from The Daily Telegraph online website: Santa joins student protests in Chile)

In sentence 14 is established that because protesters started to throw stones at police, they had to use tear gas to finish with the violence. In line 15 the protest ended with clashes between protesters and police while in 16 the protest started earlier with those confrontations. Clearly, in all three sentences there is evidence that protesters were violent people who faced police and whose idea of claiming for better education was totally forgotten. In lines 15 and 16 there are some expressions that referred to the reasons of the protests like “demanding guaranteed free education”, but the main focus of the sentences is to emphasize the violent clashes and confrontations with police.

Another common representation of protesters in the analyzed news reports referred to the action of covering their faces to cause violence and destruction. For example,

17) **Masked protesters launched homemade firebombs** at police Tuesday before taking refuge inside university and other school buildings. (October 18<sup>th</sup>, 2011 from The Daily telegraph online website: Protesters clash with police in Chile)

18) **Masked protesters burned cars and barricades**, looted stores and threw furniture at the police, and some attacked an apartment building (August 09, 2011 from The New York Times online website: Chile: Protest in Santiago Grows Violent)

In sentences 17 and 18 protesters were represented as violent people who covered their faces to provoke police and cause destruction by launching homemade firebombs and burning cars. These illegal actions constituted the main emphasis of these sentences because any reference was made to the students' demands on education. Journalists wanted to communicate the violence of protesters and their ability to cause destruction.

Additionally, protesters were portrayed in online news reports as violent people who attacked innocent inhabitants and public places which did not have any relation to the central topic of education protests.

19) Department store in the capital was smouldering after being **attacked by protesters** (August 05<sup>th</sup>, 2011 from The Guardian online website: Chile student protests explode into violence)

20) In one incident, **protesters forced passengers off a bus and set fire to it.** (October 25<sup>th</sup>, 2011 from The BBC online website: Chile's student protests show little sign of abating)

In the previous analysis, it was shown that students had the support of Chilean society. Now, these examples show that protesters had the rejection of society. Example 19 shows protesters as aggressive people who not only attacked police but also other public places like department stores. In line 20 protesters even forced passengers to get off a bus with the only intention of burning it. Clearly, these violent actions portrayed the most negative side of demonstrations.

Finally, when journalists wanted to report on the number of detentions and arrests, they mostly used the word protesters.

21) By nightfall, at least **273 protesters were detained**, including 73 in Santiago, and 23 police officers were injured, said Rodrigo Ubilla, a deputy interior minister. (August 10<sup>th</sup>, 2011 from The Daily Telegraph online website: Violence on streets of Chile)

22) Tuesday's marches came after **police arrested nearly 900 protesters last week**, accusing them of blocking roads and disturbing the peace as they participated in unauthorized marches. (August 09th, 2011 from the CNN online website: Tear gas flies during Chilean student protests)

Once again, in lines 21 and 22 the emphasis is on the number of protesters who were detained. The reasons for the arrests were the violent attacks of protesters. In 21 is stated that some police officers were injured and in 22 is established that protesters blocked roads and disturbed the peace of neighbors.

Therefore, British and North American newspapers described protesters in a negative way. This is demonstrated by the context in which the word protester was used. This context referred to clashes, firebombs, violence, attacks, burned cars, barricades, detentions, riots, masks, peace disturbance, among others. Consequently, the meaning of the word is not neutral, but negative and this connotation is related to the way the word was used in context and also to the idea that the writer wanted to impose on his readers.

As can be seen in the below table, British newspapers with 76% and North American ones with 69% referred to this word in negative terms. In the case of North American newspapers, journalists from The Washington Post used the word protesters in equal percentages for both categories. This result can imply that this newspaper used the word protester in a neutral way.

BRITISH NEWSPAPERS	PROTESTERS		NORTH AMERICAN NEWSPAPERS	PROTESTERS	
	Pos.	Neg.		Pos.	Neg.
BBC	19%	81%	CNN	24%	76%
The Guardian	25%	75%	The New York Times	20%	80%
The Daily Telegraph	29%	71%	The Washington Post	50%	50%
<b>Total</b>	<b>24%</b>	<b>76%</b>	<b>Total</b>	<b>31%</b>	<b>69%</b>

Table N° 10 and N° 11: Meaning of the word protester in British and North American newspapers

The last word most frequently used to describe and refer to participants in education protests was demonstrator. The oxford dictionary defines it as “a person who takes part in a public protest meeting or march”. The meaning of this definition is neither positive nor negative. Nevertheless, the discourse analysis carried out presented that the word demonstrator was also used by British and North American newspapers in a negative way.

However, there is a distinction to make between the words protesters and demonstrators. Both concepts referred to the negative portrayal of participants in marches. But the word ‘protester’ implies a stronger negative meaning than the word ‘demonstrator’. This idea is supported by two reasons.

First, in the corpus the word was used along with some positive or even neutral meanings.

23) **Demonstrators set up dozens of flaming barricades** in the city, while people banged pots and pans outside their homes, in support of the student movement and decrying police repression. (August 04<sup>th</sup>, 2011 from The New York Times online website: With Kiss-Ins and Dances, Young Chileans Push for Reform)

For example, in line 23 the first impression is that demonstrators were portrayed as violent people who were setting up flaming barricades along the

city, but the rest of the sentence continues in a more neutral or even positive way by saying that these flaming barricades were being set up while people were banging pots in support of the student movement and in disapproval of police repression. Therefore, in this sentence the setting up of barricades was not disturbing the neighbors' peace because neighbors and demonstrators were protesting with the same purpose. In this case, they were protesting to support students' demands.

24) **Riot police moved to clear the demonstrators as they tried to rally in Santiago's Plaza Italia in the city centre.** At least 130 students were arrested, while two police officers were reportedly injured in the scuffles. (August 04th, 2011 from The New York Times online website: Chile police break up student protest in Santiago)

The same happens in example 24 where the negative connotation for the word 'demonstrators' is not that clear. In the first part is established that demonstrators were meeting in Plaza Italia and police had to impede that action. However, by reading the second part of the sentence and by focusing on the arrests and the word scuffles, it is possible to get the idea that demonstrators were provoking the police by meeting in that place.

Second, the contexts in which the word demonstrator was used did not imply a strong level of violence as the word 'protesters' did.

25) **At least 273 demonstrators were detained** in protests around the country, including 73 in Santiago, the Interior Ministry said. (August 09, 2011 from The New York Times online website: Chile: Protest in Santiago Grows Violent)

26) Reports said **masked demonstrators** burnt cars and barricades, looting shops and throwing furniture at police. (August 10<sup>th</sup>, 2011 from the BBC online website: Chile police clash with protesters during student march)

27) The violence shows student leaders **can't control their demonstrators**.

(August 10<sup>th</sup>, 2011 from The Guardian online website: Chile riot police clash with student protesters)

The above sentences point to the main topics and contexts in which the word was used. These topics referred to detentions (example 25), masked confrontations with police (example 26) and uncontrolled agents (example 27). In line 25 demonstrators were portrayed as people who were detained because they did something bad and wrong. In 26 demonstrators were represented as people who covered their faces and caused violence and destruction. In 27 is stated that demonstrators were uncontrollable for their leaders. The only sentence that reflected a strong violent action is 26. However, there is no reference to launching stones, firebombs, attacking buses, buildings and innocent people.

The below table indicates that British newspapers referred to demonstrators in a negative way with 62% while North American ones did it with 53%. Even though these statistics indicate that demonstrators were portrayed in a negative way, the discourse analysis presented a difference in meaning with the word protesters. The latter word implies a stronger negative meaning than the word demonstrators.

BRITISH NEWSPAPERS	DEMONSTRATORS		NORTH AMERICAN NEWSPAPERS	DEMONSTRATORS	
	Pos.	Neg.		Pos.	Neg.
BBC	40%	60%	CNN	40%	60%
The Guardian	25%	75%	The New York Times	0%	100%
The Daily Telegraph	50%	50%	The Washington Post	0%	0%
<b>Total</b>	<b>38%</b>	<b>62%</b>	<b>Total</b>	<b>40%</b>	<b>53%</b>

Table N° 12 and N° 13: Meaning of the word demonstrator

## **7.2. SYNTACTICAL ANALYSIS**

### **7.2.1. PASSIVE VOICE**

The aim of the analysis of this section is to examine and describe the evaluative component of passive voice constructions in news reports. In passive sentences, the order is reversed and the agent of the action is placed at the end and is sometimes omitted. For example, Peter was bitten by a dog. In this case, the agent of the action, the dog, is passivized and placed at the end of the sentence. The recipient of the action, Peter, is topicalized and foregrounded.

The implications of these passive constructions relate to the concept of evaluation and especially to the information that is omitted and topicalized. In this sense, Van Dijk (2000, p. 41) mentioned that “active sentences may emphasize the responsible agency of the subject, whereas passive sentences about the same action may background agency”. Fairclough (1995, p. 26) also stated that systematic elision or back-grounding of agency may be an ideologically significant feature of texts. Therefore, the choices reporters make when they foreground or background certain elements is a characteristic of evaluative language because some information is given more importance and other information is omitted or has been left implicit for the reader.

As can be seen in diagram 1, the discourse analysis carried out showed that in the British and North American newspapers, the most common topicalized agents were protesters, people and demonstrators, and the most common passivized agents were mainly the police.



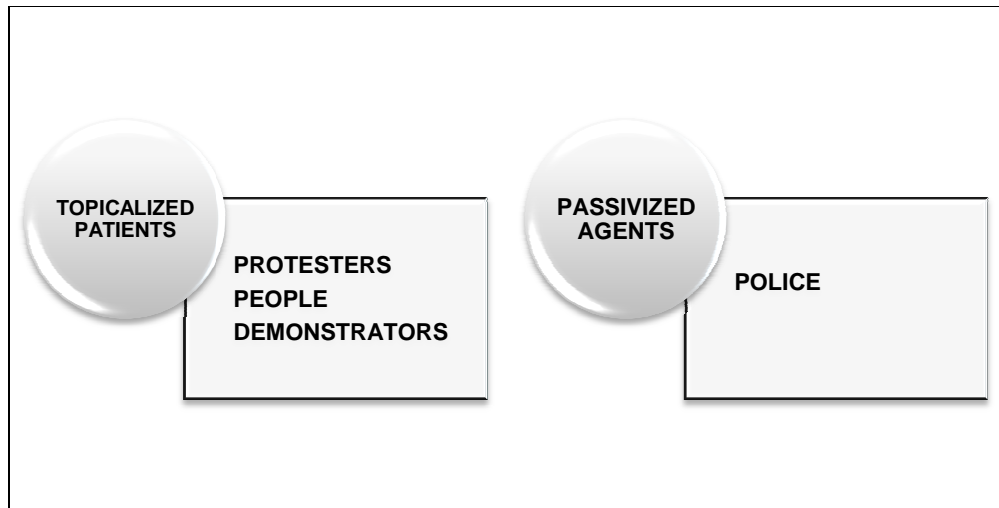


Figure N° 3: Topicalized and passivized agents in news discourse.

The implications for these results rely on the fact that the topicalized elements: protesters, people and demonstrators were foregrounded and given more importance in discourse by placing them in subject position. The main purpose was to focus the attention on these words and the context in which they were used. The analysis carried out showed that the contexts for the passivized sentences were mostly negative. Therefore, the emphasis is on portraying the topicalized elements in a negative way. This idea is illustrated by the following five examples from the corpus:

28) **Dozens were detained** as they tried to march to the city centre despite a warning that the protest was illegal. (August 04th, 2011 from the BBC online website: Chile police break up student protest in Santiago)

29) After a day of street clashes, **874 people had been arrested** and department store in the capital was smouldering after being attacked by protesters. (August 05<sup>th</sup>, 2011 from The Guardian online website: Chile student protests explode into violence)

30) By nightfall, **at least 273 protesters were detained**, including 73 in Santiago, **and 23 police officers were injured**, said Rodrigo Ubilla, a deputy interior minister. (August 10<sup>th</sup>, 2011 from The Daily Telegraph online website: Violence on streets of Chile)

31) **More than 200 protesters were arrested** in demonstrations across Chile on Thursday in connection with a national strike, the South American (August 26<sup>th</sup>, 2011 front The CNN online website: 210 arrested in Chilean protests, government says)

32) **At least 273 demonstrators were detained** in protests around the country, including 73 in Santiago, the Interior Ministry said. (August 09<sup>th</sup>, 2011 front The New York Times online website: Chile: Protest in Santiago Grows Violent)

All the above sentences represent passive voice constructions with a similar pattern. First, they all focus on the number of detentions. Second, in all the examples, the passive voice constructions are “were detained” and “were arrested”. These two verbs “detain” and “arrest” encode the notion that someone has done something bad, that someone has violated and broken a law and that is why they are arrested. Third, the participants of the detentions are: people in line 29, protesters in lines 30 and 31; and demonstrators in line 32. These elements are foregrounded and given more importance. Fourth, none of the five sentences present the agent of the action. The responsible agent for the detention and arrest of protesters is deleted from the sentences. This information is left unspecified in the discourse. Only through context, readers can realize that the responsibility for the detentions belongs to the police.

These examples demonstrate that passive constructions were not randomly used but they fulfilled a purpose. The purpose and function of passive

sentences in news discourse is to delete agency, leave responsibility implicit and focus the attention on the result of the action, not on the agent.

In this case, British and North American newspaper made use of passive voice construction to negatively represent participants in marches. In both news media: British and North American newspapers, the tendency was equal. The elements that were topicalized were participants of marches: people, protesters and demonstrators. Therefore, the idea of the journalists was to focus on the results of the action done by the police, that is to say, the number of detentions and the people who were detained or arrested. To fulfill this objective, reporters conveyed incomplete information by deleting the agent, the responsible for the detentions. In this way, the total attention of the readers went to the number of people detained during protests.

Moreover, in relation to the elements that were topicalized it is important to state that journalists used the words: people, protesters and demonstrators. They did not use the lexical element 'student'. This exclusion means that reporters, in passive voice constructions, wanted to make a distinction between those who were protesting for a better Chilean education (students) and those who were detained because of the violence caused on the streets (people, protesters and demonstrators). Thus, up to this point there is coherence on the way actors of protests were portrayed and represented in news discourse. In conclusion, the lexical analysis and the passive voice analysis agreed on the fact that students were agents of social change and people, protesters and demonstrators were the cause of violence and that is why police detained them. Even though, in the case of passive sentences no reference was made to students and their positive portrayal. The references were all negative and referred to the detentions of people, protesters and demonstrators.

In the corpus, only in two opportunities the foregrounded element corresponded to police and the elided ones to protesters. The first example is in

line 30 where it is mentioned that “23 police officers were injured” and line 33 where it is also stated that “30 police officers were injured”.

- 33) CNN Chile reported that more than **30 police officers were injured** -- one of whom was hit by a Molotov cocktail (July 15<sup>th</sup>, 2011 from the CNN online website)

In these examples, the responsible agent for the policemen’s injuries was omitted, but by the context it is possible to get the idea that protesters were the cause of this action. The expression “hit by a Molotov cocktail” is important to understand that they were the responsible.

Therefore, the main conclusion to be drawn from this part of the analysis is that passive voice constructions have a strong evaluative component because journalists by making use of this linguistic device focus the readers on certain issues more than others. The use of passive voice in news discourse gives more importance to the result of an action rather than to the doer of it. In this case, journalists wanted to emphasize the number of detentions after each protest rather than the action done by the police.

### **7.2.2. NEWS SOURCES IN REPORTED SPEECH**

The aim of this section is to show the results in relation to the types of sources that were included in news discourse through the use of quotations and describe its function and connection with the concept of evaluation.

The inclusion of other people’s voices in news discourse is a central characteristic of these types of texts. A news report with quotations is livelier and has a greater sense of objectivity compared to a news report written only with the ideas of the journalist. However, the inclusion of one source over the other is not a random choice. Journalists choose the quotation that best reflects the

ideas they want to communicate to readers. In the case of the education protests, quoting a government authority, police, a students' leader or general people is crucial for the message that wants to be transmitted. The journalist makes a selection of the source he/she will quote and then chooses the words and the way those words will be incorporated into the news report. In the analysis carried out it was possible to see that in selecting the sources of quotations, each newspaper had the tendency to mainly give voice to a certain group of participants. This tendency clearly relates to the concept of evaluation because the purpose of quoting one group over the other is based on evaluative criteria that leads the news report to a certain position.

The main news sources used in the reports of British and North American newspapers were government authorities, students' leaders, ordinary students and experts on education. These voices have all different uses and purposes and they are reflected in the analysis below.

The following diagram summarizes and presents the main sources that each newspaper used to approach to the topic of education protests in Chile.

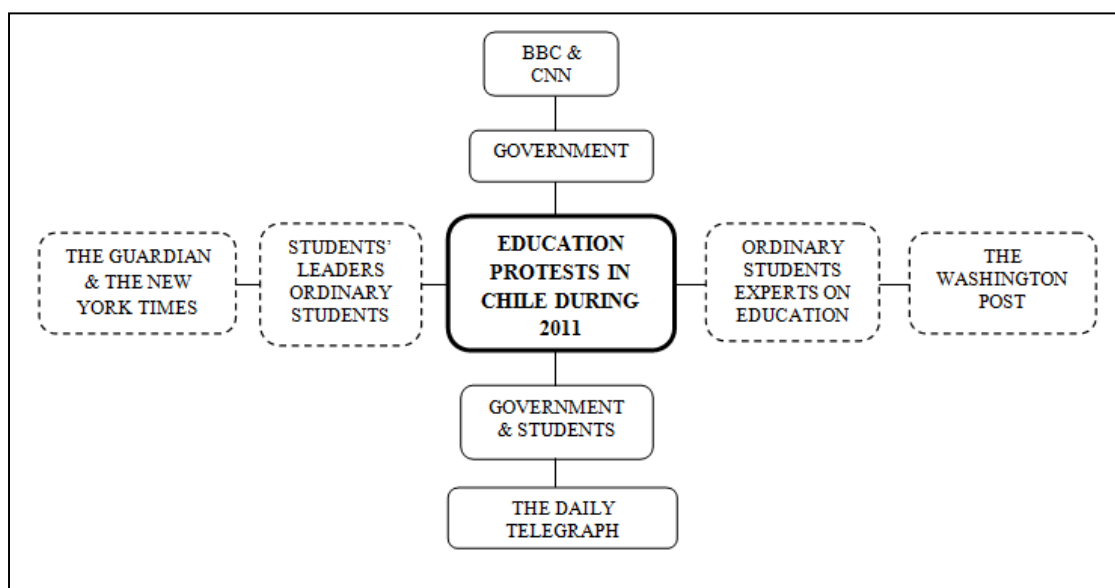


Figure N° 4: Sources of quotations in British and North American newspapers

### 7.2.2.1. GOVERNMENT

In the case of the British and North American news reports about the education protest that took place in Chile during 2011, the most common quoted sources were government authorities. The BBC and the CNN were the news media that most frequently quoted government authorities instead of other primary sources. These news agencies relied on the opinions and the point of view of the government to report the issue of education protests in Chile. Their objective was to describe the news event from the official perspective without giving much importance to the protagonists of the protests.

Every time any government authority was quoted, the main topics referred to the violence of the protests, the number of detentions, education reforms and students' demands.

The next examples show that the government authorities mainly referred to students and education protests in negative terms. They criticized the violence of the protests:

34) **Interior Minister Rodrigo Hinzpeter** had warned that the protests were illegal and would be met with force. (August 04<sup>th</sup>, 2011 from the BBC online website: Chile police break up student protest in Santiago)

35) With more demonstrations planned for Wednesday, **the government has said** it will invoke an emergency security law to help quell the violence. (October 18th, 2011 from the BBC online website: Student protests turn violent in Chile capital Santiago)

36) **Deputy Secretary of the Interior Rodrigo Ubilla said** that protesters had to be confronted because they were purposefully blocking roads and otherwise disrupting the public. (August 05<sup>th</sup>, 2011 from the CNN online website: Hundreds arrested in Chilean student protests)

37) "I am convinced as **Chile's president** that the moment has come to stop the violence, the sit-ins, the work stoppages, that have caused so much destruction and damage, and we will find once again the path of dialogue, agreements and action," **he said**. (July 15<sup>th</sup>, 2011 from the CNN online website: Dozens arrested as students protest Chile's education policies)

In lines 34, 35 and 36 the journalists gave voice to three government authorities who stated that the protests were illegal and that they had to be confronted, especially by invoking an emergency security law. Example in line 37 shows that the reporter gave voice to the President of Chile who criticized the violence and said that it was time to stop protests and find a way back to dialogue. The only purpose of all these four sentences is to negatively refer to protests and condemn the violence caused by students. In sentence 37, the president of Chile in some way provided a solution to the problem by mentioning that it was time to find a way back to dialogue and agreements. However, this disposition is completely refuted later.

Government authorities also criticized student's demands and proposal of reforms in education:

38) **President Sebastian Pinera had said** publicly earlier this week that the protesters' message had been heard, and that his government would be open to talk of reforms. (August 05<sup>th</sup>, 2011 from the CNN online website: Hundreds arrested in Chilean student protests)

39) "It is time to start work of substance," **he said**. (August 09<sup>th</sup>, 2011 from the CNN online website: Tear gas flies during Chilean student protests)

40) But **Mr Pinera said** a move to an entirely state-run education system, as demanded by protesters, would be a mistake that would "profoundly

damage the quality and freedom of education". (July 06<sup>th</sup>, 2011 from the BBC online website: Chile proposes \$4bn education fund as students protest)

41) "We don't believe that school education should be a state monopoly," **Education Minister Felipe Bulnes told the BBC**. (August 11<sup>th</sup>, 2011 from the BBC online website: Chile student protests point to deep discontent)

42) **The government says** that is unrealistic and that Chile can only afford to provide free education for the poorest 40% of its children. It also says there is no reason why the rich shouldn't pay. (October 25<sup>th</sup>, 2011 from the BBC online website: Chile's student protests show little sign of abating)

On the one hand, in sentences 38 and 39 President Piñera established that the message of students was heard, that the government was willing to keep a dialogue with students and that it was time to start working on education reforms. On the other hand, in examples 40, 41 and 42 the government authorities criticized students' reforms by stating that they will damage education, that are unrealistic and that education will be a state monopoly. In these sentences, there is a dual discourse because first it was mentioned that the message of students had been heard and that it was time to talk, get to agreements and find a solution to the conflict. However, the government profoundly and negatively criticized students' proposal on education. Therefore, what is implied here is that the government wanted to stop the conflict and get to an agreement with students by imposing their reforms in education, not the ones that students were proposing.

The other topic of quotations from the government referred to the defense of their reforms and improvements in education.

43) Announcing the plans for the \$4bn fund, **President Pinera said** the "great mission of improving education in Chile required an enormous



financial effort". (July 06<sup>th</sup>, 2011 from the BBC online website: Chile proposes \$4bn education fund as students protest)

44) **Mr Pinera has said** his reforms will ensure "quality education for everyone, and free education for those who require it". (September 28th, 2011 from the BBC online website: Chile students agree to education reform talks)

In lines 43 and 44 the president of Chile talked about the way his reforms and decisions in education would improve its quality and access. In example 43 the president mentioned the amount of money that his education reform would cost and in 44 he stated that his reforms would give students quality education for everyone. The main implication from these sentences relates to the idea that it is the government's reforms in education the ones that the country needs, not the reforms and improvements that students and society are demanding. Therefore, the government is correct and students are wrong.

In all the above examples, it is possible to see that journalists gave voice to the government to criticize students' demands, their protests and to defend the government measures on education. By quoting the government, the BBC and the CNN journalists were mainly presenting the audience the official point of view of the issue. Focusing on the number of detentions, the violence and criticizing the demands on education was just a partial side of the complete picture. Richardson (2007, p. 87) argued that in any analysis is necessary to consider "who gets to speak in the news" because "almost every study of news sources concludes that access to the news is a power resource in itself". Therefore, quoting mainly to government authorities means to give power to the ideas of this political source over the ideas of the protagonist of protests.

#### 7.2.2.2. STUDENTS' LEADERS

In the analyzed news reports, another frequent source was students' leaders. For The Guardian this group constituted the most important source of information. This newspaper relied on the point of view of students to tell the story of protests and the demands for a better education system in Chile. The main topics that students' leaders talked about referred to police repression, ways to solve the conflict and the resources needed to finance an education reform.

The following sentences reflect the use of this source in the corpus:

45) "This is unacceptable, the centre of Santiago is a state of siege," **said university student leader Camila Vallejo**, tears rolling down her face after being doused in teargas. "The right to congregate has been violated." (August 05th, 2011 from The Guardian online website: Chile student protests explode into violence)

46) "I don't see any other solution than a general referendum," **said Giorgio Jackson, president of the Catholic University student union** as he described the distance between student demands and the government offer. "There are some points of agreement, but clearly there are other points that are very relevant and in which we have grand differences."

47) "It seems important for us to get this off the table and transfer to citizens the responsibility for solving this conflict," **Alfredo Vielma, a secondary student leader at the talks, said.** (October 06<sup>th</sup>, 2011 from The Guardian online website: Chile student strikes talks break down)

48) "We believe that there are enough resources to provide not only free university in the public sector, but in the private sector as well," **said Camila Vallejo**, who called for the nation's copper mines to be nationalised.

In line 45 the students' leader Camila Vallejo criticized police actions to control the protests. She stated that the rights students had to meet and protest were violated because of police behavior. In examples 46 and 47 two students' leaders expressed their opinion on the alternative ways to solve the education conflict. According to them, a referendum was the only solution they had because the government was not willing to meet their demands. In sentence 48 Vallejo established that the nation had the necessary resources to give every student quality and free education.

Quoting students' leaders means to rely on their opinions to report the issues of protests. The angle and the perspective that The Guardian provided to their readers was the voice of the protagonists, especially those who were leading the movement. This decision is connected with the concept of evaluation and ideology because Thompson and Hunston (1999, p. 6) claimed that by "identifying what the writer thinks reveals the ideology of the society that has produced the text". In this case, journalists from The Guardian thought that students disapproved government's ideas on education, government's conduction of the conflict and police repression. However, journalists also believed that students could fund a better Chilean education. The reporters from this news media were convinced that the ideas of students and their leaders were more valuable than the ideas and truth of the official authorities.

### 7.2.2.3. ORDINARY STUDENTS

The Daily Telegraph<sup>2</sup>, The Washington Post and The New York Times mostly relied on ordinary students to report the news event about the Chilean education protests. These news media preferred to focus on the opinions of the protagonists, in this case high school and university students. The main topics of the quotations referred to the objectives and consequences of the movement.

49) **Student Arturo Fuentes**, who participated in the protest, **said**: "This movement is going forward and is not weakening, as the government says. This activity shows that we are passionate and in favour of free education." (July 19th, 2011 from The Daily Telegraph online website: Chile superheroes dance for education reform)

In line 49 the journalist gave voice to a regular student who described the movement in positive terms as "going forward" and the participants of the movement as "passionate". Also, he also stated that their objective was to be in favor of free education.

50) "We want the government to feel the pressure from you and from us, so we need a lot of support," **said Ms. Roque**, who said she had been on an all-liquid diet for 11 days. (August 04<sup>th</sup>, 2011 from The New York Times online website: With Kiss-Ins and Dances, Young Chileans Push for Reform)

51) "The whole country is watching this movement," **said Eduardo Beltrán, 17, a student at Instituto Nacional**, where the students have seized control of the school. "The generation of our parents," **he said**, "is

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<sup>2</sup> It is necessary to state that The Daily Telegraph quoted in equal percentages to ordinary students and government authorities. A further analysis of this news media and the use of news sources is presented on pages 58 and 59.

watching us with hope, with faith that we have the strength to change this education system and make history.” (August 04<sup>th</sup>, 2011 from The New York Times online website: With Kiss-Ins and Dances, Young Chileans Push for Reform)

In examples 50 and 51, the journalists gave voice to two regular students. In line 50 the student had taken serious measures to call the attention of the authorities and to put pressure on the government to solve this conflict. Reporters quoted that the students “has been on a hunger strike for 11 days”. In line 51 the student from Instituto Nacional talked about the repercussions and consequences of this movement for society. He stated that the education movement was about hope, changes and justice. By quoting these ordinary students, the journalists reflected the power that the movement had among society, especially among regular students.

52) “We are waiting for a response from the government,” **said Valentina Cerda, 18, a high school senior** who, with a group of friends, has seized part of one school. “If not, we could be at this until the end of the year.” (August 18<sup>th</sup>, 2011 from The Washington Post online website: Education protests shake Chile’s government)

In line 52 an ordinary student claimed for a solution to the conflict; she asked for a response from the government. Moreover, the student strongly stated that if authorities did not provide solutions to the problem of education, the movement and the stoppages would continue until the end of the year.

Quoting ordinary students means to give voice to the bases of the movements, to the people that went to marches and that continuously supported the protests and the demands to get better education system for all Chilean students.

#### 7.2.2.4. EXPERTS ON EDUCATION

The inclusion of expert voices regarding the state of Chilean education is a reliable source that gives more credibility to news reports. However, only The Washington Post in greater degree and the BBC in a minor degree quoted some experts on education to talk about the issue of protests.

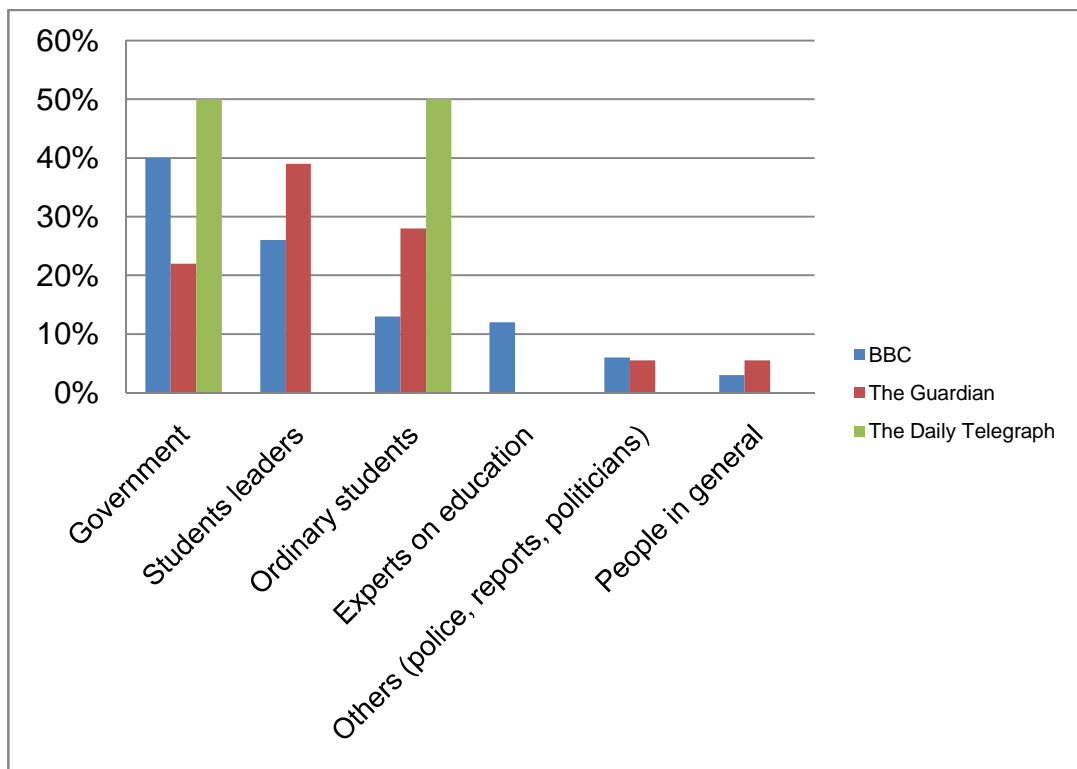
53) **Mario Waissbluth, a university professor and head of a group called Education 2020**, said the protests are symptoms of a broader restlessness about an economic system that has not delivered prosperity to all Chileans, even as it recorded high growth rates. (August 18<sup>th</sup>, 2011 from The Washington Post online website: Education protests shake Chile's government)

54) **Jose Joaquin Brunner, an educationalist and former government minister**, says that rather than scrapping the current system, Chile should try to emulate countries like Belgium and the Netherlands, which have a similar mix of state and privately-funded schools but without the deep inequalities that afflict Chile. (August 11<sup>th</sup>, 2011 from The BBC online website: Chile student protests point to deep discontent)

These two examples gave voice to experts on education that talked about the inequalities of the Chilean education system. In line 53, the expert Mario Waissbluth stated that the education protests were a symptom of the resentment and a sense of unease was present in the nation because of the inequalities. In line 54, the expert Jose Joaquin Brunner established that Chile should copy the system of other countries like Belgium and the Netherlands were school do not have the level of segregation and inequality of the Chilean system.

The next two graphs summarize the statistical findings in relation to news sources of British and North American newspapers. It shows the percentages and the most frequent news sources for each newspaper.

As was stated in the above analysis, the BBC mostly relied on the government to portray the issue of education protests. Nearly 40% of the sources corresponded to this political elite. The Guardian, on the contrary, mostly relied on the opinions of students' leaders and ordinary students to report the event. The percentages for each news source were 39% and 28% respectively. Finally, The Daily Telegraph equally quoted the government and ordinary students with 50% respectively.



Graph 1: Sources of reported speech in British Newspapers.

The results from The Daily Telegraph deserve a further analysis because by quoting in equal percentages to both sides of the news event, we may think that the newspaper is reporting the event from a neutral position. From this view, it can be argued that the news media by equally quoting the government and ordinary students is transmitting a sense of objectivity because there is no preference by any side. However, it is necessary to take into consideration more variables, not only the amount of quotations per sources, but it is also important to see if the quotations support the education movement or condemn it.

The following examples show the contexts in which quotations from the government and students were used:

55) **Student Arturo Fuentes**, who participated in the protest, **said**: "This movement is going forward and is not weakening, as the government says. This activity shows that we are passionate and in favour of free education." (July 19th, 2011 from The Daily Telegraph online website: Chile superheroes dance for education reform)

56) By nightfall, at least 273 protesters were detained, including 73 in Santiago, and 23 police officers were injured, **said Rodrigo Ubilla, a deputy interior minister**. (August 10th, 2011 from The Daily Telegraph online website: Violence on streets of Chile)

In line 55 the journalist gave voice to an ordinary student who is describing the movement in positive terms. In line 56 the journalist gave voice to a governmental authority by describing the number of protesters who have been detained by police. Both sides were considered in the news reports. On the one hand, the reporters gave voice to students who defended the protests and their demands. On the other hand, the reporters also articulated the government

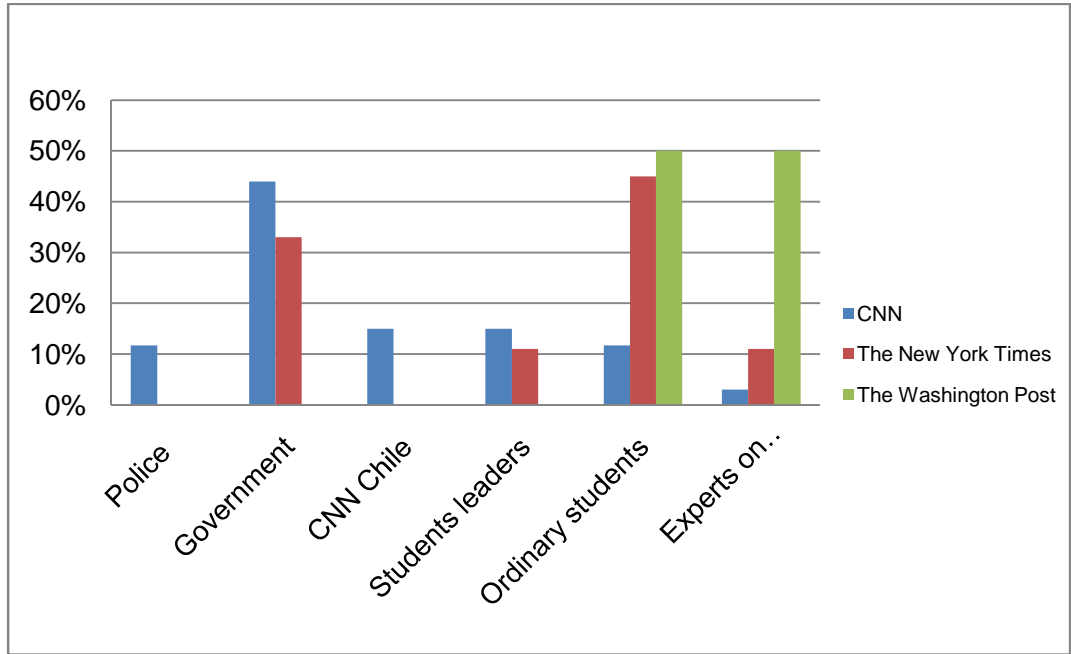


voice by criticizing the protests and by focusing on detentions and violence. The two angles of the event were present in discourse.

Having all this available information, is it possible to argue that evaluation is also present in this case where both sides of the issue are reported? Linguistic and grammatical choices are not randomly used in news discourse. In this instance, The Daily Telegraph included quotations that defended and condemned the protests. However, the inclusion of these two voices also reflects evaluation because if we look at both quotations, we will realize that utterances in line 55 belong to an ordinary student and in 56 to a deputy interior minister. Therefore, even if the two quotations refer to opposite views of the story, the people who are responsible for them are different and have different positions. Obviously, the opinion of a government authority by far outweighs the opinion of an ordinary student. Consequently, evaluation is also present in the news discourse of this online media.

In the case of North American news media, the news sources that were included in the reports about education protests were the following: the CNN mostly preferred to quote the government with a percentage over the 40%. On the contrary, The New York Times mostly relied on the opinions of ordinary students to tell the story of protests with a percentage over 40%. Finally, The Washington Post equally quoted ordinary students and experts on education with 50% respectively.

In relation, to the results of the Washington Post, the same indication made above could be reiterated. However, the quotations from students and experts on education belong to the same side of the news event. Students demanded a free education system by protesting publicly on the streets and the experts explained the origin of those demands and protests. Therefore, there does not exist a dual discourse in the presentation of the percentages as it was the case of the apparent neutrality of the Daily Telegraph.



Graph 2: Sources of reported speech in North American Newspapers

## 8. DISCUSSION

News discourse is one of the main and most influential media genres and many authors have argued that it has a great impact on the beliefs that people have about certain issues. The main reason for this assertion is that news reports are loaded with evaluative and ideological meanings. Hunston and Thompson (1999, p. 8) stated that “because ideologies are essentially set of values [...] evaluation is a key concept in their study”. In view of that, the main purpose of this research was to discover the evaluative linguistic features that were present in English news discourse in relation to the education protests that took place in Chile during 2011. Section seven revealed these results in relation to two levels of analysis: lexical and syntactical.

At the lexical level, evaluation was reflected in the different labels that journalists used to portray participants in protests. Students were portrayed as actors of social change and protesters and demonstrators were represented as instigators of violence. At the syntactical level, the detentions of people and protesters were topicalized and given more importance in passive voice constructions and the selection of news sources mostly belonged to elite political sources like government authorities.

These results demonstrated that, in general terms, news discourse is not objective because the selection of words and grammar is not at random, but serves a specific purpose. In this sense, Fowler (1991, p. 4) established that “each particular form of linguistic expression in a text [...] has its reason”. Therefore, at this point it is worth asking: what is the reason for using evaluative meanings in news discourse? Fowler (1991, p.1) in some way answered this question by claiming that the “content of newspapers is not facts about the world, but in a very general sense ideas, [...] beliefs, values, theories, propositions [and] ideology” (Ibid., p. 1). But, what were the ideas, beliefs and ideology that were present in the analyzed corpus?

As stated, up to now, the discourse analysis carried out has shown that evaluation is undoubtedly part of news discourse, but what is the function of using evaluative meaning in news articles, especially if they talk about education protests? Why did journalists label participants of protests in different ways? What are the implications of quoting a government authority instead of an ordinary student? It is time to look at the result in a critical way. In this sense, Van Dijk (1983, p.2) argued that “we expect more from discourse analysis as the study of real language use, by real speakers in real situations, than we expect from the study of abstract syntax or formal semantics”. To analyze the results in view of their function in discourse it is necessary to interpret them according to critical discourse analysis.

This theory establishes that language is active and contributes to the production and reproduction of power in society (Fowler, 1991; Van Dijk, 1983 and Fairclough, 1995). Can we establish that British and North American newspapers by making use of specific linguistic features help to reproduce social inequalities regarding the topic of education protests?

At the lexical level, the analysis showed that the representation of participants of education protests has many evaluative and ideological implications. In this sense, Richardson (2007, p. 49) argued that “journalists have to provide names for the people in the events they report and this naming always involve choice”. This choice or election is marked by evaluative decisions which in the analysis carried out showed that newspapers labeled participants in protests in three different ways: students, protesters and demonstrators. Why? What was their function in discourse? The main function was to make a difference between those who were protesting for changes in education labeled in the corpus as ‘students’ and those who were in the protests to cause violence and destruction labeled in the corpus as ‘protesters’ or ‘demonstrators’. The first group was positively portrayed as actors who wanted social changes in society,

especially on education. The latter group was negatively portrayed as instigators and perpetrators of violence. The way journalist name and categorize the different news actors “can have significant impact on the way in which they are viewed” (Ibid, p. 49). In the case of the education protests, Chilean society viewed these demonstrations as a process of catharsis for all the problems they dealt with on a daily basis. In this sense, society in general agreed on the fact that Chilean students should receive free and quality education. This support was also presented in the reports when it was mentioned that

57) The economic progress of recent years has raised expectations, and many Chileans say they now want social progress too. That explains why so many people have joined the cacerolazos and **why the students enjoy broad support**. (August 11<sup>th</sup>, 2011 from The BBC online website: Chile student protests point to deep discontent)

and

58) **The unified front of students also counts on support from an estimated 6 of 10 adults in Chile**, far higher than the nation's political coalitions or President Sebastian Pinera whose recent approval ratings has ranged from 22% to 30%. (October 07<sup>th</sup>, 2011 from The Guardian online website: Chilean girls stage 'occupation' of their own school in education rights protest)

Nonetheless, society in general also condemned the violent acts and destruction caused by protesters and demonstrators. Therefore, when journalist portrayed and labeled students as people who were creative and who wanted improvements on education, they were reflecting the view that society had in relation to this topic.

To sum up, journalists by using different labels to portray participants of education protests reflected the ideas that society had in relation to the values and rights of human existence. Society in general agreed on the fact that students should receive quality education and reporters represented this reality by using the word 'student'. But the society also rejected the violence and destruction and reporters used the words 'protesters' and 'demonstrators' to talk about these negative effects of education protests.

However, this positive portrayal of students at the lexical level was not maintained at the syntactical level. At the grammatical level most of the analysis revealed that the main emphasis was on the violence and the negative episodes of protests.

To support this idea, it is necessary to pay attention to the lexical choices used to portray participants in protests. From the three different ways of naming and categorizing participants, only one of them (students) was used in positive terms. The other two (protesters and demonstrators) constituted negative referents of marches.

Moreover, in the analysis of passive voice constructions, the detentions of people and protesters were topicalized and given more importance and the responsibility for these arrests was left implicit and unspecified in news discourse. In this sense, Fairclough (1995, p. 26) argued that "systematic elision or back grounding of agency may be an ideologically significant features of texts". In this case, the ideological presupposition of news reports was to emphasize the negative representation of the violence of education protests. The creative ideas of students to protests or their demands on education were not even mentioned in any single passive sentence.

In addition, the analysis of quotations demonstrated that the main news source was the government and the main reason for that was given by Fowler (1991, p. 22) who claimed that "the most convenient sources for journalists to monitor are also, necessarily, institutions and persons with official authority and

/or financial power". This convenience relies on the power that elite political sources have on the message that is being transmitted. Quotations from the government defended its ideas and reforms in education and referred negatively to students' protests. The following diagram summarizes the main opinions of the government regarding their decisions and the actions of students.

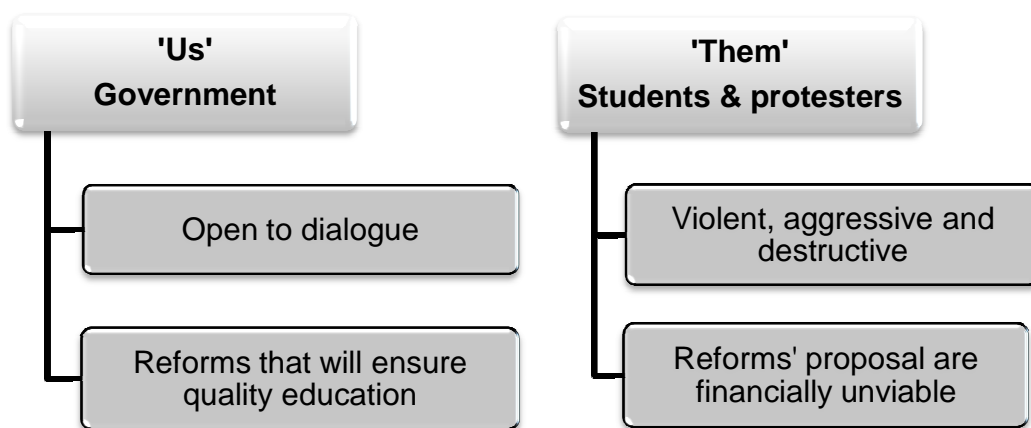


Figure N° 5: Portrayal of the government and students

Van Dijk talks about the ideological square which mostly refers to positive self-presentation and negative-other presentation. In the case of education protests and the analysis of quotations, the government was the group that was represented positively in discourse and it was students, protesters and demonstrators the other group that was represented negatively by newspapers and the government.

The dichotomy of 'us' versus 'them' was clearly established. The quotations from the government positively portrayed this political institution as being opened to talk with students and look for a solution to solve the conflict. Also, the government defended its reforms in education by establishing that it was what the country can afford to give students. Moreover, through the use of quotations, the government referred in negative terms to students' protests.

They criticized the protest by saying that they were illegal and violent and also criticized students' proposals on education by arguing that they were unfair and financially unviable. Therefore, it was 'them' who were wrong and it was 'us' who were right and who had the decision to make good reforms and improvements in education. This dichotomy reflects that by quoting elite political sources instances of power and segregation continue to exist in society. Official authorities are the ones who have the power to decide what is correct and incorrect.

To summarize, the positive portrayal of students as being creative, willing to make changes in society, especially on education, perseverant and coherent with their demands was only presented at the lexical level. The syntactic analysis reinforced the idea that the main focus of British and North American newspapers was on the negative events of education protests. The analysis of passive voice constructions demonstrated that the main topic referred to the number of detentions. Also, the analysis of quotations showed that elite political sources like the government were the favorite sources for news media. The quotations from this institution mainly criticized students' protests and demands, but defended its own reforms in education stating that it was students who were wrong and the government which was right in relation to measures to improve Chilean education system. In this sense, evaluation is at the service of ideological opinions and ideas in news reports. In the case, of education protests, these beliefs portrayed students as creative but also as proponents of bad ideas for Chilean education. The negative representation of education protests by far outweighed the positive representation of students as participant of education protests.



Therefore, the linguistic analysis of the international news coverage of the education protests that happened in Chile during 2011 showed that news discourse is not neutral, but loaded with evaluative and ideological meanings. The British and North American news media agreed on the idea that education is a vital right for society and they defended it by portraying students in a positive way at the lexical level. However, most of the attention was paid to detentions, violence and clashes with police by the use of passive voice constructions and the inclusion of the official opinion of the government.

## 9. CONCLUSIONS

The main purpose of this thesis was to reveal the evaluative linguistic features that British and North American newspaper used to report about the education protest that took place in Chile during 2011. In this sense, grounded on discourse analytical procedures a lexical and syntactical analysis was carried out to achieve the objective.

At the lexical level, it was established that participants of protests were mainly represented by three lexical elements: students, protesters and demonstrators. The word student was used by reporters when they wanted to emphasize the actions and the demands of the education movement in Chile. This word in the majority of the contexts was used in a positive way; students were portrayed as actors of social change. On the contrary, the word protester in most cases was used negatively. The context for this word was of violence and clashes with police. Finally, the word demonstrator acted also in a negative way. However, in a weaker sense than the word protester. Therefore, at the lexical level, evaluation was a central characteristic. Reporters wanted to make a distinction between those who effectively were demanding free education for all (students) and those who just wanted to cause violence (protesters and demonstrators)

At the grammatical level, in the analysis of passive voice, it was established that the most common topic of passive sentences was detentions. In this context, the most common topicalized agents were people, protesters and demonstrators. The focus was on the number of detentions and the people who were detained. However, the responsible agent for them was omitted from the sentences. In this sense, the journalists gave the reader incomplete and unspecified information on purpose by making use of passive constructions. The main objective was to focus the attention on the result of the action, in this case, the detentions. The reversed in the order of passive sentence and the omission

of the agent is a common device used in news discourse to give the reader a certain stance towards a topic. In the analysis carried out, it was shown that at the grammatical level, the stance taken by the news media was to focus on the violence and the people who were arrested.

Also, at the grammatical level, the analysis of news sources demonstrated that the most common quoted sources were the government, followed by students' leaders, ordinary students and experts on education. Clearly, reporting the events from the government's point of view means to impose the readers the official view of the news event. In this case, the main topics of the quotations from the government referred to condemn the violence of protests and to criticize students' demands on education. Moreover, the main topics of quotations from students referred to condemn police repression and government acts on the issue.

The description of the evaluative linguistic features in discourse leads us to understand the function of evaluation in journalistic language. In this case, the main function was to take an ideological stance towards the topic of education protests. Therefore, even though at the lexical level there was a distinction between those who were demanding changes in education (students) and those who were causing violence (protesters and demonstrators), the main emphasis was on the negative events of education protests. In other words, the main focus was on the violence caused by protesters (lexical choice), the number of detentions (passive voice constructions) and the negative reference of the government to students' proposals on education (new sources).

In conclusion, English news reports, for the most part, were tainted with evaluative and ideological meanings. These meanings were transmitted in discourse through linguistic features like labels, names, categories, passive voice constructions, and news sources among others. Being aware of the purpose of these features will raise consciousness among us to better understand the function and role of news in society.

## **10. LIMITATIONS OF THE STUDY**

The limitations of this study are related to deepness of the analysis in some areas. For example, at the syntactic level this thesis only focused on the study of news sources, especially on the people who were quoted. However, this analysis could be extended to the use of direct and indirect speech. Regarding this issue, a lot can be said about the function of reported speech in news discourse, especially when many authors claim that news is mostly recounts of what other have said or experienced (Fowler, 1991; Bell, 1991; Fairclough, 1995 & Richardson, 2007)

Also, an analysis of headlines and topic development as the one proposed by Van Dijk (1988) can reveal with more detail the connection between evaluation and ideology in news reports, especially in relation to the topic of education protests. The present research found that the main stance of British and North American newspapers was to report the negative side of protests.

Additionally, further research could be done in this area of news discourse and evaluation. For example, a comparative study could be carried out in relation to the evaluative language of protests between foreign newspapers (British and North American) and Chilean ones. For instance, a study like this would show if at the lexical level Chilean news reports make the distinction between those who demand changes in education (students) and those who cause violence and are detained (protesters and demonstrators).

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## **12. APPENDIX**

Newspaper: The Daily Telegraph

Date: July 19th, 2011

### **Chile superheroes dance for education reform**

Hundreds of students dressed as superheroes gathered in Santiago's main plaza to dance to protest Felipe Bulnes, who was named as the government's new Education Minister in a recent cabinet reshuffle.

The demonstration was just one of a series of creative protests organised by the students to highlight their calls to the government to improve education.

University and high school students have been demonstrating regularly for the past two months, seeking a wide range of reforms, including lower university fees and cheaper bus passes.

Student Arturo Fuentes, who participated in the protest, said: "This movement is going forward and is not weakening, as the government says. This activity shows that we are passionate and in favour of free education."



Newspaper: The Daily Telegraph

Date: August 10th, 2011

### **Violence on streets of Chile**

Violence erupted on the streets of Chile's capital and other cities as tens of thousands of students staged another protest demanding changes in public education.

Masked demonstrators burned cars and barricades, looted storefronts and threw furniture at police in Santiago. Some attacked an apartment building, throwing rocks and breaking windows. Riot police used tear gas and tanks with water cannons to push them back.

By nightfall, at least 273 protesters were detained, including 73 in Santiago, and 23 police officers were injured, said Rodrigo Ubilla, a deputy interior minister.

Five days after a banned march ended in nearly 900 arrests, students and teachers marched peacefully in Santiago and elsewhere in [Chile](#) on Tuesday, calling for the government to increase spending on schooling and provide "free and equal" public education.

As in previous demonstrations, protesters danced, sang, wore costumes and waved signs. But then groups of masked protesters split off and tried to break through police barricades blocking the way to the presidential palace.

University of Chile student President Camila Vallejos said 150,000 marched on side streets in the capital because the government again denied them permission to march on the main avenue. Mr Ubilla estimated that between 70,000 and 80,000 marched in Santiago.

Newspaper: The Daily Telegraph

Date: September 02nd, 2011

### **Chile school children clash with police in education protest**

Hundreds of secondary school students took the streets of Chile saying they have been left off the agenda during three months of demonstrations demanding free education.

The social unrest which has battered the government of President Sebastian Pinera has been led mostly by university students and unions.

Police handling of the disturbances has been harshly criticised after a 16-year-old teenager was killed in riots last month.

Anti-riot forces responded as usual to the march in downtown Santiago, firing water and tear gas at the teenagers.

Several people were also arrested. Police did not release the numbers of those detained.

Pinera is to meet with university student leaders this Saturday but no secondary schoolers have been invited to the negotiation table, provoking the ire of Aces, the Chilean secondary students association, which organised the march.

Newspaper: The Daily Telegraph

Date: October 18th, 2011

### **Protesters clash with police in Chile**

Chilean students erected fiery blockades in major streets of the capital and clashed with police on the first day of a two-day national strike to demand that the government reform the education system.

Masked protesters launched homemade firebombs at police Tuesday before taking refuge inside university and other school buildings. They also lit a public bus on fire outside a university campus after its passengers fled. The clashes jammed traffic throughout Santiago.

Students have been protesting for more than five months to demand free public education for all; reduced state subsidies for private colleges; and improvement in the quality of education overall. They called the two-day demonstrations to protest the lack of an agreement with the government.

Protesters want the Chilean government to take full control of education and increase spending on schools and universities.

President Santiago Pinera has promised to limit reforms and around £2.6 billion in extra funding, but has rejected calls for full state control.

Newspaper: The Daily Telegraph

Date: December 22nd, 2011

### **Santa joins student protests in Chile**

Students in Santiago are joined by a festive helper as they continue their demands for education reform.

Clashes between protesters and police erupted earlier today as Chilean students launched their last protest of the year demanding guaranteed free education.

Police used water cannon and tear gas on more than a thousand high school and university students who fought back by throwing rocks.

At one point a man dressed as Santa Claus was pulled off a police vehicle.

The student demonstrators say the education system is motivated by profit and marred by poor standards.

The movement began in May and has helped to make President Sebastian Pinera the least popular president since the 1973-1990 dictatorship of Augusto Pinochet.

Newspaper: The Guardian

Date: June 22<sup>nd</sup>, 2011

### **Students march for a better Chile**

Chile's education system both reflects and perpetuates the inequality of its society. These protests hope to reform both.

Chile's Sebastián Piñera government is facing hard times. In addition to citizen disapproval rates currently standing at 56%, he now has to contend with massive student protests of a scale not seen in Chile since the return of democracy in 1990. The latest large-scale protest brought together hundreds of thousands of people across the country, demanding better public education and social justice in one of the countries with, according to the Gini index, the highest inequality levels.

The clearest reflection of this inequality in Chile can be seen in education. As a result of a series of neoliberal reforms, Chile has developed one of the world's most segregated education systems, with insufficient state participation. Public expenditure on education accounts for 4% of the gross domestic product, compared with 7% in developed countries. This has translated into a growing privatisation trend in education since the 1980s.

Augusto Pinochet's dictatorship prioritised freedom of education over the right to education, opening up education to the market, as though it were a product to buy and sell. The Concertación, a social democratic coalition that governed from 1990 to 2010, administered this model, introducing certain reforms that focused on access but neglected quality and equality. Today, only 10% of Chilean students access schools that will provide them with real opportunities for the future.

Most students wander between precarious public schools and deficient subsidised or voucher schools. The university system was also reformed in the 1980s, allowing a proliferation of private universities (very few of which are decent) which, despite being classified as non-profit organisations, nevertheless yield juicy returns for their owners thanks to a series of subterfuges. The

minister of education himself, Joaquín Lavín, owned a university before taking office.

By contrast, public universities have become increasingly weak and today are barely able to finance their most basic operations. For instance, the University of Chile, the country's main university and one of the best in Latin America, only receives 14% of its budget from the state. It has to be financed with degree fees, passing on the financial burden to its students. In fact, families finance 73% of higher education in Chile, a figure that greatly exceeds the average (16%) for OECD countries. This is one of the main demands of the students who are now taking to the streets. They carry enormous debts, which could reach \$100,000 (£62,000) within 20 years.

The current education system is founded upon neoliberalism, privatisation, a climate of over-expectation and promises of social mobility. However, Chilean society is stratified, with a small group holding all the privileges. There is no real room for meritocracy or equal opportunities. For instance, the unemployment rate among young people (15.2%) is more than double the national average. Most young people are building up frustration by seeing how their hopes for the future clash with the sad reality.

The first signs of this malaise appeared in 2006, when thousands of secondary school students took to the streets in what became known as the "penguins' revolution". They managed to overturn the LOCE, the organic law on education established by Pinochet's dictatorship, which was then replaced by the Ley General de Educación (LGE) in an agreement signed by all political parties. However, the law failed to satisfy both students and teachers because, once again, no real reform of the public education system had been undertaken.

Students and teachers understand that strengthening public education will greatly contribute to building a fairer society and a better democracy. The neoliberal reforms that promoted competition and privatisation have failed because they have been unable to bridge the existing social divides and have perpetuated privileges.

Some say that the Chilean education system is not in crisis and resort to figures regarding access to argue their point. However, they say nothing of the inequality or the quality of the education. Luckily, students are mobilising to remind us that a better public education means a better country.

Newspaper: The Guardian

Date: August 05<sup>th</sup>, 2011

### **Chile student protests explode into violence**

Riot police clash with protesters calling for education reform as anger with Sebastián Piñera's government boils over.

It began as a series of peaceful protests calling for reform of the Chilean government's education system, with students staging mass kiss-ins, dressing up in superhero costumes and running laps around the presidential palace. But on Thursday these surreal protests exploded into violence as school and university students clashed with police and seized a TV station, demanding the right to a live broadcast in order to express their demands.

The Chilean winter, as it is being called, appears to have captured the public mood, just as the Arab spring did six months ago.

After a day of street clashes, 874 people had been arrested and department store in the capital was smouldering after being attacked by protesters. Outrage against the rightwing government of Sebastián Piñera boiled over, with polls showing he is more unpopular than any leader since the fall of former dictator Augusto Pinochet.

Striking school students led the charge as they tried to march on the presidential palace early on Thursday, only to be thwarted by hundreds of police in riot gear and clouds of teargas. Tucapel Jiménez, a member of the Chilean congress, called for sanctions against government authorities who authorised what he called "brutal repression" by riot police.

"This is unacceptable, the centre of Santiago is a state of siege," said university student leader Camila Vallejo, tears rolling down her face after being doused in teargas. "The right to congregate has been violated."

"I don't see any other solution than a general referendum," said Giorgio Jackson, president of the Catholic University student union as he described the distance between student demands and the government offer. "There are some points of agreement, but clearly there are other points that are very relevant and in which we have grand differences." News coverage of students being gassed

and hauled off buses by police squads led Vallejo to call for the resignation of Rodrigo Hinzpeter, Chile's interior minister. Government officials insisted the students did not have a permit to march and defended the police reaction as necessary to maintain business as usual in Santiago. Government spokesman Andrés Chadwick estimated vandalism damage at \$2m.

Marches were held in other big cities, including Valparaíso, Concepción and Temuco. Protests continued into the evening with vandalism and bonfires in various parts of the capital, snarling traffic and highlighting the growing wave of discontent.

La Polar, a retail chain recently charged with saddling consumers with outrageous interest rates on overdue accounts, was set alight. The torching was widely denounced by protest groups, but was the latest evidence that long dormant Chilean youth are rebelling against the orthodox free market ideology that dominates everyday Chilean life.

In recent years, for example, it was common for private hospitals to impose a 100% surcharge for babies born outside business hours. Students have long insisted for-profit universities and schools should receive no government subsidies.

The protest movement, organised largely through Facebook and Twitter, has shaken the Chilean political establishment as up to 100,000 students, usually costumed and peaceful, have marched.

With a mix of music and fancy dress, the students have used the streets of the capital as a stage for acts ranging from a 3,000- person re-enactment of Michael Jackson's Thriller dance to a "besa-thon", where young couples kissed for hours in front of La Moneda, the presidential palace.

For two months hundreds of high schools have been seized by teenage students. Despite warnings from the government that tens of thousands of students would be forced to repeat the entire school year, high schoolers continue to demand an end to for-profit educational institutions, lower interest rates on student loans and a bus pass valid year round.

An opinion poll on Thursday put Piñera's popularity at 26%. Opposition coalition La Concertación had an approval rating of just 16% as the range of popular complaints appears to grow daily.



One year ago Chile was celebrating its new-found unity and the Piñera administration was lauded by the world media for the teamwork used to save 33 trapped copper miners. Today the heroes are the student leaders, including Vallejo, who wields enormous political power.

Piñera has sacked his education minister and promised billions in new government spending for education in an unsuccessful attempt to quell the protests.

After being teargassed on Thursday, Vallejo called on citizens to show support for the striking students by banging pots and pans at – a reminder of the call to the streets used in the Pinochet era. Her call spread like wildfire on social networks and led to a night of clanging celebrations, spontaneous street festivals and a national realisation that Chile is living a historical moment, with a movement that cuts across traditional social and class boundaries.

Newspaper: The Guardian

Date: August 10<sup>th</sup>, 2011

### **Chile riot police clash with student protesters**

Peaceful march turns violent as masked demonstrators burn cars and loot shops in Santiago

Violence erupted on the streets of Chile's capital and other cities as tens of thousands of students staged another protest demanding changes in public education.

Masked demonstrators burned cars and barricades, looted shops and threw furniture at police in Santiago on Tuesday. Some attacked an apartment building, throwing rocks and breaking windows. Riot police used tear gas and tanks with water cannons to push them back.

By nightfall, at least 273 protesters were detained, including 73 in Santiago, and 23 police officers were injured, said Rodrigo Ubilla, a deputy interior minister.

Five days after a banned march ended in nearly 900 arrests, students and teachers marched peacefully in Santiago and elsewhere in Chile on Tuesday, calling for the government to increase spending on schooling and provide "free and equal" public education.

As in previous demonstrations, protesters danced, sang, wore costumes and waved signs. But then groups of masked protesters split off and tried to break through police barricades blocking the way to the presidential palace.

Location of the Chile riots.

University of Chile student president Camila Vallejos said 150,000 marched on sidestreets in the capital because the government denied them permission to march on the main avenue. Ubilla estimated that between 70,000 and 80,000 marched in Santiago.

Vallejos said the huge showing so soon after last Thursday's confrontations "reaffirms the level of approval we have and that the people keep supporting us. It's the government that isn't capable of conceding".

The interior minister, Rodrigo Hinzpeter, said the violence shows student leaders can't control their demonstrators.

As the day wore on, the violence spread, with hooded and masked activists throwing rocks, paint, furniture and street signs at police backed by armoured vehicles.

The unrest has gripped Chile for more than two months.

High school and university students have refused to attend class, taken over schools and staged demonstrations to press their demand for fundamental changes in how Chile finances public education. Of particular concern, they say, is that private universities enjoying nonprofit tax status aren't reinvesting their revenues in educational improvements as required by law.

The system also leaves underfunded municipalities in charge of high school education nationwide. This has starved most schools of resources, while leaving some wealthy neighbourhood schools well off. Chile's small upper class sends its children to private schools or even overseas for their education.

Teachers' union president Jaime Gajardo reiterated the students' call for a national referendum on their demands, an idea that leaders of the governing center-right coalition have dismissed as unconstitutional and dangerous.

Student leaders spread word on social networks for their supporters to engage in more pot-banging displays known as "cacerolazos", and the clamour of crashing metal rang into the night. Pot-banging during the dark of night was a frequent method of protest during the dictatorship of General Augusto Pinochet in 1973-90.

Newspaper: The Guardian

Date: October 05<sup>th</sup>, 2011

### **Chilean students meet government for talks on education reforms**

Student leaders call for free university education and deliver proposals including nationalisation of Chile's copper mines

Student leader Camila Vallejo at a demonstration in Santiago. Vallejo called for free university education in Chile in both the public and private sectors.

Photograph: Roberto Candia/AP

It started off five months ago as a student protest, calling for radical reform of the education system. But the protests that came to be known as the Chilean winter grew into a mass movement, demanding the restructuring of the government.

And on Tuesday government negotiators finally convinced student leaders to meet the education minister for the first time to discuss their demand for free university education.

"We believe that there are enough resources to provide not only free university in the public sector, but in the private sector as well," said Camila Vallejo, who called for the nation's copper mines to be nationalised.

Vallejo and other student leaders have delivered a detailed proposal to the government including higher taxes for Chile's extremely wealthy individuals and an end to what they call a for-profit education system that has failed.

Students have already won major battles in their effort to better fund Chilean education. On Tuesday the Chilean Congress moved forward with a law to cut interest rates on student loans and earlier this year the government announced a special \$4bn (£2.5bn) fund for the 2012 budget, including a 24% rise in student scholarships.

Opposition politicians said the proposal lacks specifics. "This fund with \$4bn, how will it be created? How will it be financed?," said former Chilean president Eduardo Frei. "We don't know how they plan to spend this."

Despite a slump in the price of copper, the nation's primary export, the Chilean economy continues to boom. Car sales in August and September were so high that the government ran out of licence plates and authorized the use of

cardboard plates for up to six months. GDP growth for 2011 is still estimated to be over 4%.

Buoyed by their nation's sound financial foundation, high school and university students have held out for months, resisting threats and pleas for them to return to classes.

With hundreds of public high schools still occupied by 15- and 16-year-old students and weekly marches drawing up to 120,000 students, the movement has shattered two decades of political consensus in post-Pinochet Chile.

A series of violent attacks at schools and threats of expulsion have hardened positions on both sides in the past week. "I have doubts about whether or not there is a real willingness [on the part of the government] to resolve this conflict," said Vallejo, the student leader who accused President Sebastián Piñera of provoking students by proposing laws that would allow for up to three months' imprisonment of protesting students.

Piñera's approval ratings have dipped to as low as 22% – the lowest recorded in Chile.

Newspaper: The Guardian

Date: October 06<sup>th</sup>, 2011

### **Chilean students meet government for talks on education reforms**

Student leaders call for free university education and deliver proposals including nationalisation of Chile's copper mines

Student leader Camila Vallejo at a demonstration in Santiago. Vallejo called for free university education in Chile in both the public and private sectors. Photograph: Roberto Candia/AP

It started off five months ago as a student protest, calling for radical reform of the education system. But the protests that came to be known as the Chilean winter grew into a mass movement, demanding the restructuring of the government. And on Tuesday government negotiators finally convinced student leaders to meet the education minister for the first time to discuss their demand for free university education.

"We believe that there are enough resources to provide not only free university in the public sector, but in the private sector as well," said Camila Vallejo, who called for the nation's copper mines to be nationalised.

Vallejo and other student leaders have delivered a detailed proposal to the government including higher taxes for Chile's extremely wealthy individuals and an end to what they call a for-profit education system that has failed.

Students have already won major battles in their effort to better fund Chilean education. On Tuesday the Chilean Congress moved forward with a law to cut interest rates on student loans and earlier this year the government announced a special \$4bn (£2.5bn) fund for the 2012 budget, including a 24% rise in student scholarships.

Opposition politicians said the proposal lacks specifics. "This fund with \$4bn, how will it be created? How will it be financed?," said former Chilean president Eduardo Frei. "We don't know how they plan to spend this."

Despite a slump in the price of copper, the nation's primary export, the Chilean economy continues to boom. Car sales in August and September were so high that the government ran out of licence plates and authorized the use of

cardboard plates for up to six months. GDP growth for 2011 is still estimated to be over 4%.

Buoyed by their nation's sound financial foundation, high school and university students have held out for months, resisting threats and pleas for them to return to classes.

With hundreds of public high schools still occupied by 15- and 16-year-old students and weekly marches drawing up to 120,000 students, the movement has shattered two decades of political consensus in post-Pinochet Chile.

A series of violent attacks at schools and threats of expulsion have hardened positions on both sides in the past week. "I have doubts about whether or not there is a real willingness [on the part of the government] to resolve this conflict," said Vallejo, the student leader who accused President Sebastián Piñera of provoking students by proposing laws that would allow for up to three months' imprisonment of protesting students.

Piñera's approval ratings have dipped to as low as 22% – the lowest recorded in Chile.

Newspaper: The Guardian

Date: October 07<sup>th</sup>, 2011

### **Chilean girls stage 'occupation' of their own school in education rights protest**

For five months, girls demanding free university education for all have defied police to occupy their state school

Chilean demonstrators are hit by a jet of water during a rally against the public state education system in Santiago. Photograph: Ivan Aldarado/Reuters  
Sleeping on a tiled classroom floor, sharing cigarettes and always on the lookout for police raids, the students of Carmela Carvajal primary and secondary school are living a revolution.

It began early one morning in May, when dozens of teenage girls emerged from the predawn darkness and scaled the spiked iron fence around Chile's most prestigious girl's school. They used classroom chairs to barricade themselves inside and settled in. Five months later, the occupation shows no signs of dying and the students are still fighting for their goal: free university education for all.

A tour of the school is a trip into the wired reality of a generation that boasts the communication tools that feisty young rebels of history never dreamed of. When police forces move closer, the students use restricted Facebook chat sessions to mobilise. Within minutes, they are able to rally support groups from other public schools in the neighbourhood. "Our lawyer lives over there," said Angelica Alvarez, 14, as she pointed to a cluster of nearby homes. "If we yell 'Mauricio' really loud, he leaves his home and comes over."

For five months, the students at Carmela Carvajal have lived on the ground floor, sometimes sleeping in the gym, but usually in the abandoned classrooms where they hauled in a television, set up a private changing room, and began to experience school from a different perspective.

The first thing they did after taking over the school was to hold a vote. Approximately half of the 1,800 students participated in the polls to approve the takeover, and the yays outnumbered the nays 10 to one.



Now the students pass their school days listening to guest lecturers who provide free classes on topics ranging from economics to astronomy. Extracurricular classes include yoga and salsa lessons. At night and on weekends, visiting rock bands set up their equipment and charge 1,000 pesos (£1.25) per person to hear a live jam on the basketball court. Neighbours donate fresh baked cakes and, under a quirk of Chilean law, the government is obliged to feed students who are at school – even students who have shut down education as usual.

So much food has poured in that the students from Carmela Carvajal now regularly pass on their donations to hungry students at other occupied schools. Municipal authorities have repeatedly attempted to retake the school, sending in police to evict the rebel students and get classes back on schedule, but so far the youngsters have held their ground.

"It was the most beautiful moment, all of us in [school] uniform climbing over the fence, taking back control of our school. It was such an emotional moment, we all wanted to cry," Alvarez said. "There have been 10 times that the police have taken back the school and every time we come and take it back again."

The students have built a hyper-organised, if somewhat legalistic, world, with votes on everything including daily duties, housekeeping schedules and the election of a president and spokeswoman. The school rules now include several new decrees: no sex, no boys and no booze. That last clause has been a bit abused, the students admit.

"We have had a few cases of classmates who tried to bring in alcohol, but we caught them and they were punished," said Alvarez, who was stationed at the school entrance questioning visitors. Alvarez, who has lived at the school for about four months, laughed as she described the punishment. "They had to clean the bathrooms," she said.

Carmela Carvajal is among Chile's most successful state schools. Nearly all the graduates are assured of a place in top Chilean universities, and the school is a magnet, drawing in some of the brightest minds from across Santiago, the nation's capital and a metropolis of six million.

But the story playing out in its classrooms is just a small part of a national student uprising that has seized control of the political agenda, wrongfooted conservative president Sebastián Piñera, and called into question the free-market orthodoxy that has dominated Chilean politics since the Pinochet era.

The students are demanding a return to the 1960s, when public university education was free. Current tuition fees average nearly three times the minimum annual wage, and with interest rates on student loans at 7%, the students have made financial reform the centrepiece of their uprising.

At the heart of the students' agenda is the demand that education be recognised as a common right for all, not a "consumer good" to be sold on the open market. Currently, many Chilean schools are for-profit institutions, run as businesses. Until recently, the classified section of the leading newspaper, *el Mercurio*, regularly featured schools for sale, in adverts that often described the institutions as highly profitable investments.

The Chilean uprising has changed that. Now owners of public schools have begun posting employment ads in local newspapers for security guards to fend off attempts by students to seize the schools. One advert offered employment to able-bodied men who could use dogs to repel potential student takeovers. ("No experience necessary," it read.)

Politicians and many parents fret that the cancellation of classes has turned 2011 into "a lost year" for public education, but for many of the students the past five months has been the most intensive education of their life.

"I have become a lot more mature. I used to judge my classmates by their looks. Now I understand them and together we stand up for what we believe," said Camila Gutierrez, 15, a freshman at Carmela Carvajal. "It has been exhausting, but if you want something in life, you have to fight for it."

The first murmurings of the "Chilean Winter" came in in late May with the first takeover of a public school. Five months later, around 200 state elementary and high schools as well as a dozen universities have now been occupied by students. Weekly protest marches gather between 50,000-100,000 students throughout the nation, with especially large turnouts in coastal cities of Valparaiso and Concepcion. Charismatic student leader Camila Vallejo - known as Comandante Camila - has become a cult hero across Latin America. Initially, the protestors's demands for free universal education was flatly rejected by the conservative administration of president Sebastian Pinera, but the government is now moving incrementally towards meeting their demands.

Talks between the ruling conservative government and striking students collapsed on Wednesday evening with irate students accusing the

government of failing to provide new proposals. But Government officials responded that the students would be welcomed back to negotiate.

On Thursday when thousands of students gathered for a protest march in downtown Santiago, Government officials refused to authorize a march route that included a central thoroughfare and defiant students used social media to send out a singular message – the march is on. For much of Thursday, downtown Santiago was awash in tear gas and rioting youth. Smashed cars, 137 arrests and mutual accusations that the violence was avoidable further highlighted the gulf between student leaders and the Pinera government.

With imaginative protests including a kiss-a-thon in which 3,000 couples groped and smooched for exactly fifteen minutes, the Chilean student movement has captured the imagination of a long dormant but apparently disenchanting Chilean public. The unified front of students also counts on support from an estimated 6 of 10 adults in Chile, far higher than the nation's political coalitions or President Sebastian Pinera whose recent approval ratings has ranged from 22% to 30%. However the frequent violence which accompanies the street marches has outraged many Chileans who see their cherished stability now on the edge of social chaos.

Newspaper: The BBC

Date: July 06<sup>th</sup>, 2011

### **Chile proposes \$4bn education fund as students protest**

Chilean President Sebastian Pinera, facing student protests, has proposed the creation of a \$4bn (£2.5bn) fund for higher education.

In a televised speech, Mr Pinera outlined measures including more grants and cheaper student loans.

The fund would be partly financed by revenue from the main export, copper.

Thousands of students have been protesting to complain of financial hardship and to call for a reform of Chile's "unequal" education system.

"It's time to stop the protests and recover the way to dialogue and agreements," Mr Pinera said on Tuesday.

Announcing the plans for the \$4bn fund, President Pinera said the "great mission of improving education in Chile required an enormous financial effort".

As well as more grants and student loans, Mr Pinera said the government would look at improving the admission and accreditation systems of the universities.

#### State's role

He said the overall system should be re-examined to differentiate between types of universities, with private colleges paying taxes that could be reinvested in scholarships and loans for poorer students.

But Mr Pinera said a move to an entirely state-run education system, as demanded by protesters, would be a mistake that would "profoundly damage the quality and freedom of education".

High school and university students have been protesting for several weeks, calling for greater government investment in public education.

Among other demands, the demonstrators want secondary schools, currently run by municipalities, to be under central administration.

Reacting to Mr Pinera's proposals, student leaders indicated their protests would continue to seek a more equal education system.

The student demonstrations come at a difficult time for the Chilean leader, who has seen his approval ratings fall to 36% from a high of 63% during the rescue of the 33 trapped miners last year.

Newspaper: The BBC

Date: July 19<sup>th</sup>, 2011

### **Chile's President Pinera changes team after protests**

Chilean President Sebastian Pinera, facing protests in recent weeks, has made major changes to his cabinet.

It was Mr Pinera's second reshuffle in recent months.

The president's popularity peaked after the rescue of the 33 miners in October but his approval ratings have dropped to some 30% amid simmering unrest.

Students have been protesting to demand changes to the education system, while last week copper miners staged a one-day strike over restructuring plans.

President Pinera announced eight changes to his cabinet, including at the economy, energy and justice ministries.

"Our institutions, our leadership, are being tested by citizens who are more empowered, who are demanding greater participation and, above all, greater equality," said President Pinera as he swore in his new team.

#### **Copper promise**

Among the main names is Laurence Golborne, who as mining minister had a highly visible role during the miners' rescue.

He goes to the Public Works Ministry, a department which has assumed greater prominence, especially after last year's major earthquake.

His successor as minister of mines is Hernan de Solminihac.

President Pinera said major investment would be made in the mining sector and he denied there were any plans to privatise the state-run copper company Codelco.

"Codelco is going to remain in state hands, belonging to the Chilean people, but we also want it to be modern, efficient and fully capable of realising its potential," Mr Pinera said.

Felipe Bulnes, the former justice minister, moves to education - a key post as students continue to press for reforms, including lower university fees.

Thousands have taken to the streets of Santiago and other main cities, with some protests turning violent.

Mr Pinera took office last March, the country's first conservative leader for 20 years.

Newspaper: The BBC  
Date: August 04<sup>th</sup>, 2011

### **Chile police break up student protest in Santiago**

Riot police in the Chilean capital, Santiago, have used tear gas and water cannon to break up demonstrations by students demanding educational reform. Dozens were detained as they tried to march to the city centre despite a warning that the protest was illegal.

Chile has seen weeks of rallies by students and teachers demanding reform and more investment in education.

President Sebastian Pinera has pledged extra funding, but student leaders say his offer is not enough.

Protesters are calling for the government to take control of the country's public education system, saying the current system is underfunded and unequal.

'Time has run out'

Riot police moved to clear the demonstrators as they tried to rally in Santiago's Plaza Italia in the city centre. At least 130 students were arrested, while two police officers were reportedly injured in the scuffles.

Earlier, some officers had clashed with activists who had set up street barricades using burning tyres.

Interior Minister Rodrigo Hinzpeter had warned that the protests were illegal and would be met with force.

"The time for marching has run out," he said on Thursday.

Camila Vallejo, a spokeswoman for the striking university students, called it a "state of siege".

"I imagine it must have been like this 30 years ago," she said, referring to Chile's 1973-90 military dictatorship.

"Even the right to congregate in public places isn't assured," she said.

On Monday, Mr Pinera presented a 21-point package of reforms and asked centre-left lawmakers to hold talks with him to end the dispute.



The proposal offered to increase funding, improve teacher training, increase university scholarships and help resolve unpaid student loan debts.

But opposition lawmakers declined the invitation and students said the offer failed to meet their demands.

Chile sets aside 4.4% of the country's GNP for education, less than the 7% recommended by Unesco.

Newspaper: The BBC  
Date: August 10<sup>th</sup>, 2011

### **Chile police clash with protesters during student march**

Clashes have erupted in the Chilean capital, Santiago, as thousands of students marched to press their demands for changes to the education system.

Masked protesters fought pitched battles in the city centre with police who fired water cannon and tear gas.

Students, who have been demonstrating for weeks, say the current system is under-funded and unequal.

President Sebastian Pinera has pledged extra funding, but students say this is not enough.

Interior Minister Rodrigo Hinzpeter said the violence showed that student leaders could not control their demonstrators.

#### **Burning cars**

The demonstration began peacefully with tens of thousands of students and teachers marching through Santiago and elsewhere in Chile.

But masked protesters then split off from the main crowd and began clashing with police.

Reports said masked demonstrators burnt cars and barricades, looting shops and throwing furniture at police.

Student leaders said 150,000 people marched in the capital's side streets after they were denied permission to demonstrate on the main avenue.

Officials estimated the crowd at about half that number.

"The government is not listening to us. We want a new education system in Chile and the government proposals do not address what we want," Miguel, a student at the University of Santiago, told AFP.

Demonstrations also took place in other main cities, including Valparaiso and Concepcion.

Deputy Interior Minister Rodrigo Ubilla said at least 273 protesters had been arrested nationwide, and 23 police officers had been injured in Santiago.

President Pinera has promised additional funds, but students say this will not be enough to repair a system that is both under-funded and unequal.

Last week, the government put forward a package of 21 reforms, including an offer to increase funding, improve teacher training, increase university scholarships and help resolve unpaid student loan debts.

But students rejected the plan, saying it failed to meet a key demand that private universities invest their income in educational improvements.

The nationwide stoppage is the latest protests by students who have taken over schools, staged kissing marathons and marched through towns.

The education protests come as President Pinera, in office since March last year, has seen his approval ratings drop to under 30%.

Newspaper: The BBC

Date: August 11<sup>th</sup>, 2011

### **Chile student protests point to deep discontent**

Chile is usually regarded as one of the most orderly and stable countries in South America, so the images that have come out of the capital, Santiago, in recent days have been especially shocking.

Thousands of high school and university students have marched through the capital's streets, as well as those of other major cities, demanding a radical overhaul of the education system.

Invariably the demonstrations have ended in violent clashes between masked youths and police officers armed with tear gas and water cannon.

Shops and offices on Santiago's main thoroughfare, the Alameda, have been looted and destroyed.

The scenes have been reminiscent of the pro-democracy protests of the 1980s, when Chileans clashed with the forces of General Augusto Pinochet.

On one day alone, 4 August, more than 900 people were arrested in protests up and down the country and nearly 100 police officers injured.

The government estimated the cost of damage to public and private property in central Santiago at \$2m (£1.2m).

Ordinary Chileans have staged nightly cacerolazos, or "saucepan protests", a form of dissent not seen since the Pinochet days.

They have poured on to the streets to bang pots and pans in support of the students and in opposition to the government.

#### **Shabby schools**

So, what is going on in Chile? Are the protests simply about education or do they reflect wider discontent with the government and the way the country is run? How and when are they likely to end?

Education is clearly not the only issue at stake, but it is certainly the main one.

The student marches have been far bigger than those organised by other protest groups. On several occasions, they have drawn 100,000 people on to the streets.

At the heart of the students' anger is a perception that Chile's education system is grossly unfair - that it gives rich students access to some of the best schooling in Latin America while dumping poor pupils in shabby, under-funded state schools.

On the face of it, Chileans enjoy the best education in the region. In 2009, their country outscored all other Latin American states in the OECD's PISA rankings. These are used to compare educational standards across countries.

But Mario Waissbluth, a Chilean professor and national coordinator of the citizens' group Educacion 2020, says the figures tell only part of the story.

He says that of the 65 countries that participated in the PISA tests, Chile ranked 64th in terms of segregation across social classes in its schools and colleges. Only Peru has a more socially divided education system.

Prof Waissbluth describes this as "educational apartheid" and says it lies at the heart of the current unrest.

#### State vs private

Chile's secondary schooling takes three forms:

45% of pupils study in state schools

50% in voucher schools, where the government subsidises the pupil's education

5% study in elite private schools, wholly paid for by students' families

The voucher schools are privately run and, in theory, can turn a profit, although many do not.

That means that over half the schools in Chile, as well as most of the universities, are, in effect, privately-run entities.

The protesters object to that and have called for an end to profit in education.

The government says that is unrealistic.

"We don't believe that school education should be a state monopoly," Education Minister Felipe Bulnes told the BBC.

"The private sector has to play a role in it."

Jose Joaquin Brunner, an educationalist and former government minister, says that rather than scrapping the current system, Chile should try to emulate

countries like Belgium and the Netherlands, which have a similar mix of state and privately-funded schools but without the deep inequalities that afflict Chile. Whatever the solutions, most people agree that the education system is in a sorry state.

The Center of Public Studies (CEP), a local think tank, published a poll this month showing that more than a quarter of Chileans think education has deteriorated over the past 10 years and a further 45% think it has simply stagnated.

For some, this is a damning indictment of a country whose economy has expanded at 4% a year during that period, generating money that could have been ploughed into schools.

The student conflict has tarnished the government, according to opinion polls. These suggest that only 10% of Chileans think the administration is handling education policy well, down from 32% late last year.

President Sebastian Pinera, Chile's first conservative leader for 20 years, has seen his approval ratings slump to 26%.

That is the lowest for any Chilean president since the return to democracy in 1990.

#### Broader complaints

While education is the main bone of contention at the moment, it is not the only one:

Environmentalists have marched against a plan to build a big hydro-electric plant in Patagonia

Copper miners have staged strikes

Gay rights campaigners have called for full gender equality

Transport workers have protested about job insecurity

Farmers have complained about the impact of the strong Chilean peso on exports.

Hardly a day goes by without someone marching down the Alameda.

"The unrest goes beyond education, even if education is the reason why it's suddenly burst into the open," said Mr Brunner.

He believes Chile is paying the price for embracing a radical free market model that he describes as "more North American than European in tone".

"The model here is like the United States, with the markets left to run slightly wild, pervading every aspect of life, including education and health," he said.

"The end result is that people feel a deep sense of unease."

The current protests come as GDP growth is forecast at about 6% this year and unemployment is falling.

In the past, that might have kept Chileans happy and off the streets, but no longer.

The economic progress of recent years has raised expectations, and many Chileans say they now want social progress too.

That explains why so many people have joined the cacerolazos and why the students enjoy broad support.

It is difficult to see an imminent end to the wave of protests or indeed the violence that invariably accompanies them.

The students and government are poles apart and cannot even agree on the route that the marches should take.

Some observers are calling this the Chilean Winter. For now, the warmer days of the southern spring feel a long way away.

Newspaper: The BBC

Date: September 28<sup>th</sup>, 2011

### **Chile students agree to education reform talks**

Chilean student leaders have agreed to hold talks with the government on education reform after nearly five months of strikes and demonstrations.

But they said their protests, including a national stoppage on Thursday, would continue and they urged fellow students not to resume classes.

The students want wholesale reform of Chile's education system, which they say is unequal and under-funded.

The government has offered some changes and increased funding.

Student representatives met for more than 10 hours on Tuesday to discuss whether to talk to the government of President Sebastian Pinera.

"We are participating to continue our constant fight for free and democratised education in Chile," said Giorgio Jackson, one of the student leaders.

"Our demonstrations over these five months have ensured minimum guarantees for a dialogue with the government."

Another leader, Camila Vallejo, said the government must give clear details of its planned budget for 2012, in particular relating to education.

#### Quality education

There have been regular demonstrations in Santiago and other main cities for the past five months, often resulting in clashes between some protesters and police.

The students want the central government to take full control of education and increase spending on public schools.

They also want increased funding for universities, including scholarships rather than loans for poorer students, and an end to profit in education.

President Pinera has responded by promising limited reforms and around \$4bn (£2.6 billion) in extra funding.

But he has rejected calls for full state control and free education.

Mr Pinera has said his reforms will ensure "quality education for everyone, and free education for those who require it".



But student leaders - many of them left-wing - say his proposed reforms do not address the fundamental problems of a system set up during the 1973-1990 military rule of Gen Augusto Pinochet.

Newspaper: The BBC

Date: October 09<sup>th</sup>, 2011

### **Chile students plan new education protests**

Chilean students protesting for educational reform have called a new general strike, following the breakdown of talks with the government.

They will be joined by trade unions in a two-day stoppage on 18-19 October.

School and university students, as well as teachers, have been boycotting classes and holding demonstrations for five months to demand free education.

The government says the movement has been taken over by extremists, but it hopes that dialogue can resume.

The last general strike in support of the student's demands in August led to violent clashes between protesters and police.

"We regret enormously that the student movement has been taken over by the most radical, the most intransigent, the most ideologically driven groups," government spokesman Andres Chadwick said.

#### Referendum

Student leader Camila Vallejo blamed the government for the collapse of talks last week.

"They did not have the political will to meet the demands of the great majority in our country," she said after a meeting of the Confech student federation in Valdivia on Saturday.

She urged students in schools and universities not to return to classes for the second term of the academic year.

Meanwhile, more than a million Chileans have voted in an unofficial referendum on the student's demands, according to the teachers union that organised the poll.

The overwhelming majority of those who took part backed the demand for free education, and an end to profit-making in the sector, the organisers said.

President Sebastian Pinera has expressed hope that student leaders will return to negotiations.

He has promised limited reforms and about \$4bn (£2.6 billion) in extra funding. But he has rejected calls for full state control and free education for all.

Student leaders - many of them left-wing - want changes to the tax system to fund fundamental changes to an education system set up during the 1973-1990 military rule of Gen Augusto Pinochet.

The protest movement is the biggest Chile has seen since the return to democracy.

Newspaper: The BBC

Date: October 18<sup>th</sup>, 2011

### **Student protests turn violent in Chile capital Santiago**

Students and police have clashed in the Chilean capital, Santiago, during the latest protest over education reform.

Police used tear gas and water cannon against masked protesters who set up barricades and threw petrol bombs.

With more demonstrations planned for Wednesday, the government has said it will invoke an emergency security law to help quell the violence.

The protest movement - which started in May - is the biggest in Chile since the return to democracy in 1990.

The students, backed by teachers and trade unions, called the latest two-day national strike after talks with the government broke down earlier this month.

'Too much hate'

The violence began early on Tuesday as protesters set up burning barricades on several main avenues across the capital, blocking rush hour traffic.

Masked assailants set fire to a city bus, and police raided university buildings in pursuit of suspects.

More than 60 people were arrested, police said.

Interior minister Rodrigo Hintzpeter said those responsible for the bus attack would be prosecuted under the rarely-used Law of State Security, which allows tougher sentences for violent offenders.

"We have seen too much violence, too much senseless destruction, too much hate," he said.

Plebiscite

Student leaders have condemned the violence and say it is not related to their movement for educational reform.

Representatives of the movement went to the heavily guarded presidential palace to present an unofficial plebiscite on their demand for educational reform.

More than 1.5 million people took part in the plebiscite, with 88.7% voting in favour of free, public, high quality education, the organisers said.

Student leaders are demanding wholesale reform of Chile's education system, which they say is unequal and under-funded.

They want the central government to take full control of education and increase spending on public schools and universities.

President Sebastian Pinera has responded by promising limited reforms and around \$4bn (£2.6bn) in extra funding.

On Tuesday he approved a law increasing subsidies for children from poor backgrounds attending private schools.

But he has categorically rejected calls for full state control and free education.

Newspaper: The BBC

Date: October 21<sup>st</sup>, 2011

### **Chile students disrupt Senate meeting to press demands**

Dozens of Chilean students interrupted a meeting at the Senate headquarters in Santiago to press their call for a referendum on Chile's social problems.

The students broke in as lawmakers and the education minister were discussing next year's budget.

The protesters left several hours later after opposition lawmakers promised to introduce a bill calling for a referendum.

Students have been protesting for months to demand free public education.

The Senate's education committee had gathered to discuss the budget when dozens of young people, many of them high school students, burst into the room.

Three youths climbed on top of the committee table and unfurled a sign which read "Plebiscite now".

Some of the students, who were streaming their actions live on Twitter, then occupied the building for several hours.

Outside, police sealed off the entrance to the building with metal barriers to keep more protesters from entering.

They confronted a crowd of hundreds of students and parents outside who were carrying signs demanding "Free Education" and "Referendum Now".

#### Reform demands

Education Minister Felipe Bulnes and others taking part in the Senate committee meeting hurriedly left the building.

Protesters shouted and threw coins at Mr Bulnes.

The Senate president, Guido Girardi, who is a member of the opposition Party for Democracy, spoke to the protesters and promised they would not be dislodged by force by the police.

He has been critical of the government's handling of the students' protests.

The students have been boycotting classes and staging demonstrations for almost six months.

On Tuesday, police in Santiago used tear gas and water cannon in clashes with masked protesters who set up burning barricades and threw petrol bombs; 260 people were arrested.

The government said after these violent demonstrations that it would invoke an emergency security law to help quell student unrest - the most serious in Chile since 1990.

On Wednesday, students held another mass demonstration to press their demands.

Talks over education reform broke down this month and there is no sign of a resolution.

Indeed, positions appear to be hardening.

Student leaders are demanding wholesale reform of Chile's education system, which they say is unequal and under-funded, but they have condemned the violence.

They want the central government to take full control of education and increase spending on public schools and universities.

President Sebastian Pinera has responded by promising limited reforms and around \$4bn (£2.6bn) in extra funding.

On Tuesday, he approved a law increasing subsidies for children from poor backgrounds attending private schools.

But he has categorically rejected calls for full state control and free education.

Newspaper: The BBC

Date: October 25<sup>th</sup>, 2011

### **Chile's student protests show little sign of abating**

Nearly six months after they began, Chile's student protests show little sign of running out of steam.

Indeed, if anything, they are gaining traction, partly because the students' demands resonate with those of demonstrators elsewhere in the world, from Wall Street to Athens.

Many students here say they now feel part of a wider, international expression of discontent with their rulers.

In Latin America, what has been dubbed the "Chilean Winter" has inspired others to challenge their education systems.

In Colombia, for example, students have been spotted waving Chilean flags during marches.

Last week, Chile's student leaders were in Europe to drum up support. They came back home with a message: "We are not about to give up."

'Red Camila'

The movement's leader is Camila Vallejo, a young communist and president of Chile's main students' union.

Photogenic and articulate, she has become a key figure, with some journalists comparing her to Sub-Comandante Marcos, the leader of Zapatista rebels in Mexico, or even Che Guevara.

While those comparisons may be a little far-fetched for a 23-year-old geography student, "Comandante Camila" has galvanised the students and become a thorn in the government's side. She has thousands of followers on Twitter and Facebook, and a growing fan club outside Chile.

The students are demanding a strictly not-for-profit education system that is free for everyone.

The government says that is unrealistic and that Chile can only afford to provide free education for the poorest 40% of its children. It also says there is no reason why the rich shouldn't pay.



The government has offered concessions like, for example, lowering the interest rates on student loans, but the students say this is simply tinkering with a dysfunctional system rather than overhauling it.

Earlier this month talks between the two sides broke down and there is no sign of a resolution.

#### Split costs

For better or worse, Chile's education system is one of the most privatised in the world.

According to the Organisation for Economic Co-operation and Development (OECD), nearly 40% of all education spending comes not from the state but from households in the form of tuition fees. That is higher than in any other country in the OECD.

Only 16% of higher education spending comes from public sources, compared with an OECD average of nearly 70%. Three-quarters of Chile's universities are privately owned.

The government says this private sector involvement should be welcomed, but the students argue that it effectively turns education into a commodity, governed by market forces.

Even at high school level, the private sector is pervasive. Less than half of Chile's high school pupils go to fully state-funded schools. The rest go to private schools (7%) or subsidised schools (48%), where costs are split between the state and parents.

Pupils have taken over hundreds of schools during this year's protests and barricaded themselves inside, refusing to allow the teachers in.

At some schools, the pupils have jammed chairs and desks into the railings to indicate that their school is under occupation.

At one occupied school, the Liceo Dario Salas in central Santiago, students set up camp inside, with mattresses laid out on the floors of the classrooms. They painted defiant revolutionary murals on the school walls.

"Ever since Chile returned to democracy we've seen how, little by little, they've sold off all of the services that we should have access to, and that includes education," one of the protesters, 17-year-old Fernanda Gonzalez, said.

"Education should be free for all. It should give us the chance to choose different careers and to have a better quality of live."

### Missing lessons

But these sit-ins have had a devastating impact on the academic year. Some children have not been to school for months.

"Thousands of children have not been able to continue the process of learning normally," said Fernando Rojas, undersecretary for education.

"Even though it's a low percentage of our student population it is still a significant number of students, so it concerns us greatly."

The other major concern for the government is public order. There have been about 40 student marches in Santiago since May and most of them have ended in violent clashes between masked youths, armed with stones and petrol bombs, and riot police with tear-gas and water cannon.

Nearly 2,000 people have been arrested although almost all were released without charge within hours.

Santiago's municipal government says the riots have caused at least \$2m (£1.2m) of damage. Youths have ripped up street signs, paving stones and traffic lights to build barricades. In one incident, protesters forced passengers off a bus and set fire to it.

The next big challenge for the government will be to get its 2012 budget approved by parliament. It has earmarked \$11.6bn for education spending, an increase of 7.2% from this year.

And yet the students say that is not enough and the centre-left opposition is threatening to block the budget.

The other big issue for the next few months will be tax reform. Last year, the government raised corporate tax rates to pay for reconstruction after the massive earthquake of February 2010.

In theory, those taxes should be reduced again over the next two years, but the students are urging the government to keep rates high and use the extra money to fund education.

The "Chilean Winter" has given way to spring. But there is little to suggest this conflict will be resolved before the end of the year and the onset of the southern hemisphere summer.

Newspaper: The Washington Post

Date: August 18<sup>th</sup>, 2011

### **Education protests shake Chile's government**

SANTIAGO, Chile — In Latin America's most economically stable country, it was yet another protest. Thousands of students chanted slogans, banged drums and snarled traffic Thursday, as the media and political establishment intensely watched.

And the center-right government of President Sebastián Piñera once more looked powerless to curtail the anger in the streets.

The country, seen as a model of progress since dictator Augusto Pinochet's iron grip slipped 21 years ago, continues to be buffeted by the most serious and sustained protests in a generation of democracy. That has raised an uncomfortable question: Why do so many Chileans — tens of thousands in the streets, millions more who say they support the protesters — believe that their country has failed to address widespread needs, beginning with an education system that even the government acknowledges has flaws.

At the center of the discontent has been the Piñera administration, in office less than a year and a half, and its seeming inability to placate the protesters.

"There are consequences for the government, which has demonstrated a low capacity for governance, of preparation or of perhaps not comprehending what's happening in Chile," said Sergio Bitar, a former education minister. "That means an important weakening."

The ostensible reason for the protests is a drive, years in the making, to overturn Chile's complex, multi-tier university and secondary school systems, which have a high level of private participation and lag in educating the working class and poor.

Since May, that has resulted in a most unusual uprising in this country of 17 million — classes canceled in dozens of high schools nationwide, with students commandeering campuses and joining thousands of university youths on the streets of Santiago and other cities.

In some cases, groups of students as young as 14 have sought the advice of lawyers as they have negotiated with school administrators. The police have stood back as students, carrying blankets and snacks packed by their parents, have taken over high school classrooms, staying overnight for weeks on end. The protests have included attention-grabbing stunts — such as 30-minute “kiss-ins” and choreographed dancing to the music of Lady Gaga.

It is an eye-catching way to win attention for serious demands.

“We are waiting for a response from the government,” said Valentina Cerda, 18, a high school senior who, with a group of friends, has seized part of one school. “If not, we could be at this until the end of the year.”

A year ago, as the government grappled with an earthquake and then the rescue of 33 trapped miners, Piñera’s popularity topped 60 percent. Today, it has dropped to 26 percent, and a majority of Chileans said in a recent poll that they oppose the “for-profit” education system in place since the middle of Pinochet’s 17-year rule.

Mario Waissbluth, a university professor and head of a group called Education 2020, said the protests are symptoms of a broader restlessness about an economic system that has not delivered prosperity to all Chileans, even as it recorded high growth rates.

Newspaper: The New York Times

Date: August 04<sup>th</sup>, 2011

### **With Kiss-Ins and Dances, Young Chileans Push for Reform**

SANTIAGO, Chile — A blanket stretched over their legs, Johanna Choapa and Maura Roque, both 17, sat in front of the stage in a chilly school auditorium last week as more than 300 parents and teachers debated whether to continue supporting their hunger strike aimed at pressuring the Chilean government to reform the country's education system.

"We want the government to feel the pressure from you and from us, so we need a lot of support," said Ms. Roque, who said she had been on an all-liquid diet for 11 days.

About three dozen high school and university students have turned to starving themselves to raise the stakes on the government of President Sebastián Piñera. In the more than two months since education protests began in this country, students have organized rallies drawing up to 100,000 people, taken control of dozens of schools around the country, and forced hundreds more to stop holding classes. Their protests, and the issues driving them, have helped to sink the popularity of the president to its lowest level since he took office last year.

If the Arab Spring has lost its bloom halfway across the world, people here are living what some have come to call a Chilean Winter. Segments of society that had been seen as politically apathetic only a few years ago, particularly the youth, have taken an unusually confrontational stance toward the government and business elite, demanding wholesale changes in education, transportation and energy policy, sometimes violently.

On Thursday, in one of the longest and most violent days of protests yet, high school and college students clashed with the police, who used water cannons and tear gas to disperse hundreds of demonstrators. Tear gas blanketed pockets of Santiago, and nearly 900 people were arrested, with more than a dozen police officers and protesters injured. Demonstrators set up dozens of flaming barricades in the city, while people banged pots and pans outside their homes, in support of the student movement and decrying police repression.

“The whole country is watching this movement,” said Eduardo Beltrán, 17, a student at Instituto Nacional, where the students have seized control of the school. “The generation of our parents,” he said, “is watching us with hope, with faith that we have the strength to change this education system and make history.”

Even as Chile appears to the outside world to be a model of economic consistency and prudent fiscal management, there is deep discontent here with the neoliberal model and its economic consequences for those who are not part of the economic elite.

The sentiments have been building for years, but have begun spilling out only recently. In 2010, when Mr. Piñera became the nation’s first right-wing president since the dictatorship of Gen. Augusto Pinochet, young voters stayed on the sidelines, with few of them registering to vote. But last Friday, Mr. Piñera noted that Chileans were witnessing a “new society” where people “feel more empowered and want to feel they are heard.”

He said Chileans were rebelling against “excessive inequality” in a country that has the highest per capita income in Latin America but also has one of the most unequal distributions of wealth in the region. “They are asking for a more just society, a more egalitarian society,” he said, “because the inequalities we are living in Chile are excessive and, I feel, immoral.”

Still, he has also shown impatience with the protesters, saying this week that “there is a limit to everything.”

The education protests have become ever more creative. There are at least two or three people jogging at all times around La Moneda, the presidential palace, trying to complete 1,800 laps to symbolize the \$1.8 billion a year that protesters are demanding for Chile’s public education system. They carry flags that say “Free Education Now.”

Others have held a mass kiss-in, dressed like superheroes, danced as zombies to Michael Jackson’s “Thriller” and even staged fake group suicides where they fall in a heap of bodies.

Students and teachers say they are determined not to repeat the mistakes of 2006, when a protest movement dubbed Los Pingüinos (“the Penguins”), named after the dark blue-and-white ties of some students’ school uniforms, created a

crisis for former President Michelle Bachelet but ultimately failed to win deep reforms.

The protests then were over unequal funding and the quality of elementary and middle school education, a complaint that remains. But this year the focus has widened to include demands for a more affordable and accessible university system. General Pinochet decreed a system in 1981 that encouraged the development of private, for-profit universities, which has led to high levels of student debt.

Before the Pinochet decree, there were eight state-financed universities and fewer than 150,000 university students in Chile. The state began reducing government funding for public universities, and dozens of private universities sprouted. Today there are 1.1 million students in Chilean universities, in a country of about 17 million people. More of those students are in private colleges than in public ones.

“There is a very chaotic and broken-down system,” said María Olivia Monckeberg, author of two books on Chile’s university system. “The students and their families are tremendously indebted,” she added, and educational “quality is totally debatable.”

That has led to some tough choices for many university students. “I’d like to study psychology, but I’m not sure I can because of the price,” said Ms. Roque, one of the hunger strikers. “I don’t have the means to pay for it.”

Mr. Piñera had promised to address university reform, but by late April student leaders had lost patience and began organizing protests. High school student groups and the country’s teachers’ association soon joined forces, demanding, among other things, that municipal grade schools, many of which are badly run down, be brought under the umbrella of the national Ministry of Education to ensure equitable funding and accountability.

The protests leaders are also pushing for constitutional change to guarantee free, quality education from preschool through high school and a state-financed university system that ensures quality and equal access.

Where students have taken control of public schools, they have organized security details and held out cans on streets asking for change to pay for food and supplies.

The three dozen or so students who remained on hunger strikes this week have huddled under wool hats and blankets in the unheated schools. At Ms. Choapa and Ms. Roque's school, four hunger strikers, ages 17 and 18, camped on mattresses in a second-floor room. At another school, student leaders require people to wear hospital masks and disinfect their hands with gel before talking to three hunger-striking girls.

"For many years our parents' generation was afraid to demonstrate, to complain, thinking it was better to conform to what was going on," said Camila Vallejo Dowling, the leader of a university student group. "Students are setting an example without the fear our parents had."

Pascale Bonnefoy contributed reporting.

A version of this article appeared in print on August 5, 20



Newspaper: The New York Times

Date: August 04<sup>th</sup>, 2011

### **Chile: Protest in Santiago Grows Violent**

Violence erupted on the streets of Chile's capital, Santiago, on Tuesday as tens of thousands of students staged another protest demanding increased financing for public education. Masked protesters burned cars and barricades, looted stores and threw furniture at the police, and some attacked an apartment building. Groups of masked protesters tried to break through barricades blocking the way to the presidential palace. Riot police officers drove them back, but the violence spread. At least 273 demonstrators were detained in protests around the country, including 73 in Santiago, the Interior Ministry said.

Newspaper: The New York Times

Date: August 24<sup>th</sup>, 2011

### **Chile: Clashes at Start of 2-Day National Strike**

Protesters barricaded roads and burned tires in parts of Santiago, Chile's capital, on Wednesday as a two-day national strike demanding economic and other changes began, but copper mining was not disrupted and the government said 95 percent of public workers ignored the call. In several cities outside Santiago, however, stone-throwing protesters clashed with police officers in riot gear who responded with water cannons and tear gas. The strike, called by the main umbrella labor union, comes on the heels of huge protests by students demanding education reforms. Many critics of the government have railed against President Sebastián Piñera, a conservative billionaire, and demanded a greater share of the wealth created by a copper price boom. Chile is the world's top copper producer.

Newspaper: The New York Times

Date: September 28<sup>th</sup>, 2011

### **Signs of a Crash Ahead, Not a Recession**

The stock market may be ahead of the economy. That suggests a crash is more likely than a second recession.

There are many ways to value equity markets. A simple one is to compare an index to nominal gross domestic product. What ratio counts as high is a matter of debate, but 1995 is a good starting point. The Dow Jones industrial average first climbed above 4,000 in February 1995, which was then almost 50 percent above its 1987 peak. It was 38 percent below the level of December 1996, when Alan Greenspan warned of irrational exuberance.

If the market's value had increased in line with nominal G.D.P. since 1995, the Dow would be 105 percent higher, at 8,200 today. If that sounds low, consider that inflating the Dow's bear market low of 777 points in August 1982 gives it a current level of 3,600.

Even after its recent decline, the market remains far above these levels. The performance certainly owes nothing to superior economic prospects. Rather, ultralow interest rates together with increased leverage inflated corporate profits over the years.

In addition, modern communications technology has enabled multinationals to profit from low-cost global sourcing of labor. Finally, money-supply expansion, with the St. Louis Fed's broad money-supply measure up 262 percent since 1995 compared with the G.D.P.'s 105 percent increase, has inflated all asset prices.

Interest rates must eventually rise, to prevent inflation and the decapitalization of the United States through low savings and capital outflow. This will raise the cost of capital compared with labor, which would put millions back to work. Normalization need not cause a recession, although it may slow growth in some emerging economies.

But the return to conventional monetary policy would deflate the asset bubble and reduce corporate profits. That's almost bound to cause a major bear market

in stocks, with the Dow heading toward 3,600. Investors, both individual and institutional, will squawk, but those newly restored to employment may rejoice to see, in Churchill's words, "finance less proud and industry more content."

#### Education Battle

Spring is in the air in Santiago, but the Chilean winter is still in season. Huge street protests over education are expected to resume on Thursday. As easy as it may seem to lump these with unrest elsewhere, Chile's unrest is different. Fundamentally, it is a test of the economic model that has made the nation Latin America's shining star.

Chile's educational system reflects the country's philosophical preference for private, market-based — rather than public — solutions to social and economic problems. After the brutal dictatorship of Gen. Augusto Pinochet, Chile embarked on a free-market path unlike any of its neighbors'.

This has mostly served Chile well. In 1990, per capita G.D.P. stood at \$5,000 a year, on a purchasing power parity basis, in line with the rest of Latin America. Today it's close to \$20,000, some 50 percent ahead of the region, calculates Banchile, a brokerage firm. In that sense, the education debate is a developed world problem. The question isn't whether Chileans go to school, but rather the quality of instruction they receive.

Yet here the Chilean model hasn't delivered, in ways that could hamper future growth. The country ranks well below the average of members of the Organization for Economic Cooperation and Development in reading, math and science scores, despite households shouldering more of the cost of education than in any other nation. Growth in productivity has been declining for years. Anecdotally, employers complain of a work force unsuited to their needs.

It's hard not to see Chile's application of free-market principles to learning as part of the problem. It has created a stratified system where fewer than half of high school students attend public schools because of their low quality. And despite Chile's financial gains in the post-Pinochet era, the government has been slow to add new public universities.

As a result, protesters want to abolish the profit motive entirely from education. For the center-right government of Sebastián Piñera, the country's billionaire president, that would be a repudiation of the laissez faire principles on which Chile's success is based.

But polls show most Chileans favor educational overhaul — and that Mr. Piñera is the least popular Chilean leader since Pinochet. Put it all together, and the price of thawing the Chilean winter looks evident: sacrificing a wee bit of free-market ideology.

Newspaper: The New York Times

Date: October 05<sup>th</sup>, 2011

### **Chile: Proposal to Curb Protesters**

President Sebastián Piñera sent a bill to Congress Tuesday night calling for a strengthening of Chile's penal code, a move aimed at further repressing large student protests that have led his government's popularity to plummet. The bill, which is expected to face a stiff challenge from the opposition Concertación coalition, would set prison sentences of up to three years for anyone who occupied public or private institutions like schools or universities, and it would also penalize other forms of demonstration. Since May, students have occupied more than 200 institutions of learning. They are demanding a range of reforms, chief among them a return to widely available free public college education that existed before the 17-year dictatorship of Gen. Augusto Pinochet.

A version of this brief appeared in print on October 6, 2011, on page A10 of the New York edition with the headline: Chile: Proposal to Curb Protesters.

Newspaper: The CNN

Date: June 17<sup>th</sup>, 2011

### **Chileans rally in capital to demand better education policies**

#### STORY HIGHLIGHTS

CNN Chile shows some clashes between protesters and police

Organizers say marches are necessary to force government reforms

Chile's education minister urges prudence and criticizes violence

(CNN) -- Tens of thousands of people marched through Chile's capital Thursday, demanding lower tuition and other reforms in the nation's education system.

Police said at least 70,000 people took to the streets in Santiago, CNN Chile reported.

Some protesters hurled stones at authorities as riot police sprayed tear gas and water cannons at demonstrators.

The march drew the attention of Chilean Education Minister Joaquin Lavín.

"The violence worries me. We cannot allow it. The possibility that some children and youth will miss the school year worries me. Every time there are protests, there are stoppages, instead of improving public education, we are hurting it," he said.

"We cannot keep missing classes. Please, I want to call for prudence. On the path we are on, education will not be fixed."

But protest organizers said massive marches were necessary to make the government take notice.

"The education policies must be redesigned," Jaime Gajardo, president of the College of Professors, told CNN Chile. "We cannot continue on this path of privatization."

University students and professors organized the march.

High school students in Chile have also been conducting sit-ins and protests.

Newspaper: The CNN

Date: July 15<sup>th</sup>, 2011

### **Dozens arrested as students protest Chile's education policies**

Santiago, Chile (CNN) -- Chilean authorities arrested dozens of people Thursday, as thousands of students protested the country's education policies, police said.

The march in Chile's capital began peacefully but ended with tear gas flying in clashes between protesters and police. At least 64 people were detained in Santiago, the country's national police said.

CNN Chile reported that more than 30 police officers were injured -- one of whom was hit by a Molotov cocktail.

Waving banners as marching-band drums played, a sea of about 30,000 people surged through the capital's streets toward its central avenue, CNN Chile reported. Authorities accused protesters of proceeding along an unauthorized route.

Thursday's march was the latest in a series of protests that began weeks ago in the South American nation. Students have been demanding lower tuition and other reforms in the nation's education system.

Last week Chilean President Sebastian Pinera announced a new plan that included a \$4 billion education fund, but his proposal did little to mollify protesters.

Posters promoting Thursday's demonstration showed a picture of an adhesive bandage alongside the words, "We don't want more patchwork fixes."

"We are waiting for deeper changes," Giorgio Jackson, president of the student union at the Pontifical Catholic University of Chile, told CNN Chile.

Pinera repeated calls for an end to the protests Thursday.

"I am convinced as Chile's president that the moment has come to stop the violence, the sit-ins, the work stoppages, that have caused so much destruction and damage, and we will find once again the path of dialogue, agreements and action," he said.

Newspaper: The CNN  
Date: August 05<sup>th</sup>, 2011

### **Hundreds arrested in Chilean student protests**

(CNN) -- The aftermath of clashes between protesters and police in Chile this week over educational reforms included nearly 900 people arrested and 90 police officers injured, a government spokesman said Friday.

Local media reported that spokesman Andres Chadwick said 874 people had been arrested across the country in street protests that the government opposed because it had not authorized them.

The biggest demonstrations were in the capital, Santiago, where students and some professors took to the streets, as they have been doing for weeks, to call for the repeal of dictatorship-era laws that had chopped the amount of money spent on education. President Sebastian Pinera had said publicly earlier this week that the protesters' message had been heard, and that his government would be open to talk of reforms. But the chances of negotiations seemed slimmer after Thursday's crackdown on protesters as they demonstrated despite not receiving permits from the government.

"We hope a dialogue will always exist, that there is always room for negotiation," Karen Boisier, an engineering student, told CNN en Español. "But we want negotiations based on our claims, and not something they are imposing on us." Chileans have a constitutional right to express themselves through protest, she said.

"I think this is a lesson for the government because they have to realize we are a social movement, and that they can't repress their own people, but have to listen to them," Boisier said. Deputy Secretary of the Interior Rodrigo Ubilla said that protesters had to be confronted because they were purposefully blocking roads and otherwise disrupting the public.

"We can say that this so-called 'repression' is not so," he told CNN Chile.

He blamed a "minority" of the protesters for inciting violence, while police tried to restore order.

"There is a minority group of (protest) leaders who prefer violence. They prefer Molotov cocktails, they prefer throwing rocks," he said.

Newspaper: The CNN

Date: August 09<sup>th</sup>, 2011

### **Tear gas flies during Chilean student protests**

Vehicles burned and tear gas flew in Chile's capital Tuesday as tens of thousands of demonstrators protested education policies in the South American nation.

Police said more than 60,000 demonstrators protested in Santiago, CNN Chile reported.

The march in Chile's capital began peacefully but became violent, CNN's sister network reported, with some protesters setting vehicles ablaze and throwing debris at police. Video from CNN Chile showed authorities shooting tear gas into crowds of demonstrators.

The nationwide marches were the latest in a series of protests that began weeks ago. Students have been demanding lower tuition and other reforms in the nation's education system.

Protesters Tuesday included students, professors and copper workers -- who announced a strike to support the student movement.

Tuesday's marches came after police arrested nearly 900 protesters last week, accusing them of blocking roads and disturbing the peace as they participated in unauthorized marches. Details were not immediately available about arrests in Tuesday's march -- which officials authorized.

"Unfortunately, the results have shown one more time that they (organizers) do not have control of the marches," Chilean Interior Minister Rodrigo Hinzpeter told reporters.

But student leader Pedro Pablo Kuczynski told CNN en Español that only a small group of an estimated 100,000 protesters who marched nationwide Tuesday had turned to violence. And the disturbances have repeatedly been condemned by the movement's organizers, he said.

"We have been marching all along in a massive, peaceful manner," he said.

Last month Chilean President Sebastian Pinera announced a new plan that included a \$4 billion education fund, but his proposal has done little to mollify



protesters, who say the government must do more to guarantee students' right to an affordable education.

Hinzpeter repeated the government's calls to end protests and negotiate details of education reforms in other settings, such as in the halls of Chile's National Congress.

"It is time to start work of substance," he said.

Newspaper: The CNN

Date: August 26<sup>h</sup>, 2011

### **210 arrested in Chilean protests, government says**

Santiago, Chile (CNN) -- More than 200 protesters were arrested in demonstrations across Chile on Thursday in connection with a national strike, the South American country's government said.

At least 26 people were injured in clashes between protesters and police, the government said.

The protests started with student demonstrations criticizing the government's education policies over the past several weeks and have snowballed into a broader push for economic and labor policy changes.

Organizers said 610,000 people marched nationwide, but government officials offered a lower estimate, saying 175,000 people protested.

Nationwide, police detained 210 protesters, with 140 of them in the nation's capital of Santiago.

Most protests were peaceful, the government said. Eight of 51 authorized marches across the country included violent incidents, according to the government.

Newspaper: The CNN  
Date: August 26<sup>h</sup>, 2011

### **Students, police clash at high schools in Chile's capital**

(CNN) -- Students used chairs and desks to try to block police at the gates of a prestigious high school in Chile's capital Friday. Police fired tear gas and water cannon at protesters at the school, Liceo Jose Victorino Lastarria, which has been a flashpoint for recent student protests and sit-ins in the South American nation. Since April, high school and university student demonstrators in Chile used marches, strikes and sit-ins to push for an overhaul of the country's education system, protesting privatization and arguing that education should be more accessible.

Cristian Labbe, mayor of Providencia, the Santiago municipality where the school is located, ordered police to remove protesters from school sites Wednesday.

Classes began again Friday, with increased police presence inside school gates that fueled anger among some students and led to the clashes. There were also demonstrations at an all-girls school nearby, CNN Chile said. Protesters have said they will not negotiate until government officials agree to conditions for dialogue that will not unfairly pressure students. Labbe ordered an early end to the school year Friday for student protesters who had not already signed up for a government program aimed at making up for dozens of missed school days during the months of protests, CNN Chile reported.

But government documents indicate he may not have the authority to do so, CNN Chile said.