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INDIGENOUS STUDENTS' ATTITUDES TOWARDS ELT IN COPIAPÓ

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Inglés.

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Dedication

Camila:

To my parents and the people who support me.

Romina:

To my parents, to the people who cared for me and
those who improve education.

Acknowledgements:

Throughout all the steps of our investigation, we have received plenty of support, advise and suggestions.

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Camila: Personally, I would like to thank my parents, who did not hesitate to support me. To my battle partner, Romina, you are a wonderful person. Thank you for your dedication.

Romina: In addition, I would like to thank to my parents, who were able to support me. I want to say that I appreciate all what you did for me during this year.

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RESUMEN

Los cambios sociales que se están produciendo en todo el mundo en relación con la interculturalidad y los derechos de los idiomas de las comunidades minoritarias, han introducido nuevas leyes y requisitos no sólo en la sociedad, sino también en las aulas multiculturales. Leyes que van desde la Ley Indígena, introducida por el ex presidente de Chile, Patricio Aylwin, hasta la Convención 169 de la Organización Internacional del Trabajo (1989). Normas, cuya existencia, ha garantizado tanto que las minorías étnicas sean reconocidas por la comunidad, como el que estas personas tengan el derecho de expresar su propia identidad a través del lenguaje y sus celebraciones tradicionales. Este seminario problematizó el imponer a las comunidades étnicas que comparten una misma lengua indígena, la enseñanza de un idioma de origen extranjero. Por este motivo, y como el idioma es parte de la identidad de las personas, este estudio tiene como objetivo el explorar las opiniones de los estudiantes indígenas con respecto a la enseñanza del inglés. Se prevé que las ideologías de estos estudiantes, con respecto a su idioma minoritario, podría tener, como consecuencia, alguna influencia sobre su aprendizaje de la lengua extranjera. La metodología empleada en esta investigación es carácter mixto y está compuesta por una encuesta y un análisis del discurso de documentación tales como los resultados de la prueba SIMCE de inglés, así como los que provee la Provincial de Educación y el Ministerio de Educación de Chile. Los resultados dieron cuenta de las opiniones de los estudiantes indígenas hacia el aprendizaje del inglés. El estudio tenía por objeto contribuir a la comprensión del estado de las lenguas minoritarias en Chile y el impacto que una lengua de prestigio como el inglés podría tener en su supervivencia.

Palabras Claves: ENSEÑANZA DE LA LENGUA INGLESA- OPINIONES DE LOS ESTUDIANTES- LENGUAS MINORITARIAS- MINORÍAS ÉTNICAS- DERECHOS LINGÜÍSTICOS

ABSTRACT

Current social changes worldwide regarding interculturality and minority language rights have introduced new laws and requirements not only in society but also in the multicultural classrooms. Those laws range from the *Ley Indígena* introduced by the former Chilean president, Patricio Aylwyn, to Convention 169 from International Labor Organization (1989). These regulations guarantee minorities to be recognized by the community as well as the right to express their identity through language and traditional celebrations. This seminario exercise problematized the imposition of a foreign language instruction in ethnic communities that share an indigenous language. Thus, as language is part of identity, this study aimed at exploring the indigenous learners' attitudes towards learning English. It was expected that their minority language ideologies might have an impact on their foreign language learning. The methodology employed in this research is a mixed methods approach composed of a survey and a discourse analysis of documents such as *SIMCE de Inglés* results as well as those provided by the *Provincial de Educación* and the Chilean Ministry of Education. The results gave an account of the indigenous learners' attitudes towards English language learning using. The study aimed at contributing to the understanding of the state of minority languages in Chile and the impact that a prestigious language such as English might have in their survival.

Keywords: ELT- LEARNERS' ATTITUDES- MINORITY LANGUAGES- ETHNIC MINORITIES- LANGUAGES RIGHTS

CHAPTER ONE:
INTRODUCTORY FRAMEWORK

1.1 Introduction

In the next section, we provide a brief summary of the chapters that make up this study. In these times of globalization, it would not be surprising that English is the most widely used language on the Internet (Internet World Stat, 2020). We can access a large amount of information if we are able to learn English when this is not our first language, in addition to being used as a tool by non-native English-speaking countries to enter a competitive market culture. For this reason, countries have been developing and improving their study plans in the teaching of English as a foreign language, such as Chile, thanks to the implementation of Decree 81/2004. However, how far can we let English permeate our own borders and culture? Focusing on the Chilean situation, compulsory English learning programs are taught to all students from 5th grade until their graduation day by orders of the Ministry of Education. Still, the English teaching programs provided by MINEDUC do not consider the needs and requirements of minority students, who are being imposed a foreign language to the detriment of their own indigenous language. The theoretical framework examines current research in the field of ELT and its minority language speakers. Besides, this section develops the situation of the country context, as well as the province that was investigated. The methodological framework provides the objectives of our thesis, the research questions that guided the development of the study, its justification, and lastly, the hypothesis. The results chapter aims to provide a list of all data, both qualitative and quantitative, collected through this research to be discussed in the discussion chapter. Finally, the last chapter delivers conclusions to close the investigation.

Next, we provide the objectives of this research. The investigation focuses on the following agents: students who consider themselves indigenous in the Province of Copiapó, which includes the cities of Tierra Amarilla, Caldera and Copiapó. The study points out the dilemmas that surround them and are part of the initial touchstone of this research: what is the attitude of secondary students of Copiapó Province that belong to Indigenous groups towards the teaching of English? Do they feel discriminated against? Therefore, the main objective of this study is to collect information on this topic in relation to the perceptions of students. Regarding the specific objectives, among which we mainly identify our study subjects whom, as we mentioned earlier, are students that belong to

indigenous groups in the Province of Copiapó. Once we identify them, and their educational institutes they mostly belong to, we can examine if the cultural and linguistic needs of indigenous students are taken into account and met by the current Chilean educational curriculum through the research instrument that we have elaborated. This information helps us describe how these needs conflict with the compulsory English lessons.

Regarding the problem of this study, despite being a multicultural country, Chile claims to be (Sebastián Piñera, 2011) and recognizing the nine different existent indigenous groups (Ley N° 19.253), there is a debt to the indigenous communities. The lack of implementation of the PEIB in the Province of Copiapó is an example of that. Some of the indigenous students may feel there is an imposition to learn a foreign language, which is considered as an implicit reproduction of linguistic imperialism (Phillipson, 1992), in other words, there is a prestigious language, which is English, imposing itself over a weaker one, which is the Indigenous minority language. In that case, the problem of our research is that inside the Chilean educational system, there is no recognition of the nuances regarding English language education and indigenous students' rights.

The hypothesis of this study is introduced next. The educational system of Chile is often criticized for being unequal, segregational, and with poor quality (Sahlberg, 2015; Matear, 2007) and, in the context of our investigation, we can say it is a hyphenated perspective. The Chilean educational system has legal and educational documents to care for students' needs. However, as we see in the theoretical framework section, it has been hard to implement the PEIB program in the Atacama region which has negatively impacted the students belonging to ethnic minorities. They struggle with quality education, an imposing foreign language and an educational system that do not recognize their needs. Therefore, given the context and the theoretical background, we hypothesize that the current English program, with its methods, approaches and activities, is not taking into account Indigenous students' needs and attitudes along with their language rights.

The justification for this research is explained next. At the beginning of this research, we ask ourselves if ethnic minority students have felt discriminated against by the Chilean educational system by imposing a foreign language on them over their indigenous tongue.

Throughout the investigation due to the literature review, we detected that there are no previous studies regarding the attitudes of students belonging to ethnic minorities towards ELT as a foreign language in our country and province, more specifically. Therefore, this is the gap of knowledge that we aim to cover as part of our research seminario since it contributes to the understanding of Chilean ethnic minority groups and their attitudes to language learning.

Finally, this study attempts to contribute towards the understanding of what learning English means in a multilingual landscape. More specifically, the impact that the introduction of this foreign language might have in the existing linguistic landscape. In the case of Chile, the introduction of English is negatively affecting the survival of minority languages and the language rights of its speakers. This is what we will unfold in the following chapters.

CHAPTER TWO:
THEORETICAL FRAMEWORK

2.1. Introduction

In this chapter, we will elaborate on the theoretical underpinning that supports this research. To do so, we will carry out a literature review which will inform the reader about the previous research carried out between English language learning and ethnic minority students. It is expected that these learners might have language ideologies that emanate from the language of the community they belong to. This is the problem we will develop as well as the illustration of the English language's negative impact in the survival of minority languages, along with the language rights of its speakers, as examined by different studies. It is important to mention that there are no previous studies regarding this issue in Chile nor in the province of Copiapó. We will be looking at experiences regarding this topic in research previously conducted and that can be applied to support the theory of what learning English means in a multilingual landscape, the impact of the implementation of English on the ethnic minority students and, finally, the research of students' attitudes to learn a foreign language.

The components of this chapter are organized as follows. First, the context of Latin American historical roots will be explained in order to understand historical milestones that can be compared with the present concern regarding post-colonial theory. Second, the historical context in northern Chile will help us to apply the concepts in the national context. Third, the idea of English as a universal language will be addressed and it will introduce the issue regarding English, that will be reviewed in more detail during the following section about the struggles of Latin Americans and English. In the next section, post-colonial theory will be examined more specifically in the course of the teaching process. Finally, the national and provincial current situation will be discussed in order to set the background of the investigation.

2.2. A Look to Latin American Historical Roots

Some people remember the word colonization as the period that follows Columbus' arrival to America. Nowadays, this historical milestone can be considered controversial for different reasons. According to (Kohn, M; Reddy, K. 2007, p.1) Colonialism can be defined as:

a practice of domination, which involves the subjugation of one people to another (...) The term colony comes from the Latin word *colonus*, meaning farmer. This root reminds us that the practice of colonialism usually involved the transfer of population to a new territory, where the arrivals lived as permanent settlers while maintaining political allegiance to their country of origin. (Kohn, M; Reddy, K. 2007, p.1).

For Kohn and Reddy (2007), the idea of colonialism awoke plenty of ethical debates about the legitimization of the violence during the process of “civilizing” indigenous peoples, this can be contrasted to the justification to bring Christianity to the indigenous people. The members of the Dominican Order, like Bartolomé de Las Casas and Francisco de Victoria, criticized the dehumanization of the indigenous population because of the perpetrated genocide. Moreover, the latter gave a series of the Amerindians’ rights pointing to their rational processing capacity like any other human being (Kohn, M; Reddy, K. 2007, pp. 8-9; Williams, R. 1990 pp. 7-85-96).

We needed to investigate this historical process because colonialism has the loss of diversity of indigenous languages as one of its consequences. Earlier, the genocidal result of the civilization process was soon known. Nevertheless, the main reason that the loss that proceeds was not only that but European diseases, which led to depopulation of up to 90% (Eames, A. 2019, p. 22). Eames also mentions the death of a language may be the result of people shifting from their heritage language to another (*ibid*), as happened with the local native languages in the north of Chile. Languages such as Ckunza and Kakán went through a process of attrition since Spanish became the dominant language and marginalized them until they became extinct (Torrico-Avila, 2020).

2.3 The Context in Northern Chile

Fernández (2010, p.137) in his article: "*Lenguas en el Norte Grande de Chile*", exemplifies this process of language shift mentioned by Eames, because it was the case of the *Kunza* and *Kakán* languages. Fernández (*ibid*) refers to the historical panorama of Chile and its native people. *Aymaras*, *Atacameños*, and *Diaguitas* with their cultures and languages (the latter two, *kunza* and *kakán*, respectively) have inhabited the territory, according to studies since prehistoric times. It was during 1492, when the period of the Spanish Conquest began, indigenous ancestors suffered the atrocities caused by the conquests: there were wars, casualties in their population and imposition of cultures and

languages they believed were more prestigious than the spoken languages by the indigenous groups.

Kunza and *Kakán* became extinct with the passage of the Spaniards through our territory (Fernández, 2010; Torrico-Ávila, 2020). There are still roots of the *Aymara* and *Quechua* languages, since they were preserved in the colonial period for the evangelization of Chilean territory. This was until the Spanish language was considered the official language to indoctrinate the conquered territory. Even though there is no document on the official language of Chile, Spanish was declared as an administrative language, because the country was part of the Crown of Castile in the publication of the New Plant Decrees of the 18th century during the reign of Felipe V de España in 1716 (Moreno, 2017). Nowadays, Fernández (2010) affirms that "*Aymara* is the main indigenous language of northern Chile, and the second most important at the national level, after *Mapudungun*." (p. 137). Both languages, *Aymara* and *Quechua*, are considered "minority" languages, according to the same author. However, those languages were employed as the *lingua franca* of the conquered lands by the colonists since they still needed to dominate and evangelize the community and Spanish was not useful to do so at that early stage.

2.4 English as the Universal Language

Despite considering colonization as it happened centuries ago, we still use the concept of colonization even nowadays with an updated meaning. An example of this is that governments grant more tools to promote the teaching of English instead of protecting the existence of their native languages. The importance given to English is the result of the idea of being the most predominant language of the global world. According to the Director of English and Exams British Council, Mark Robson (2013, p. 2), English is spoken by more than 1.75 billion people and it is considered as a "Global language" because of its worldwide recognition, its importance in international communication and its recognition from non-English speakers' countries. In this context, education adopted the instruction to divide the teaching of English as a second language (ESL) and English as a foreign language (EFL) (Rohmah, 2005, p. 108).

Sadly, the idea of the importance of learning English as a foreign language can be troublesome for college students who are part of the indigenous cultures. (Cuasialpud,

2010, p. 134) The reason behind it is the pressure to learn their language, the official language of their country they belong to (in this case, Spanish), and English (Cuasilpud, 2010). The consequences of not learning English may result in their failure during their academic year and difficulty to enhance their opportunities in their own country (Usma et al., 2018, p. 229).

This research acknowledges the use of English as a “Global Language” and its benefits for developing into the globalized world. In contrast, it also acknowledges globalization’s contribution to the loss of language diversity and how globalism can be compared with colonialism “due to promoting the homogeneity of the world today” (Eames, A., 2019, p.23). Thus, the attitudes of indigenous students will be examined in order to find out how they perceive and interact with the learning of English; in addition, the struggles and difficulties they experience owing to the lack of appropriate government programs with pertinent methodologies to teach English to indigenous English learners will be acknowledged as well.

This growing need to learn English in non-English speaking countries is based on the neoliberal market system. This model allows multinational companies to settle down in developing countries due to Free Trade Agreements with countries that have low taxation regimes such as Chile. However, the means of communication in this context is the modern lingua Franca, i.e., English. That is why Ricardo Lagos’ presidency introduced the language policy: *Chile Bilingüe*. The goal was to train a mass of English-speaking workforce to attract these multinational companies to the country (Torrico-Ávila, 2016). Therefore, Sergio Bitar, former Minister of Education in Chile during Ricardo Lagos presidential period, illustrates better this situation:

We have some of the most advanced commercial accords in the world, but that is not enough. We know our lives are lined more than ever to an international presence, and if you cannot speak English, you cannot sell and you cannot learn (Rohter, 2004).

In addition to the former Minister's words, Rohter (2004) expands on the reactions regarding the launching of the “English Open Doors” program in Chile. The author highlights the passive reaction of the Chilean citizens towards an intrusive language

policy, he compares it with other Latin American countries where the population criticized “the destruction of the nation's sovereignty and cultural identity”. Nonetheless, other Latin American countries have developed similar programs to improve their English. To illustrate, the Peruvian Ministry of Education has asked for support from the former leader of the English Open Doors Program in Chile, who is Dr. Paula Rebolledo (British Council Peru, 2020), in order to implement the English language learning policy in that country.

2.5 Latin America and its Struggle with English

In the case of Latin America, it is increasingly necessary for people to master the English language, due to its importance as a Global Language and its involvement in economic and international communication issues. Colombia, for example, has a special bilingual program related to English Learning. According to the Ministry of National Education (henceforth MEN), the main objective of its bilingualism policy is:

“To have citizens who are capable of communicating in English, to be able to insert the country within processes of universal communication, within the global economy and cultural openness though (the adopting of) internationally comparable standards” (2006).

Under their minister’s statement, Colombia made mandatory the teaching of English as a second language and, as Usma, Ortiz, and Gutierrez (2018) wrote:

Students are expected to be proficient at a B1 level according to the Common European Framework of Reference for Languages, and thus be able to use the foreign language at an intermediate level (p. 231).

As a result to this agreement, Colombian universities have changed their requirements for higher education, setting minimum levels of English language skills for future graduates. However, these policies do not take into account the realities of indigenous students in that country. For them, it is much more difficult to learn English, because of their low level of preparation in primary and secondary school, or because certain peoples already speak two to three languages, so their identity with their culture is compromised (Cuasilpud, 2010; Velandia, 2007).

There is a particular theme that compromises indigenous students: their identity and belonging to a group (in this case, to their indigenous people). As maintained by the study done at the University of Antioquia, 91% of the indigenous students surveyed were proud

of their origins and of who they were. On the linguistic level, indigenous students declared a strong connection between their mother tongue and their social identity as indigenous people. Usma makes this situation clear stating that:

When asked to define what their mother tongue meant to them, these students showed a holistic and transcendent vision; they tended to associate their indigenous languages with their ancestors, nature, their families, their own spirit and culture (Usma, 2018 p. 241).

Regarding the policy of teaching English and the perceptions of the students about it, a survey was applied, where 79% of the participants (241 indigenous students) expressed positive opinions about learning English (Usma et al., 2018, p. 246); they described English in words such as relevant, necessary, and important, among others. Furthermore, they strongly associate it with success in their academic lives.

However, within the same survey, it was found that 18% of students expressed negative opinions about this (p. 247). Students had difficulties learning English due to the weak basis of their teaching in primary and secondary schools, the difficulty of learning in terms of grammar and pronunciation, and the lack of motivation, in addition to feeling that the language was imposing on their mother tongue and their own culture (Cuasialpud, 2010).

Ruth Cuasialpud (2010) in her article “Indigenous Students' Attitudes towards Learning English through a Virtual Program” adds more to the equation. She mentions that these students are usually from isolated and rural areas; therefore, contact with academic life as well as with the English language is low. In this case, the study was carried out at the National University of Colombia, where indigenous students were selected to take the ALEX online English course (Cuasialpud, 2010, p. 134) to strengthen the teaching of the language. For the most part, their experiences were not positive, because their prior knowledge in the area of technology was low. Indigenous students from rural areas dedicate themselves to work (on average from 12 years of age), which is why they can rarely dedicate themselves to studying in schools, and due to their socioeconomic levels, access to the internet or a computer is scarce. Therefore, the study recognizes the Special Admission Program - Special Admission Program (henceforth PAES) as a means for indigenous students to have access to higher education, in addition to Colombian students with a low socioeconomic level.

Due to the spread of globalization, some members of indigenous communities are using three or more languages: Spanish, their indigenous languages, and a foreign language (Velandia, 2007, p. 130). Students are aware of the importance of the English language, but many of them have omitted this requirement arguing that they are already bilingual; therefore, they do not have to learn another language. Furthermore, they are always afraid to take English courses, even using other types of modalities, such as online English classes, because their level of English is not high enough. In other studies, the author recognizes three main aspects related to language difficulties: First, the way in which the student wants to learn the English language. Second, low prior preparation in the language. Finally, some students stated that they prioritize their native language over English (Usma et al., 2018).

Another country that struggles with promoting the English language is Brazil. English is deeply respected in Brazil due to the increase of possibilities to attain better access to the global market (Rodrigues et al., 2019). For all the reasons that surround the concept of global language, English should be the most efficient language to learn. English is the language of the contemporary age, it is the language of information, the language of the internet, and the language of the economy; moreover, it represents social mobility and better opportunities for any citizen.

On the other hand, concerning Brazil, there is no further information about the historical educational process of indigenous cultures. The first idea of an educational system for them was the evangelization strongly influenced by Europeans; however, their idea of education was not related to keeping or maintaining their own culture, but to evangelize them (Muniz, 2017). During 1960-1970 in Brazil the situation was not improving, because even if schools allowed Indigenous students to keep their languages; however, the main goal of the process of education was always that the indigenous groups would become monolingual in Portuguese in the future. It was not until 1988 that the Indigenous Brazilian communities were granted their rights and protections guaranteed by the government (Constituição da República Federativa do Brasil, 1988). Indigenous communities from Brazil had their own right to fully exercise their own cultural rights, which meant to freely use their own maternal language in their own process of education.

2.6 Post-Colonial Theory in the English Teaching Process

Federal legislations compel the teaching of English on indigenous communities and regulate how not just English but other subjects must be taught to these different of indigenous groups. The paper “Decolonizing English Language Teaching for Brazilian Indigenous Peoples” compares the obligation of teaching English to Indigenous people as an instrument of colonial imperialism (Rodrigues et al., 2019, p.2). Of course, this can be explained as the power of the prestigious language over the minority dialect. For instance, in Chile, English as a foreign language would be the prestigious language and Ckunza would be the minority dialect.

Regarding this colonist-colonized relationship Andreotti in her book “Actionable Postcolonial Theory in Education” describes Gayatri Spivak’s view (1999, p.67). She states there is a legitimization of western domination and superiority over the third world cultures (Andreotti, 2011, p. 38). Spivak (1999, p.67) critiques imperialism along with the processes of colonialism and globalization by arguing that the latter is a continuity of global inequality and impoverishment. An example of this is the linguistic imperialism introduced by Phillipson (1992).

During the years that followed post-Columbus arrival, Spaniards promoted their own culture over indigenous culture. Moreover, using the language to evangelize and dominate (Torrice-Avila, 2020). Similarly, learning English preserves the hierarchy of the first world superiority as it was extensively discussed by Phillipson (1992). In Brazil, indigenous communities are subdued by the western culture by forcing them to learn a foreign language through their government and laws, in pursuit of a western like lifestyle. This process has been replicated in Chile through the introduction of the English Language Policy called “English Opens Doors Program” introduced by Sergio Bitar in 2004 by the Decree 81/2004.

2.7 Indigenous Education in Chile and the Province of Copiapó Current Situation

Taking Muniz's words into account at the moment of describing the long process that Brazil has gone through in order to get the recognition of their own cultural needs by their society, we could tell a similar story regarding the Chilean context. According to the PEIB program introduced in this nation, it was not until 1993 when the indigenous cultures were recognized by the Chilean government through the “Ley Indígena (19.253)” (PEIB, 2017). However, the path to promote the languages from the different minority local cultures such as Mapuzungun, Rapa Nui, Quechua, and Aymara has been difficult and slow as these languages have only been included in the *Planes y Programas de Estudio* in 2009.

As introduced before, the PEIB program began in 1996 and its objective is “to improve the quality and cultural pertinence of learning (...) and the strengthening of the identity (...)” (PEIB, 2017 p. 12); however, the program has not achieved their goals entirely yet. Even though the program implemented pilot projects from 1996 to 2010, it was only in 2010 that the first curriculum design was created. However, it is not fully implemented in all the schools that have enrolled indigenous students.

After a long analysis of the mentioned articles, we will proceed to contrast the reality of these investigations with that of the indigenous students of the Province of Copiapó. According to the National Statistics Institute (INE, 2017), in the *Atacama* Region, 2.4% of the total population is considered indigenous (INE, 2017). Even though we are aware of this data as a country, we ask ourselves: What happens in the case of Chilean indigenous students born in a country that tries to become globalized? Will those children feel that they lose their identity and their culture by imposing a foreign language imposed on their own language? As already mentioned, in 2010 Fernández carried out a study on the state of languages in the *Norte Grande* of Chile. His historical research examined the status of indigenous minority languages in the country. Although research has been done about the minority languages and ELT in Chile with a linguistic and pedagogical approach, the teaching of English and the imposition of this foreign prestigious language over indigenous students' and their minority language and culture has yet to be explored.

CHAPTER THREE:

METHODOLOGY

3.1 Introduction

The theoretical framework chapter addressed different topics on the teaching of English to indigenous students in other countries. This research allowed us to uncover the gap of information in the country regarding the attitudes and opinions of minority high school students when they are learning English as a second language.

The objective of the following chapter is to point out the components of this investigation. The problem and scope of this study are outlined below, as well as the objectives and research questions to guide our process. Then, we detail the design of our investigation, as well as the subjects that are studied for this research. Next, in the procedure, we explain step by step how the research was constructed, and then we continue with the validation and motivation of the study, in order to explain what prompted us to do it. The final step is to determine the hypothesis, making clear that our focus is to inform about the attitudes and thoughts of minority students when they are learning English.

3.2 Problem of Research

As we mentioned in the previous section, and according to the previous studies, we were able to notice that in Chile there is no further investigation about minority students regarding the imposition of English, while considering their linguistic rights. This led us to explore the attitudes of high school indigenous students in the Province of Copiapó. Thus, in this investigation, we recognize the attitudes of the municipal secondary indigenous students that live in the Province towards the teaching of English as a second language.

3.3 The Scope of Research

This research will focus on secondary education from municipal schools from the Copiapó Province, Chile. Under that perspective, the main focus will be the indigenous students between 12 and 18 years old that are currently part of the public system in the region and

in the Province. Furthermore, there will be references to the current Chilean study program focused on year 7 of primary education and year 4 of secondary education (Act N° 20.370) to use as a guide for the learning outcomes established by the Chilean government. Finally, we take into consideration the indigenous cultures that surround the mentioned region and the Province. These cultures are *Diaguíta* and *Colla* which share Ckunza as their indigenous language before it became extinct (Fernández, 2010; Nardi, 1957).

3.4 Objectives of the Research

Due to the existing investigations mentioned in the previous chapter, theoretical framework, we set the following objectives and research questions:

General objective

- 1) Explore the opinions from ethnic minority students of Copiapó Province regarding learning English as a foreign language in the secondary schools they attend to.

Once the general objective was established, the specific objectives proposed were the following:

Specific objectives

- 1) Identify the secondary student population belonging to ethnic minorities in the Province of Copiapó.
- 2) Examine if the cultural and linguistic needs of indigenous students are taken into account and met by the current Chilean educational curriculum.
- 3) Describe how ethnic minority students' cultural and linguistic needs conflict with the compulsory English lessons.

Finally, in order to fulfill the objectives proposed during the investigation, our research questions are the following:

- 1) Which ethnic community do secondary students of Copiapó province belong to?
- 2) What do indigenous students think about learning their indigenous language and the English language?
- 3) Do these students feel discriminated against by the current educational curriculum favoring the teaching of a foreign language?

3.5 The Design

The type of research is mixed method since qualitative and quantitative sources were used. For the development of this study, we carried out a data triangulation to validate the information obtained through this research. On the one hand, we presented official documents from the educational area, such as MINEDUC and PEIB. On the other hand, we collected data, tables, and extracts from the administrative area (CENSUS, ILO, Decree N° 81). Finally, we attached the results of the students' surveys. Due to these sources, we defined the percentage of each gender, the age of each subject interviewed, and their perceptions regarding the teaching of English to indigenous students. The themes that the data collection unveiled were discrimination, alienation, inequality, stigmatization, as we will elaborate on in the discussion chapter.

3.6 The Subjects

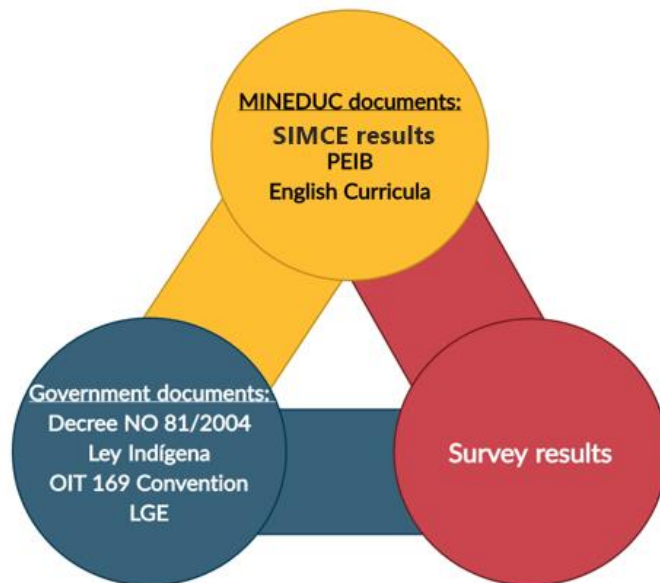
The group to study in this research is secondary indigenous students of Copiapó Province because our focus is on their attitudes when they are learning English as a foreign language. We wonder if they would be uncomfortable with the imposed language, or if they would feel that their indigenous identity would be compromised when learning the language. The chronological age of the students to be investigated ranges between 12 and 18 years old, corresponding to the educational level we have selected to carry out this research. The establishments chosen for this study are the public ones in the Province of Copiapó.

3.7 Instruments of Data Collection

The instruments of data collection for this research were: archive research of the educational and administrative documents, such as English curricula, CENSUS, ILO N° 169 Convention, Decree N° 81, among others, to carry out a discourse analysis. The last instrument of data collection was the survey, which is the last element of the triangulation (see Figure 3.7.1). Through this instrument, we wanted to gather information about the thoughts and opinions of the minority students from municipal schools when they are

learning English, in order to report the discrimination that they suffer from the Chilean educational system. This survey was applied to indigenous students from various secondary municipal schools of Copiapó Province such as Escuela José Manso de Velasco, Escuela Victor Manuel Sánchez Cabañas, Liceo Bicentenario Mercedes Fritis Mackenney, Escuela Manuel Rodríguez, Escuela Marta Emiliana Aguilar Zeron, among others.

Figure 3.7.1 Data triangulation



3.8 The Procedure

As we explained in the previous section, educational and administrative documents from the sources mentioned in the data triangulation were investigated. Additionally, tables and extracts were compiled, which brought us closer to achieve the objectives proposed in the research. Once we collected enough information, we designed a survey for the indigenous students who would be interviewed. To carry out the creation of this instrument, we wrote eight questions pertinent to the research questions of this investigation. In addition, we added an open question where the student could give his/her point of view. Once the review of the survey was completed, we sent it through emails to the indigenous students of the Copiapó Province.

Regarding the procedure of the research archive carried out in the investigation, we collected information relevant to the questions and the objectives of the research. Once we had that information, we did a discourse analysis.

3.9 Validity and Reliability Section

In order to provide validity and reliability in this research, we have decided to triangulate the data from three different sources to ensure objectivity at the moment of the discussion of the results as shown in Figure 3.7.1 above. The information we triangulate is the following: from MINEDUC and PEIB (educational area), ILO N° 169 Convention, Decree 81, CENSUS information (administrative area), and finally the results of the surveys of the students interviewed.

3.10 The Motivation of the Research

Considering the multicultural diversity present in the Chilean classrooms, as teachers, we must commit to integrative teaching for every student. According to *“Marco para la Buena Enseñanza”*¹, four main sections are necessary to fill the requirements to be a qualified teacher. One of them is section C called *“Enseñanza para el Aprendizaje de Todos Los Estudiantes”*². Consequently, we are interested in exploring how ethnic minority students feel about the process of learning English. Our main motivation was to inform about that, so their linguistic rights can be taken into account and respected like any student in Chile. If as a country, through international agreements, laws, and decrees, we promise to protect indigenous cultures, we have to start in schools. We emphasize the importance of respecting the language, culture, and worldview of each minority student.

3.11 Hypothesis

Through this research, we have learned the history of Latin American indigenous people, as well as the discrimination and isolation they have experienced during these centuries. We have examined both the historical and social factors of these communities in our country, especially the linguistic landscape. Thus, we argue that by imposing them to learn

¹ Framework for the Good Teaching

² Teaching Process for Every Student to be able to Learn

a foreign language over their indigenous language and Spanish, we are not considering how they feel about learning a foreign language and whether we are respecting people's language rights by doing so. Therefore, we state that the feelings and attitudes of the indigenous students from municipal secondary schools of the Copiapó Province are not taken into account when they are taught English as a foreign language as commanded by the Chilean Ministry of Education.

CHAPTER FOUR: RESULTS

4.1 Introduction

During the chapter on the methodological framework, we reported that the data analysis of this research is triangulated. Furthermore, we also pointed out that we employed a mixed-methods design, that is, the quantitative and qualitative approaches. This chapter contains what we have found during our archive research:

In the quantitative results, educational data such as MINEDUC programs, administrative data from the ILO convention, Decree 81/2004, and laws regarding the ELT and Indigenous peoples were presented. In the quantitative results, different charts with information about the census process, and information from MINEDUC's statistics unit were delivered. Finally, and to answer the research questions on the attitudes of indigenous students, we attached the results of the Survey.

4.2 Qualitative Results

In this subsection, we provided a list of the data collected in the documents regarding educational aspects of the English language teaching and ethnic minorities in Chile. This information mainly came from Decree 81/2004 and MINEDUC teaching curriculums. The data these sorts of documents provide are themes that cannot be counted, that is why they fall into this category. The samples are provided below:

Extract 4.2.1

Que, la educación del siglo XXI tiene la responsabilidad ineludible de incluir en su currículum y estrategias formativas el desarrollo de nuevas competencias que hoy son claves para mejorar la vida cultural, social y laboral de los jóvenes como es el aprendizaje de un idioma extranjero;

Source: Ministerio de Educación; MINEDUC, 2004. Decree 81/2004 pg 1

Extract 4.2.2

Que, las personas que dominan un inglés básico e instrumental tendrán mejores posibilidades de acceder a un empleo, de obtener una mejor remuneración, de tener éxito en la universidad, de postular a becas, de iniciar un negocio exportador, de acceder a una nueva información a través de Internet, entre otras ventajas y oportunidades;

Source: Ministerio de Educación; MINEDUC, 2004. Decree 81/2004 pg 1

Extract 4.2.3

Que, la creciente inserción de Chile en la economía mundial, materializada por los acuerdos comerciales recientemente logrados con Estados Unidos, la Unión Europea y Corea exige un esfuerzo significativamente mayor como país para responder con éxito a las nuevas oportunidades de desarrollo social y económico;

Source: Ministerio de Educación; MINEDUC, 2004. Decree 81/2004 pg 1

Extract 4.2.4

Deberán adoptarse medidas para garantizar a los miembros de los pueblos interesados la posibilidad de adquirir una educación a todos los niveles, por lo menos en pie de igualdad con el resto de la comunidad nacional.

Source: Decreto 236 de 2008 Promulga el Convenio OIT no.169 Sobre los Pueblos Indígenas y Tribales en Países Independientes de la Organización Internacional del Trabajo

Extract 4.2.5

1. Los programas y los servicios de educación destinados a los pueblos interesados deberán desarrollarse y aplicarse en cooperación con éstos a fin de responder a sus necesidades particulares, y deberán abarcar su historia, sus conocimientos y técnicas, sus sistemas de valores y todas sus demás aspiraciones sociales, económicas y culturales.
2. La autoridad competente deberá asegurar la formación de miembros de estos pueblos y su participación en la formulación y ejecución de programas de educación, con miras a transferir progresivamente a dichos pueblos la responsabilidad de la realización de esos programas, cuando haya lugar

Source: Decreto 236 de 2008 Promulga el Convenio OIT no.169 Sobre los Pueblos Indígenas y Tribales en Países Independientes de la Organización Internacional del Trabajo

Extract 4.2.6

1. Siempre que sea viable, deberá enseñarse a los niños de los pueblos interesados a leer y a escribir en su propia lengua indígena o en la lengua que más comúnmente se hable en el grupo a que pertenezcan. Cuando ello no sea viable, las autoridades competentes deberán celebrar consultas con esos pueblos con miras a la adopción de medidas que permitan alcanzar este objetivo.

Source: Organización Internacional del Trabajo (1989) Convenio sobre pueblos indígenas y tribales en países independientes, Artículo 28. pg 10

Extract 4.2.7

Como Ministerio de Educación hemos asumido la responsabilidad de la pérdida de la lengua y cultura de los pueblos indígenas, y es por ello que hoy buscamos que la escuela sea un espacio de reconocimiento y de reparación, en donde las prácticas pedagógicas e institucionales hegemónicas y asimilacionistas intensificadas en el siglo pasado no tengan cabida en estos tiempos.

Source: Ministerio de Educación; MINEDUC, 2017. “Programa de Educación Intercultural Bilingüe” pg 5

Extract 4.2.8

Como Programa de Educación Intercultural Bilingüe, hemos definido como prioritario establecer dos principios que apuntan a cumplir con lo anterior: desarrollar, potenciar y fortalecer una educación intercultural para todos y todas, en la que se integre de forma transversal la interculturalidad en el quehacer educativo y formativo de la escuela, para los y las estudiantes, sin distinción de origen; y generar una Educación Intercultural Bilingüe que posibilite el aprendizaje de la lengua y cultura de los pueblos originarios que habitan Chile en aquellos establecimientos con una matrícula de un 20% o más de estudiantes de ascendencia indígena, a través de la creación e implementación de la asignatura de Lengua Indígena, integrada al currículum nacional.

Source: Ministerio de Educación; MINEDUC, 2017. “Programa de Educación Intercultural Bilingüe” pg 7

Extract 4.2.9

El Ministerio de Educación mediante decreto podrá autorizar casos de readecuación de la secuencia de Objetivos Fundamentales y Contenidos Mínimos Obligatorios establecidos en el artículo 1° de dicho decreto para efectos de cumplir, entre otros, con las exigencias de enseñanza bilingüe de la Ley N° 19.253. (...) Respeto y valoración de la diversidad cultural; diversidad, flexibilidad e interculturalidad son alguno de sus principios rectores; establece el deber del estado de promover políticas educacionales que reconozcan y fortalezcan las culturas originarias. Se realizarán adecuaciones curriculares para necesidades educacionales específicas de la interculturalidad. EIB se expresa en el sector curricular dirigido a niños, niñas, jóvenes y adultos que reconocen la diversidad cultural y en la cual se enseñan la lengua, cosmovisión e historia de su pueblo de origen (...) Educación media: Trabajar en equipo e interactuar en contextos socio-culturalmente heterogéneos. En el caso de los establecimientos educacionales con alto porcentaje de alumnos indígenas se considerará, además, como objetivo general, que los alumnos y alumnas desarrollen los aprendizajes que les permitan mantener su dominio de la lengua indígena y el conocimiento de la historia y la cultura de su pueblo.

Source: Ley General de Educación N°20.370 de 2009 (2009). Estado de Chile
Decreto N° 280 de 2009. Ministerio de Educación de Chile.

Extract 4.2.10

Reconocimiento de lenguas y culturas indígenas: a) Uso y conservación de los idiomas indígenas, junto al español en las áreas de alta densidad indígena; b) Establecimiento en el sistema educativo nacional de una unidad programática que posibilite a los educandos acceder a un conocimiento adecuado de las culturas e idiomas indígenas y que los capacite para valorarlas positivamente; c) Promoción y establecimiento de cátedras de historia, cultura e idiomas indígenas en la enseñanza superior. d) Ministerio de Educación, promoverá planes y programas de fomento de las culturas indígenas

Source: Ley Indígena N° 19.253 de 1993. Ministerio de Planificación y Cooperación de Chile.

Extract 4.2.11

En el mundo globalizado de hoy, donde la tecnología y las comunicaciones tienen un lugar preponderante, la utilización del inglés como idioma universal adquiere gran importancia. La inserción de Chile en este contexto global, a través de diversos acuerdos comerciales, requiere de una población preparada para responder a estos desafíos. En consecuencia, la sociedad demanda que los egresados y egresadas de Enseñanza Media posean competencias básicas en el idioma inglés que les permitan desempeñarse eficientemente en los ámbitos académicos y laborales.

Source: Mineduc (2007) Lenguaje y Comunicación / Inglés Programas de Estudio, Educación Media de Adultos. Ministerio de Educación, República de Chile.

Extract 4.2.12

Al finalizar 3° y 4° Medio, se espera que todos los estudiantes demuestren comprensión de lo central y relevante de la información que reciben en este idioma y se expresen de forma simple e intencionada con eficacia y fluidez, logrando así una comunicación efectiva en los diversos ámbitos en los cuales interactúen (Nivel B1 según el Marco Común Europeo de Referencia para las Lenguas - CEFR).

Source: MINEDUC (En Línea) *Plan Común de formación general - Inglés*

Extract 4.2.13

No se negará a un niño que pertenezca a tales minorías, o que sea indígena el derecho a tener su propia vida cultural, a profesar y practicar su propia religión, o a emplear su propio idioma.

Source: Unicef (1989) *Convención Sobre los Derechos de los Niños, Artículo 30*

Extract 4.2.14

Art. 1° Objeto; proteger, promover y desarrollar las lenguas originarias

Art. 2° Pluralidad lingüística y cultural del país.

Art. 3° Reconoce las lenguas como preexistentes

Art. 4° Reconoce Aymara, Quechua, Mapudungun en todas sus variedades; Rapa nui, Lickan Antay, Kaweskar, Selknam, Yagan, el Kakan o lengua de los Diaguitas y el Puquina lengua de los Kolla.

Art. 5° Las políticas públicas de revitalización y normalización otorgarán protección a las lenguas indígenas activas, y a las lenguas vulneradas

Art. 6° Sobre la recuperación de lenguas de uso perdido.

Art. 7 Las lenguas indígenas que se reconozcan en los términos de la presente Ley, junto con el castellano serán reconocidas como lenguas nacionales, por su origen histórico, y tendrán la misma validez jurídica, institucional, social, pública en sus territorios, comunidades y contexto en que se hablen (...).

Source: Proyecto de ley general de derechos lingüísticos de los pueblos originarios de Chile. Capítulo I.

Extract 4.2.15

Art 9° Son DD lingüísticos los derechos colectivos e individuales de una comunidad lingüística, de los pueblos originarios de Chile y de las personas.

El derecho a comunicarse en la lengua
El derecho de los descendientes de un pueblo indígena a aprender y adquirir la lengua de sus abuelos

El derecho a conservar y proteger los nombres de personas y lugares,
El derecho a la no discriminación por razones lingüísticas en áreas como el trabajo

El derecho a ser consultados sobre medidas que se pretenda implementar en materia de lenguas y culturas originarias.

Art 10° Obligación de garantizar educación bilingüe e intercultural por las autoridades educativas y sostenedores o administradores de establecimientos educacionales. En los niveles medio y superior, se fomentará la interculturalidad, el multilingüismo y el respeto a la diversidad (...).

Source: Proyecto de ley general de derechos lingüísticos de los pueblos originarios de Chile. Capítulo II.

Extract 4.2.16

Art. 12° En el marco de protección, revitalización y fomento de las lenguas indígenas que crea esta ley, podrá crearse el Instituto de Derechos Lingüísticos – IDLI. (...)

Art.15° Objeto. Valorar, revitalizar y fomentar el uso de LI, evaluará también los procesos de implementación y seguimiento de los proyectos lingüísticos culturales, además de promover y patrocinar la normalización lingüística.

Source: Proyecto de ley general de derechos lingüísticos de los pueblos originarios de Chile. Capítulo III.

Extract 4.2.17

Art. 16° Derechos lingüísticos en los medios de comunicación e información. El Estado garantiza la libre producción, publicación y difusión de materiales escritos y audiovisuales en lenguas indígenas, en los diversos medios de comunicación masivos. (...)

Source: Proyecto de ley general de derechos lingüísticos de los pueblos originarios de Chile. Capítulo VI.

4.2 Quantitative Results

In this section, we provide information through tables retrieved from MINEDUC, in which the number of schools in the region, how many have Indigenous Registration, and how many of them offer PEIB (Intercultural Bilingual Programs) were reported. Besides, graphs recovered from the CENSUS were incorporated, which detailed the percentages of indigenous populations present in the region. Also, graphs of the results of the Survey were attached, which presented information such as their attitude towards learning the English language, how many students feel discriminated against, among others.

As it is tangible and accounting information, it has been included in this category. Samples are provided below:

Table 4.2.1 Docentes de educación Parvularia, básica y media en establecimientos reconocidos oficialmente por el estado por especialidad en la Región de Atacama. (Teachers of kindergarten, primary and secondary education in establishments officially recognized by the state by specialty in the Atacama region)

These results are related to preschool, primary, and secondary education teachers who work in institutions recognized by the government. By recognized, we mean that the MINEDUC officially certified them.

Sin Especialidad	12	Filosofía	15
Castellano	147	Historia y Geografía	189
Matemáticas	119	Educación Física	147
Física	18	Educación Musical	55
Química	36	Artes Plásticas	34
Biología	55	Educación Técnico Manual	2
Ciencias Naturales	13	Inglés	152
Francés	4	Educación Tecnológica	13
Otro Idioma Extranjero	1	Media T.P.	84
Religión	11	Otra Especialidad	26
Total			1.133

Source: Unidad de Estadísticas, Centro de Estudios, División de Planificación y Presupuesto, Subsecretaría de Educación, Ministerio de Educación. P. 145

Table 4.2.2 Sostenedores de establecimientos reconocidos oficialmente por el Estado (Holders of establishments officially recognized by the state)

This table contains the number of educational establishments subsidized by the State.

Tipo de sostenedor	Región	Nombre del sostenedor	Sostenedor	Establecimientos	Estudiantes	Cargos docentes
Municipal (Persona Jurídica)	Región de Atacama	Ilustre Municipalidad de Copiapó	1	31	20.427	1.301

Fuente: Unidad de Estadísticas, Centro de Estudios, División de Planificación y Presupuesto, Subsecretaría de Educación, Ministerio de Educación. P. 166

Table 4.2.3 Establecimientos educativos y valoración de la lengua y cultura de los pueblos originarios (Educational establishments and their appreciation of the language and culture of Indigenous people)

This table contains the number of educational establishments that promote and install actions aimed at valuing the language and culture of Indigenous people.

Región	EE focalizados a EIB	EE no focalizados a EIB con SLI	Total
Arica-Parinacota	25	27	52
Tarapacá	46	1	47
Antofagasta	18		18
Atacama	6		6
Coquimbo	6		6

Valparaíso	15	2	17
Metropolitana	40		40
O'Higgins	2		2
Maule	4		4
Bio-Bio	67	20	87
Araucanía	256	349	614
Los Ríos	38	137	175
Los Lagos	80	296	376
Aysén	6		6
Magallanes	17		17
Total General	635	832	1.467

Source: MINEDUC (2016), *Consultoría que Oriente el Proceso de Definición del Concepto de Interculturalidad para el Sistema Educativo*. Pg. 17

Table 4.2.4 Matrícula indígena 2010 - 2016 (Enrollment of indigenous students)

The following table shows the amount of enrollment of indigenous students between the years 2010 - 2016. They are divided by years and by Indigenous communities.

Pueblo Originario	2010	2011	2012	2013	2014	2015	2016
-------------------	------	------	------	------	------	------	------

Aymara	12.462	13.493	15.405	17.082	18.727	19.724	21.237
Colla	473	484	511	546	782	805	912
Diaguita	1.334	1.425	1.600	1.812	2.065	2.131	2.506
Licanantai	3.264	3.478	3.665	3.985	4.374	4.436	4.763
Quechua	684	872	906	1.121	1.364	1.470	1.771
Rapa nui	1.247	1.281	1.359	1.368	1.441	1.414	1.428
Mapuche	139.898	145.746	154.714	163.749	173.693	178.031	190.036
Kawésqar	197	208	218	230	234	260	262
Yagán	172	183	189	193	188	177	172
Total	159.731	167.170	178.567	190.086	202.868	208.448	223.087

Source: Unidad de estadísticas, Centro de estudios, MINEDUC-PEIB, 2017. p. 10.

Table 4.2.5 Proyectos de revitalización y desarrollo cultural y lingüístico (Cultural and linguistic revitalization and development projects)

This chart indicates the Projects to revitalize and promote the use of indigenous languages by Region and by Commune.

Tipo de proyecto	Pueblo	Región	Comuna
	Licanantai	Antofagasta	Calama, San Pedro de Atacama

Revitalización	Colla	Atacama	Copiapó, Tierra Amarilla
	Diaguíta	Atacama y Coquimbo	Vallenar, Alto del Carmen, Coquimbo, La Serena, Vicuña, Combarbalá, Illapel
	Mapuche	La Araucanía y Los Lagos	CholChol, Temuco, Osorno
	Kawésqar	Magallanes y la Antártica chilena	Punta Arenas, Puerto Natales, Porvenir
	Mapuche Huilliche	Magallanes y la Antártica chilena	Punta Arenas
Bilingüismo	Aymara	Tarapacá	Colchane
	Quechua	Antofagasta	Ollagüe
	Mapuche	Biobío	Alto Biobío

Source: PEIB-UNESCO, 2016. Programa de Educación Intercultural Bilingüe (2016) Memoria PEIB 2011-2015. Informe final. MINEDUC –UNESCO. Pg. 32.

Table 4.2.6 Porcentaje de establecimientos educacionales con actividades interculturales declaradas en su Plan de Mejoramiento Educativo (Percentage of educational establishments with intercultural activities declared in their educational improvement plan)

This table indicates the percentage of educational establishments that implement intercultural activities. The Educational Improvement Plan mentioned refers to the improvement processes proposed by the establishments through projects.

Región	2013		2014		2015	
	SIN PME	CON PME	SIN PME	CON PME	SIN PME	CON PME
Arica-Parinacota	98,7	1,3	86,18	13,82	80,79	19,21
Tarapacá	99,56	0,44	95,95	4,05	93,18	6,82
Antofagasta	99,59	0,41	97,64	2,36	97,63	2,37
Atacama	99,45	0,55	100	0	98,35	1,65
Coquimbo	100	0	98,98	1,02	98,22	1,78
Valparaíso	100	0	99,76	0,24	99,27	0,63
Metropolitana	99,61	0,39	99,9	1,1	99,03	0,97
O'Higgins	100	0	99,72	0,28	99,72	0,28
Maule	99,89	0,11	99,66	0,34	99,54	0,46
Bio-Bio	99,49	0,51	98,34	1,66	97,89	2,11
Araucanía	97,63	2,37	84,56	15,44	74,94	25,06
Los Ríos	99,44	0,56	92,75	7,25	81,57	18,43
Los Lagos	99,07	0,93	89,92	10,08	86,81	13,19
Aysén	98,84	1,16	96,59	3,41	95,4	4,6
Magallanes	99,9	1,1	97,83	2,17	95,74	4,26

Total General	99,42	0,58	96,29	3,71	94,34	5,66
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Source: PEIB-UNESCO, 2016. Porcentaje de establecimientos educacionales con actividades interculturales declaradas en su Plan de Mejoramiento Educativo. Pg. 56.

Table 4.2.7 Porcentaje de establecimientos educacionales con Asignatura Lengua Indígena respecto al total de establecimientos concentrados (Percentage of educational establishments with an indigenous language subject for the total of establishments)

This table shows the percentages of educational establishments that teach a subject related to the teaching of an indigenous language. It is detailed by Region.

Región	2011	2012	2013	2014	2015
Arica-Parinacota	39,34	38,24	41,49	58,11	60,27
Tarapacá	16	17,65	19,23	61,02	61,02
Antofagasta	4,76	4,35	4,55	4,17	4,55
Atacama	0	0	0	0	0
Coquimbo	0	0	0	0	0
Valparaíso	0	16,67	33,33	33,33	33,33
Metropolitana	0	0	0	0	0
O'Higgins	0	0	0	0	0
Maule	0	0	0	0	16,67
Bio-Bio	27,68	25,64	54,7	57,85	57,6

Araucanía	28,4	36,42	56,79	67,41	69
Los Ríos	9,09	11,93	44,49	60,25	64,71
Los Lagos	5,45	6,2	49,4	57,36	61,27
Aysén	0	0	0	0	0
Magallanes	0	9,52	4,17	3,85	3,33
Total General	19,27	33,93	48,68	58,68	60,98

Source: PEIB-UNESCO, 2016. Porcentaje de establecimientos educacionales con Asignatura Lengua Indígena respecto al total de establecimientos concentrados. Pg. 57.

Table 4.2.8 Distribución de pueblos originarios y no originarios por rango de edad, año 2015 (Distribution of native and non-native peoples by age range, 2015)

This table contains the distribution of the people belonging to Indigenous Communities according to their age.

Pueblo originario	Menor a 18 años	Entre 18 a 29 años	Entre 30 a 44 años	Entre 44 a 60 años	Más de 60 años
Colla	36,6%	20,4%	18,9%	16,0%	8,1%
Diaguita	34,4%	20,3%	16,6%	17,6%	11,0%

Source: Consejo Nacional de Educación; [CNED], 2018. “Informe Educación Intercultural Bilingüe” pg. 10

Table 4.2.9 Personas que hablan o entienden alguna lengua de pueblos originarios por pueblo originario, año 2015 (Indigenous people who speak or understand any indigenous language)

This table contains percentages of indigenous people who speak or understand an indigenous language. Only *Colla* and *Diaguita* were extracted, since only those correspond to the interest of the investigation.

Pueblo Originario	Habla y entiende	Solo entiende	No habla ni entiende	Sin Información
Colla	1,6%	2,3%	94,6%	1,6%
Diaguita	1,6%	1,8%	93,9%	2,7%

Source: Consejo Nacional de Educación; [CNED], 2018. “Informe Educación Intercultural Bilingüe” pg. 12

Table 4.2.10 Porcentaje de estudiantes que logra certificación en cada región y comparación con el porcentaje nacional, 2010. (Percentage of students who achieved certification in each region, in comparison with the national percentage)

This table compares the results of the students by region who receive the SIMCE English certification with the national scoring. The descriptions of each indicator are included.

Region	Porcentaje de estudiantes que logra certificación por región	Comparación porcentaje nacional
Arica y Parinacota	7%	↓
Tarapacá	12%	○
Antofagasta	11%	○
Atacama	5%	↓
Coquimbo	7%	↓

Valparaíso	13%	○
O'Higgins	7%	↓
Maule	5%	↓
Bío-Bío	8%	↓
La Araucanía	6%	↓
Los Ríos	7%	↓
Los Lagos	8%	↓
Aysén	10%	○
Magallanes	14%	↑
RM	15%	↑
Nacional	11%	-

○: Indica que el porcentaje de estudiantes que logra certificación es similar al porcentaje nacional.

↑: Indica que el porcentaje de estudiantes que logra certificación es significativamente superior al porcentaje nacional.

↓: Indica que el porcentaje de estudiantes que logra certificación es significativamente inferior al porcentaje nacional.

Source: Resultados Nacionales SIMCE 2010

Table 4.2.11: Porcentaje de estudiantes 3° Medio 2010 que logra certificación según Grupo Socioeconómico y Dependencia Administrativa (Percentage of students in Tenth Grade 2010 that achieve certification according to their Socioeconomic Group and Administrative Unit)

This table indicates the percentage of 2010 Tenth Grade students who achieve SIMCE certification according to the socioeconomic group and Administrative Unit to which they belong.

Grupo Socioeconómico	MUN	PSUB	PPAG
-----------------------------	------------	-------------	-------------

Bajo	0%	0%	-
Medio Bajo	2%	2%	-
Medio	(+) 11%	8%	-
Medio Alto	(++) 40%	23%	(+) 30%
Alto	-	44%	(--) 67%
Nacional	4%	8%	64%

Source: Informe de Resultados Estudio Nacional de Inglés III medio 2010

Table 4.2.12: Resultado de la Región de Atacama - Año 2012 (Results of the Atacama Region - Year 2012)

This table illustrates the results of the Atacama region in the English SIMCE.

Región de Atacama	
Resultado 2012	49
Porcentaje de estudiantes certificados	9,3%

Source: SIMCE Resultados Nacionales y Regionales 2012

Table 4.2.13: Porcentaje de estudiantes certificados III medio 2012 según GSE. (Percentage of students in Tenth Grade certified according to SES in 2012)

This table provides the percentages of Tenth Grade students certified with SIMCE, according to their Socioeconomic Group.

GSE	Porcentaje certificados	Porcentaje evaluación anterior
Bajo	0,8%	0,3%
Medio bajo	3,4%	1,8%
Medio	15,9%	8,8%

Medio alto	42,9%	26,1%
Alto	83,3%	66,6%

Nota: La comparación con la evaluación anterior está restringida solo a los establecimientos que tienen puntaje en ambas evaluaciones, y que mantuvieron el mismo GSE y dependencia administrativa; los que corresponden un 78% de establecimientos y un 82% de los estudiantes.

Source: Informe Nacional de Resultados SIMCE 2012

Table 4.2.14: Distribución regional según niveles del CEFR Simce Inglés (Año 2014) (Regional distribution according to CEFR levels in English SIMCE - 2014)

This table gives the percentages of the regions of the country and their level of English according to the Common European Framework of Reference.

Región	Nivel B1	Nivel A2	Nivel A1	Bajo nivel A1
Arica y Parinacota	9,2%	11,2%	21,3%	58,3%
Tarapacá	13,2%	13,0%	23,2%	50,5%
Antofagasta	12,5%	14,8%	26,5%	46,2%
Atacama	10,0%	10,5%	24,7%	54,8%
Coquimbo	9,0%	12,2%	23,6%	55,2%
Valparaíso	12,1%	13,0%	23,8%	51,1%
Metropolitana de Santiago	16,1%	13,0%	22,5%	48,4%
O'Higgins	9,7%	12,2%	24,2%	53,9%
Maule	6,4%	8,3%	20,3%	64,9%
Biobío	10,6%	11,0%	21,4%	57,1%
La Araucanía	8,4%	9,4%	19,4%	62,8%
Los Ríos	7,4%	6,9%	18,1%	67,6%
Los Lagos	9,5%	10,9%	20,4%	59,2%

Aysén	9,5%	11,3%	24,0%	55,2%
Magallanes	13,6%	14,1%	24,2%	48,1%
Nacional	12,6%	12,0%	22,3%	53,2%

Nota: Dado que los porcentajes están aproximados pueden no sumar 100%.

Source: Síntesis de Resultados de Aprendizaje 2014

Table 4.2.15: Distribución nacional por GSE según niveles del CEFR Simce Inglés (Año 2014) (National distribution by SES according to CEFR English Simce levels - 2014).

This table shows the English levels of the country according to the Common European Framework of Reference in the SIMCE.

GSE	Nivel B1	Nivel A2	Nivel A1	Bajo nivel A1
Bajo	0,3%	1,2%	9,9%	88,6%
Medio bajo	2,0%	5,3%	19,0%	73,8%
Medio	8,1%	15,1%	32,5%	44,4%
Medio alto	22,3%	26,1%	31,8%	19,8%
Alto	62,3%	21,0%	12,6%	4,1%

Source: Síntesis de Resultados de Aprendizaje 2014

Table 4.2.16: Porcentaje de estudiantes en los niveles básico e intermedio por región - 2017. (Percentage of students at the basic and intermediate levels by region - 2017.)

This table illustrates the percentages by region of students at the basic and intermediate levels in English, according to the Common European Framework of Reference.

Región	Niveles básico e intermedio (A2 y B1)
Arica y Parinacota	16,6 %
Tarapacá	32,2 %

Antofagasta	29,6 %
Atacama	16,8 %
Coquimbo	22,2 %
Valparaíso	29,4 %
Metropolitana	44,4 %
Libertador General Bernardo O'Higgins	20,7 %
Del Maule	31,9 %
Biobío	21,2 %
La Araucanía	21,7 %
Los Ríos	18,5 %
Los Lagos	13,6 %
Aysén del General Carlos Ibáñez del Campo	17,9 %
Magallanes y de la Antártica Chilena	34,7 %

Source: Informe de Resultados Estudio Nacional de Inglés III medio 2017

**Table 4.2.17: Porcentaje de estudiantes según niveles (socioeconómicos) - 2017
(Percentage of students according to their socioeconomic level - 2017)**

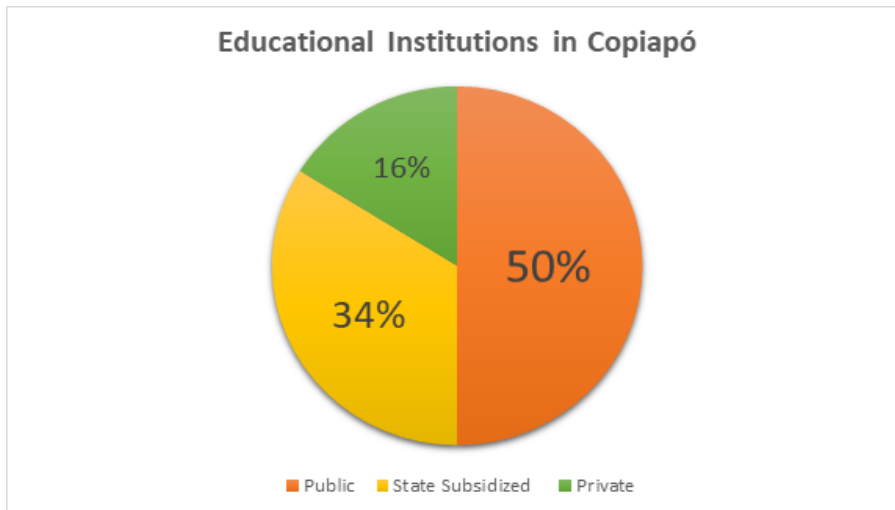
This table contains the percentages of students' English levels according to their socioeconomic status.

GSE	Reached A2 or B1
Bajo	9%
Medio bajo	14%
Medio	39%
Medio alto	54%
Alto	85%

Source: Prepared by the authors based on the basis of data supplied by the MINEDUC SIMCE results 2017.

Figure 4.3.1: Educational Institutions in Copiapó.

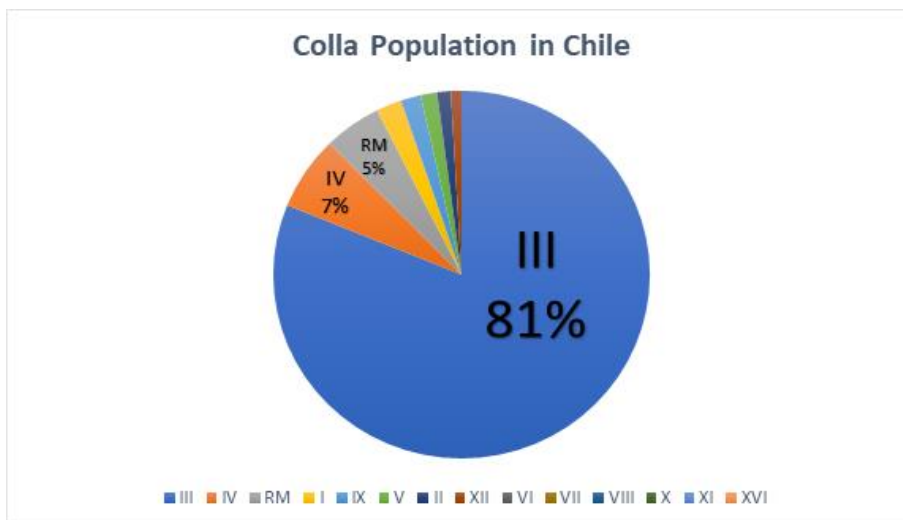
This graph contains the percentages of the establishments belonging to the public, private and state-subsidized sectors.



Source: Biblioteca Congreso Nacional de Chile; [BCN], 2019. Copiapó: *Reporte Comunal. Indicadores Educativos*.

Figure 4.2.2: Población Colla (Colla population)

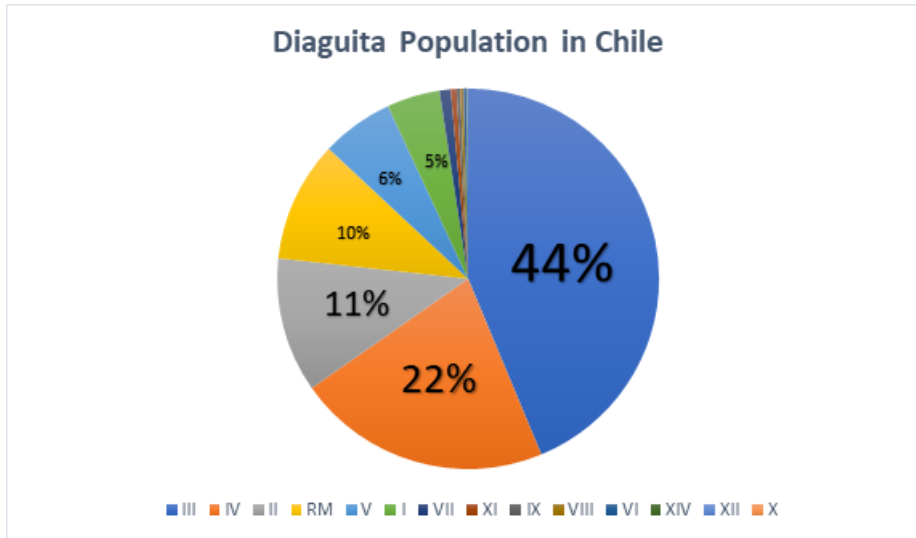
This graph contains the distribution of people who identify themselves with the *Colla* Community.



Source: Consejo Nacional de Educación; [CNED], 2018. "Informe Educación Intercultural Bilingüe" pg. 8

Figure 4.2.3: Población Diaguita en Chile (Diaguita population in Chile)

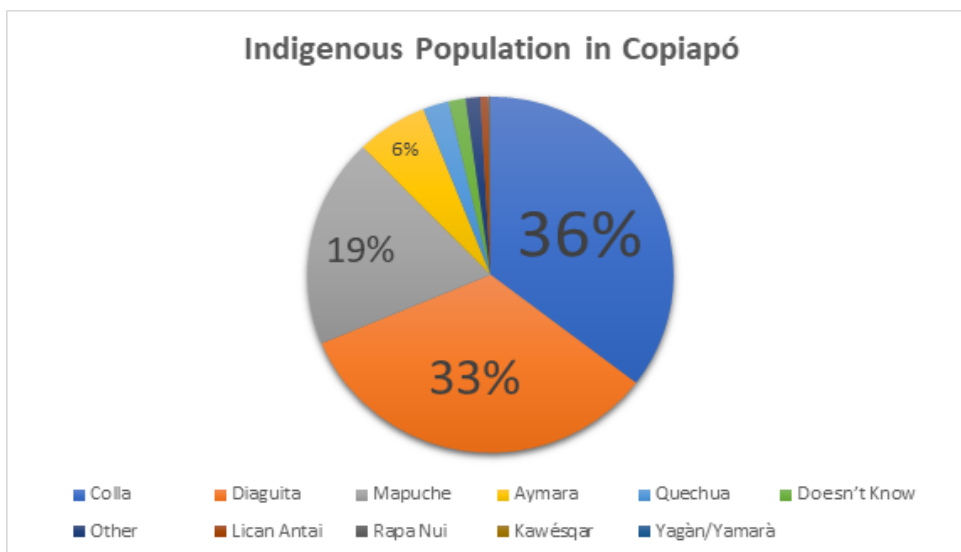
This graph contains the distribution of people who identify themselves with the *Diaguita* Community.



Source: Consejo Nacional de Educación; [CNED], 2018. “Informe Educación Intercultural Bilingüe” pg. 8

Figure 4.2.4: Población Indígena en Copiapó (Indigenous population in Copiapó)

This graph represents the Indigenous populations residing in Copiapó.



Source: Instituto Nacional de Estadísticas [INE], (2017) “Censo de Población y Viviendas 2017”

4.3 Survey Results

In the following section, the results of the Surveys applied to indigenous students of the Province of Copiapó are attached. From these graphs, we obtained information relevant to the attitudes of these students when they are learning English.

After sending the surveys to the directors of municipal schools to be disseminated to indigenous students, we received 57 responses. From these surveys received, only 37 were valid regarding the information that we sought to collect through the instrument. It is important to clarify that due to COVID-19 and the quarantine times, we were not able to access a higher number of students to survey.

Figure 4.3.1: Participants Indigenous Communities

This graph represents the numbers of surveyed students who identify themselves as participants in an Indigenous Community.

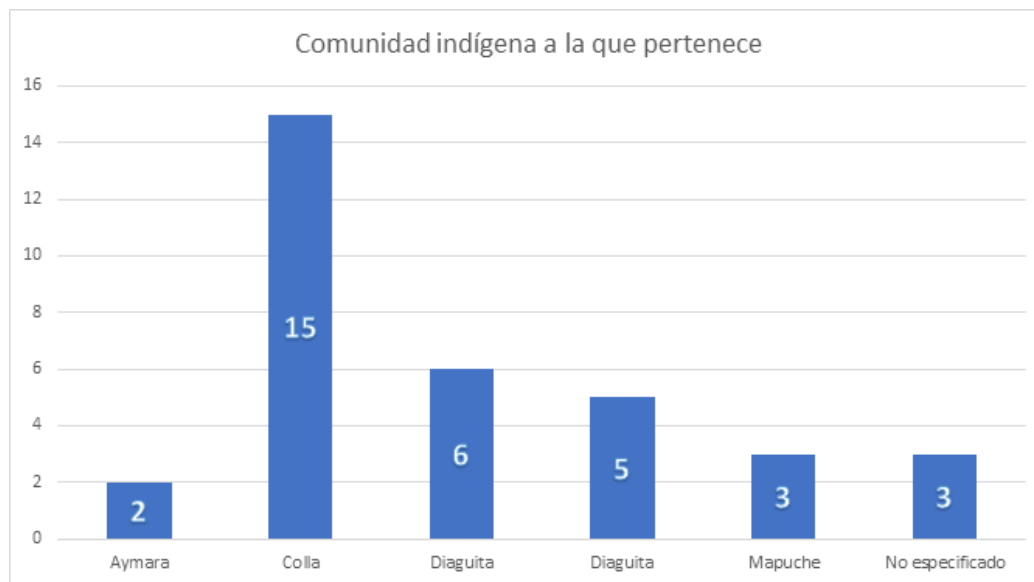


Figure 4.3.2: What is your attitude towards English class?

This figure represents the responses of the students regarding their attitudes towards learning English. The options were indifferent or positive.

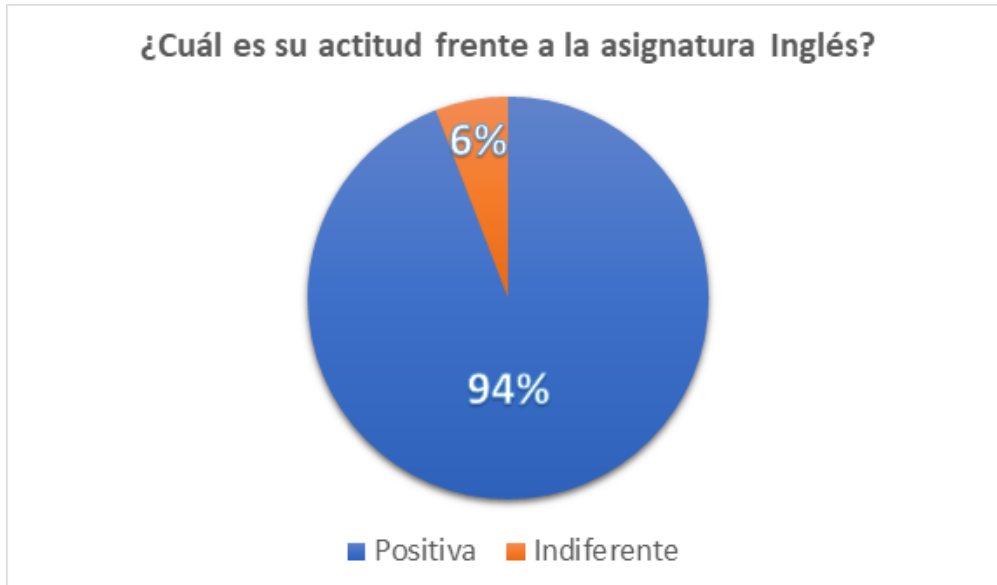


Figure 4.3.3: Apart from Spanish. Do you speak any of your indigenous community languages?

In this graph, the percentages of students who speak or do not speak the language of their community are arranged.



Figure 4.3.4: Have you ever felt discrimination for being part of an Indigenous community?

The following figure displays the students' responses to the question of whether they have ever felt discriminated against for being indigenous.



Figure 4.3.5: Do you consider English to be more important over your community language?

This figure represents the opinions of students against the question of whether they consider their community language more important than English.



Figure 4.3.6: The students usually feel themselves taken into account during English classes.

This figure corresponded to the opinions of the students when we asked them if they felt part of the English classes.

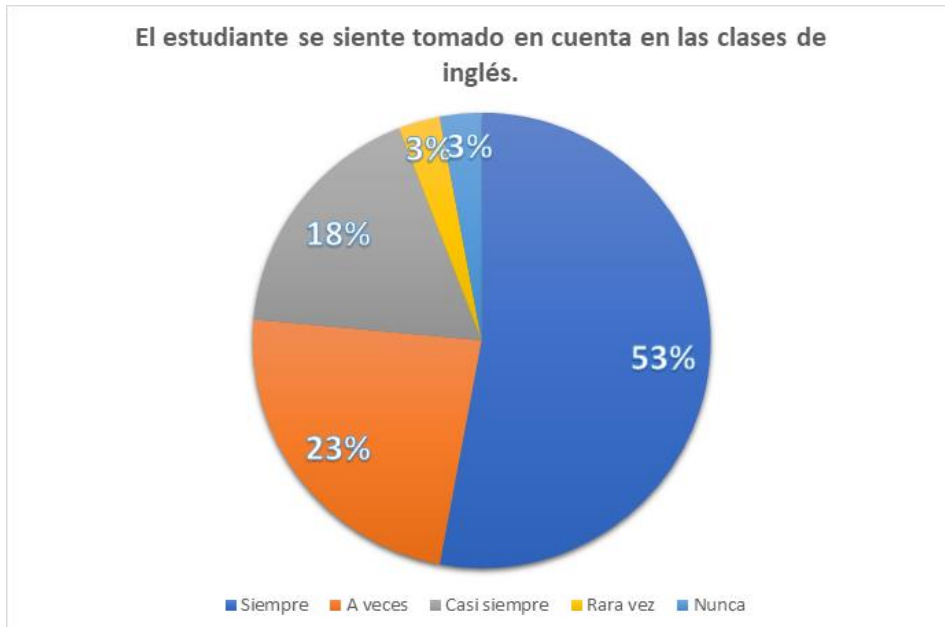
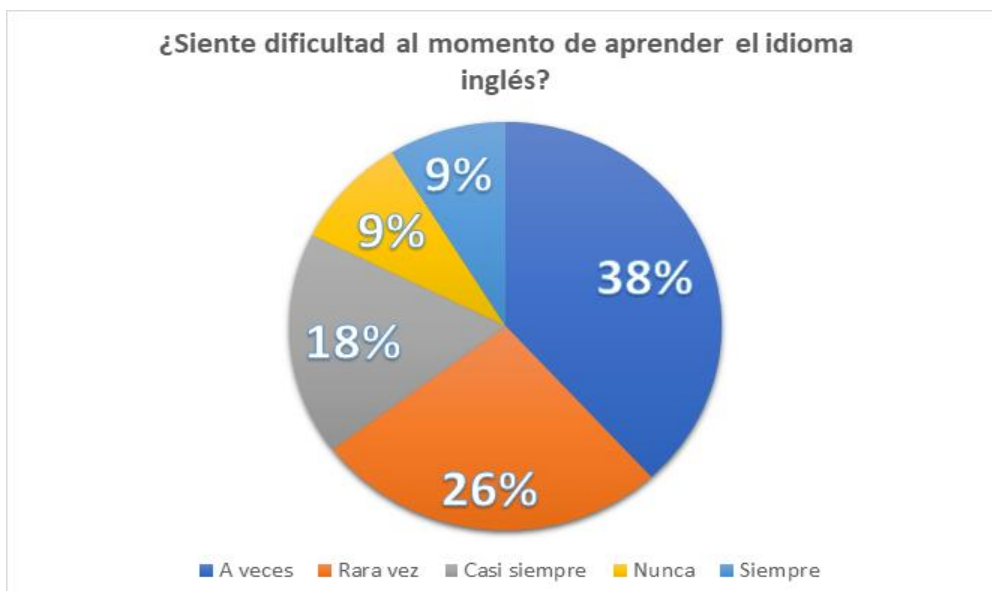


Figure 4.3.6: Do you feel any difficulty during English class?

This graph shows the difficulty of indigenous students when they learn English.



4.4 Conclusion

In this chapter, we have listed the samples of the qualitative, quantitative and survey results. This information allowed us to answer our research questions and thus, met the goals of this research. We next move to the discussion of these results.

CHAPTER FIVE:
DISCUSSION

5.1 Introduction

Once the educational and administrative information had been collected, the tables and extracts detailed in "Chapter Four: Results" were discussed. The purpose of this chapter is to present an analysis of these data, making visible the fulfillment of the documents studied in this research, in order to guide the achievement of the general objective and the specific objectives.

In the next chapter, we give the analysis of the information collected, both qualitative and quantitative data, in which both had their own analysis.

5.2 Discussion of Quantitative Results

Even though after signing the ILO convention N° 169/2008, the Chilean governments committed to respecting the basic rights of indigenous people such as the access to their language, through the imposition of a foreign language decreed by Decree 81 / 2004, there are no studies on how minority students feel about this.

Through our research, we collect a variety of quantitative information from administrative and educational sources. In order to answer the general objective of our research, we will first give an overview of education in our region and Province. In general terms, according to the Statistics Unit of the MINEDUC, 152 teachers at schools in the municipal, private, and subsidized area teach the English language as a specialty (see Table 4.2.1). However, despite the fact that the total number of teachers by specialty is over a thousand according to this table, there are no records of teachers specialized in teaching indigenous languages, which reveals the gap in the teaching of minority languages in the region. Regarding the educational establishments of the Atacama region selected for this research, it can be observed in Table 4.2.2 that in the municipal area, out of a total of 60 schools, 31 establishments correspond to the city of Copiapó. According to the establishments investigated through PEIB documents (see Table 4.2.3), only 6 schools have the Bilingual Intercultural Program in the Atacama Region.

Concerning our research focus, the enrollment of indigenous students belonging to the *Colla* and *Diaguíta* groups was 3,418 students up to 2016 (see Table 4.2.4). Within this same year is when the PEIB created a language revitalization program, the Atacama

Region, and to be more specific, Copiapó committed itself to revitalize the *Colla* language. However, as shown in Table 4.2.7, in the Atacama region there is no school where the subject Indigenous Language is taught. Here we find the first contradiction. On the other hand, in 2015 within this region, the percentage of educational establishments committed to intercultural activities for their students was 1.65% (see Table 4.2.6).

Even though, until 2015 almost 40% of the *Colla* and *Diaguíta* population corresponds to people under 18 years (see Table 4.2.8), by 2018 less than 2% (Table 4.2.9) of these indigenous groups speak and understand their respective community languages. Therefore, it is concluded that the revitalization plans for indigenous languages in our region are not effective. On the contrary, MINEDUC is introducing the implementation of a foreign language program (Decree 81/2004) with the purpose of turning the Chilean population into English-Spanish bilinguals. This information response to the Specific Objective N° 1.

Concerning the analysis of the figures, it can be seen that: in the city of Copiapó the educational establishments of interest in this research form part of 50% of all educational institutions (see figure 4.2.1). Regarding the indigenous communities in the Atacama region, *Collas* and *Diaguitas*, they present a percentage of 81% (see figure 4.2.2) and 44% (see figure 4.2.3) respectively. Since this research is focused on the Province of Copiapó, figure 4.2.4 describes the percentages in Copiapó: both native communities occupy 69% of the indigenous population residing in the area. These figures meet Specific Objective N° 1, which seeks to identify ethnic minority high school students.

Regarding the results obtained from the surveys applied to the students, we have concluded the following: Figure 4.3.1 shows that even though 57 learners responded to the survey, the total number of useful answers corresponds to 34 responses from students that meet the requirement of the objectives of this research. Although this is not a significant sample, the participation of the students has been unsatisfactory due to the COVID-19 pandemic, which we are currently facing, and it has diffculted the access to the students and schools. When students were asked about their attitude towards English classes, 94% of them maintained a positive attitude (see Figure 4.3.2). However, the remaining 6% of students who answered the survey express an attitude of indifference

since they do not have enough hours of English classes, which replies Research Question N° 2.

Regarding the questions related to the linguistic part of the respondents, it is 91% that they do not speak the language of their community of origin (see Figure 4.3.3). This information helps us to conclude that PEIB projects are not effective, since according to Extract 4.1.8 of this project, it states that having an enrollment of 20% of indigenous students in schools, an Indigenous Language subject will be created. However, despite this declaration, the population does not speak the language of their ethnic origin. In addition to this, in Figure 4.3.5 we can see that 15% of the students always consider their language more important than English, which is a low percentage. This information meets Specific Objective N° 1 and the Research Question N°1.

Concerning the students' perceptions regarding discrimination, 9% of them feel at least once, discriminated against. 91% of the students responded that they felt no discrimination (see figure 4.3.4). These results may reveal that there is no total awareness of the discrimination that indigenous students receive from the Chilean educational system. This is confirmed through the taking of extracts (see extract 4.1.4, 4.1.5, 4.1.6) and laws (see extract 4.1.9, 4.1.10, 4.1.13, 4.1.15, 4.1.16, 4.1.17) in this research since there is no congruence between the decrees of respect for the linguistic rights of ethnic minorities and the practice of these. In other words, students are not fully aware that a foreign language has been imposed on them, over their mother tongue and indigenous culture.

In the case of Figure 4.3.5, there are 68% of students who do not consider their ethnic language more important than English, which means that there is a perception between the importance that is given to the English language and the languages of the indigenous communities to which they belong to meeting the Specific Objective N° 3 and Research Question N° 2. When asked if they feel taken into account in English classes, in Figure 4.3.6 it can be seen that the 53% of the respondents answered that they always feel taken into account. However, 47% of the students do not feel part of the foreign language classes. This piece of information makes us wonder whether there is a percentage of students who feel discriminated against, but they are not fully aware of this.

To go further in the educational landscape of English education in the province of Copiapó, it is necessary to focus on the English SIMCE results in the Atacama Region. The data show noticeable differences between two factors: socioeconomic level and regional results. There is a serious problem in the education that students are receiving and can be demonstrated by the results of the SIMCE tests. During 2012, (see table 4.2.10) there is a 5% percentage of students that reached the B1 certification in the Atacama Region. In comparison with the rest of the regions results, the Atacama and Maule regions had the lowest percentage of students that were able to obtain the required score. In 2012, the results illustrated a slight improvement (See table 4.2.12). However, the quantity of learners that reached the certification are less than the 10% percent of the total students that gave the test. Moreover, the Atacama Region had the second lowest percentage of students that achieved the B1 language (MINEDUC, 2012). In 2014 (See Table 4.2.17), the Atacama region could reach the 10% percent of B1 certification. Nonetheless, the students who were under the A1 level were more than the 50% percent of the total students that took the test. Finally, the 2017 results (See Table 4.2.16) illustrated that the Atacama Region managed to improve even more in comparison with the results of 2014 and placing itself above two regions. Even though these results reveal improvement year after year, the results kept indicating that the region was not able to split from the third lowest percentage of students that were able to obtain a B1 certification.

According to the CASEM survey held in 2015 (See Table 4.2.18), the 28% percent of the indigenous population belonged to families in extreme poverty. Meanwhile, the 100% of the surveyed students were part of public schools in the region. The SIMCE results also revealed an important national issue that involves these two factors: In comparison, every table related with the students that were able to certificate themselves and their socio-economic group portrays a tendency towards inequality in Chilean education. In 2010, (See table 4.2.11) 100% of students from low-income families were not able to reach the B1 certification that the government aims to achieve. In the same line, medium low-income students that reached the certification were only the 2% of the students. In 2012 we could observe the same issue (see Table 4.2.13). Just the 0,8% of the low-income student population were able to reach the required score to certificate themselves as B1 Intermediate level students. Meanwhile in medium low-income students there is also a

low percentage of 5,2% in total that are certified to be in B1 level. In 2014, the percentage of low and medium low-income students dropped in comparison to 2012. From 0,8% to 0,3% for low-income students, and for medium low-income students it went from 5.2% to 2.0%. In 2017 (see Table 4.2.17) the results seemed to improve at first sight. However, the chart added students who reached both A2 and B1 levels. The MINEDUC report decided to not illustrate in specific the students who achieved the B1 certificate with their socio-economic group. It is unknown how many students from low and middle low income reached the required score to be certified as English intermediate level learners.

5.3 Discussion of the Qualitative Results

During our investigation, we notice that Chile is repeating the same pattern we found in other countries. Chile considers English to be important for the sake of economic development, but also personal development. The extract 4.1.1 and 4.1.2 are an example of this mention to English as a necessary tool for the citizen's own development; meanwhile, the situation when Chile considers English to be beneficial for the country development is found on the Extract 4.1.3. On the other hand, and regarding the Indigenous people's needs, with the recognition of the different Indigenous groups due the "*Ley Indígena: 19.253*" (1993) (see extract 4.1.10) the government were able to create more laws that allow the indigenous groups to practice their own culture and language (see extracts 4.1.4, 4.1.5 and 4.1.13). However, these laws are still talking about schools under the Ministry regulation, which assumed the responsibility of the loss of language diversity (see extract 4.1.7).

The Ministry of Education makes clear they have the authority to rearrange the curriculum in order to ensure the learning process of indigenous students' original language (see extract 4.1.9). Nonetheless, indigenous students follow the same laws regarding education than most of Chileans, this can be considered as equal as hegemonizing than the reason behind the loss of indigenous languages by linguistic imperialism. The current Chilean education program makes English mandatory for every municipal school since 5th elementary grade. Indigenous language only takes that importance when the Indigenous students are more than 20% from the total as it shows the Extract 4.1.8. For that reason,

Indigenous students are obligated to take English class as if that is more important than his own language. Extract 4.1.6 remarks one of the sentences of the PEIB program, it says: “always it is possible”. This means that if it is not possible to teach the target indigenous language, schools are not obliged to teach it even if they have more than the 20% percent of indigenous students. The situation can be considered worrisome for Indigenous people of the Province of Copiapó, due to the *Kakán* and *Kunza* both being considered extinct (San Román, 1890; Vaisse et al., 1896; Mostny et al., 1954). That could be one of the main reasons why there is no school that teaches these both languages in the Atacama region. This situation together with the survey results explained in the quantitative data discussion, answers to the Specific Objective N° 3, where there is conflict between mandatory English classes and the students’ linguistics needs.

If we go back to English Teaching Program, the ministry of education proposes as the main objective of ELT to develop the four main skills (Listening, speaking, reading, and writing) in order to answer the challenges of the globalized world, the extract 4.1.11 explains better the intentions of the government to keep improving their English program at quick pace due to the implementation of a free-market model in higher education through national educational reforms. This leads to the growing necessity of competent English speakers who can participate more actively in a globalized world (Barahona, 2015; Matear, 2008). At the end of the secondary education, the ELT program expects students to reach B1 intermediate level (see extract 4.1.12). Knowing this, and highlighting the quote “always it is possible” (see extract 4.1.6), does the minority people suffer discrimination from the current educational system and the government? The answer is yes. This answers the Specific Objective N°2 where students' cultural and linguistic needs are not prioritized by the Chilean government. This, since there has been a long path since the ILO 169 convention in 1991 until today, and there are no results regarding the teaching of *Kunza* and *Kakán* languages in this region. It was not until 2018 that there was a regional dialogue that wanted to validate and improve the proposal regarding the curricular bases of Indigenous Languages in the Province of Copiapó (MINEDUC, 2018).

The bill regarding the “*Ley General de Derechos Lingüísticos de los Pueblos Originarios de Chile*” was created in 2014. This project mentions in its articles the installation of public policies that revitalize the lost languages or those that are in danger of being extinct (See extract 4.1.14 and Extract 4.1.17). Furthermore, it also recognizes the importance of these languages for Chile and their need to be protected (See Extract 4.1.16). The project also addressed how crucial it is for the people to keep their languages and, as one of the government’s duty, to promote and to guarantee intercultural bilingual education throughout the Chilean territory. Given the above, the free production and distribution of media in order to fulfil the linguistic needs of the indigenous students. Having the prior information into consideration alongside the fact that this project is not an official law, we could insist that linguistic rights are not carefully considered by the government.

CHAPTER 6:

CONCLUSION

To begin with, in this section we will summarize the chapters that compose this investigation. In the theoretical framework chapter, we examined different studies from other countries that give accounts of how indigenous students experience L2 instruction with the same focus as our research: attitudes and opinions of indigenous students towards English language learning. These studies guided us in understanding that indigenous students feel that their language and culture have been undervalued and the English language, now compulsory, is undermining their indigenous language away. To give a historical context, we looked for studies related to the Spanish conquest, focusing on the territory that is part of our research which is Chile, and more specifically, Copiapó Province. In order to further our understanding of this topic, we examined laws, agreements, teaching programs, Convenio 169 ILO, *Programa Orígenes*, SIMCE results, among many others, to inform us about the support that indigenous people have in our country. Even though there are various studies on indigenous peoples and the imposition of English, we affirm that there is no study of this in Chile, nor the Province of Copiapó. And even though there are laws that promise to respect the indigenous people and their language in reality, is not being accomplished.

Regarding the methodological framework, once we reviewed the different investigations and resources to build the context of our study, we focused on defining the methodological framework. We selected the subjects of this research as indigenous students from secondary schools in the Province of Copiapó. Then, after taking into account the theoretical framework and the problem of research, we delineated a general objective, three specific objectives, and research questions that emanate from the purpose of this study. Due to those elements, we established our hypothesis: the feelings and attitudes of the indigenous students from municipal secondary schools of Copiapó Province are not considered when they are taught the English language. In addition, to collect our data, we relied on the triangulation procedure. This methodology allowed us to implement an online survey to indigenous students at municipal high schools of Copiapó Province. The research carried out was a mixed methods approach, since we worked with numerical data, as well as interpretive data, such as the surveys applied to the selected students.

After defining the methodological framework of the research, we focused on delineating the results chapter. Here, we collected the quantitative data from administrative and educational sources. Furthermore, we collected qualitative data from the responses of the student surveys to carry out a triangulation of information. Extracts of laws, tables, and graphics with both educational and census information were retrieved to answer the objectives of our research.

To discuss the collected data, a separate analysis was made of the quantitative and qualitative data. Within the before mentioned quantitative data, it is obtained that: Despite having programs (such as the PEIB of MINEDUC) that support the teaching of indigenous languages, the linguistic rights of minority students are not respected when we impose the English language. On the other hand, in the analysis of qualitative data, the discrimination suffered by indigenous students in our country is criticized with respect to the measures taken by both the government and the Chilean educational system, within a globalized world. This is how in the Province of Copiapó, which is our research focus, the population that reads and understands the languages of the ethnic minority students of our interest is exceptionally low. However, their duty, according to the Ministry of Education, is to learn English to the detriment of their indigenous language, and more specifically, their language rights.

Then, we moved on to introducing the objectives of this study. The general objective of this research is to collect information about minority students' attitudes and opinions when they are learning English and how it affected their culture. Through the surveys applied in different secondary schools in Copiapó, we were able to find out about it. Therefore, we showed that indigenous students do suffer discrimination on the part of the MINEDUC by not considering them regarding their language rights. This also responded to Specific Objective N° 2 where we examined if the cultural and linguistic needs of indigenous students are taken into account and met by the current Chilean educational curriculum. Besides, Specific Objective N° 3, which focuses on describing how ethnic minority students' cultural and linguistic needs conflict with the compulsory English lessons.

Finally, the first of the specific objectives refers to identifying the population corresponding to ethnic minorities in the city, resulting in at least 40,000 people between *Collas* and *Diaguitas* according to the 2017 CENSUS.

Regarding the research questions posed by the researchers, they are the following:

1. Which ethnic community do secondary students of Copiapó province belong to?
2. What do indigenous students think about learning their indigenous language and the English language?
3. Do these students feel discriminated against by the current educational curriculum favoring the teaching of a foreign language?

Regarding the weaknesses of this research, we can mention that as this was a first approach to the research in this field in the Chilean context in exploratory terms, we only carried out the study in the Province of Copiapó. Conversely, the strengths of this study, we have introduced the topic of minority language rights into the ELT milieu in Chile. The hope is that minority language students are considered in the future at the time of planning ELT lessons not only in this city, but country as well. Therefore, the contribution of this research is to empathize with all the actors of the educational context, even the ones belonging to ethnic minorities. Thus, we consider that it is important to include ethnic minority students in future studies, both at the country level and from different regions, in order to have a more general panorama about this. To conclude, this study has illuminated the path for further research being the exploration of the attitudes towards learning English from minority language learners in Chile.

LIST OF ABBREVIATIONS

B1	It is an intermediate level of CEFR. It describes a person who has mastered the basics of English, and he or she can apply practical language skills for everyday use.
CASEM	Caracterización Socioeconómica Nacional
CEFR	Common European Framework of Reference for Languages
CNED	Consejo Nacional de Educación
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
GSE	Grupo Socioeconómico
ILO	International Labour Organization
INE	Instituto Nacional de Estadísticas
L1	Speaker's first language
L2	Speaker's second language
MINEDUC	Ministerio de Educación de Chile
MUN	Municipal
PEIB	Programa de Educación Intercultural Bilingüe
PPAG	Particular Pagado

PSUB	Particular Subvencionado
SES	Socioeconomic status
SIMCE	Sistema Nacional de Evaluación de Resultados de Aprendizaje
UNESCO	United Nations Educational, Scientific and Cultural Organization

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APPENDIXES

APPENDIX 1: Survey for high school indigenous students in the Province of Copiapó.

Online Survey

Con la finalidad de obtener datos para la investigación de nuestro seminario de titulación, la siguiente encuesta tiene por objetivo determinar las opiniones y percepciones de los estudiantes indígenas secundarios municipales respecto a la enseñanza del inglés impartidas por los colegios a los que asisten.

Confidencial: Los datos, así como las respuestas serán recolectados bajo estricta confidencialidad, y su uso será solo para el cumplimiento de los objetivos antes mencionados.

Datos del participante:

Edad: _____

Género: (Femenino, Masculino, Otro, Prefiero no decirlo)

Comunidad indígena con la que se identifica: _____

Idiomas que maneja: _____

- 1. ¿Por qué se identifica como indígena? (Por raza – Por raíces – Por vivir en el territorio – Sólo por el apellido).**

- 2. Además del español, ¿maneja el idioma de la comunidad a la que pertenece? Si su respuesta es sí, ¿cuál?**

- 3. El estudiante se siente tomado en cuenta en las clases de inglés.**

Nunca – Rara vez – A veces – Casi siempre – Siempre

4. ¿Considera su idioma originario más importante que el idioma inglés?

Nunca – Rara vez – A veces – Casi siempre – Siempre

5. El estudiante alguna vez se ha sentido discriminado por ser indígena.

Nunca – Rara vez – A veces – Casi siempre – Siempre

6. ¿Siente dificultad al momento de aprender el idioma inglés?

Nunca – Rara vez – A veces – Casi siempre – Siempre

7. Bajo su punto de vista, ¿qué cambiaría de las clases de inglés para sentirse parte de ella?

APPENDIX 2: Decreto N° 81/2004.

REGLAMENTA PROGRAMA DE FORTALECIMIENTO DEL APRENDIZAJE DEL IDIOMA INGLÉS EN LA ENSEÑANZA BÁSICA Y MEDIA DE LOS ESTABLECIMIENTOS EDUCACIONALES REGIDOS POR EL DECRETO CON FUERZA DE LEY N° 2, DE 1998, DEL MINISTERIO DE EDUCACIÓN Y POR EL DECRETO LEY N° 3.166, DE 1980

Núm. 81.- Santiago, 16 de marzo de 2004.- Considerando:

Que, la educación del siglo XXI tiene la responsabilidad ineludible de incluir en su currículum y estrategias formativas el desarrollo de nuevas competencias que hoy son claves para mejorar la vida cultural, social y laboral de los jóvenes como es el aprendizaje de un idioma extranjero;

Que, las personas que dominan un inglés básico e instrumental tendrán mejores posibilidades de acceder a un empleo, de obtener una mejor remuneración, de tener éxito en la universidad, de postular a becas, de iniciar un negocio exportador, de acceder a una nueva información a través de Internet, entre otras ventajas y oportunidades;

Que, la creciente inserción de Chile en la economía mundial, materializada por los acuerdos comerciales recientemente logrados con Estados Unidos, la Unión Europea y Corea exige un esfuerzo significativamente mayor como país

para responder con éxito a las nuevas oportunidades de desarrollo social y económico;

Que, atendidos los considerandos antes mencionados, se ha estimado pertinente poner en ejecución un Programa destinado a fortalecer el aprendizaje del idioma inglés, que se aplicará en los establecimientos de educación básica y media que se indican; y

Visto: Lo dispuesto en las leyes N°s. 18.956 que reestructura el Ministerio de Educación; 18.962 Orgánica Constitucional de Enseñanza; Partida 09, Capítulo 01, Programa 04, Glosa 12 de la ley N° 19.915 de Presupuestos del Sector Público para el año 2004, artículo 70 del decreto ley N° 1.263 de 1975 y la resolución N° 520 de 1996 y sus modificaciones de la Contraloría General de la República,

Decreto:

Artículo 1°: Reglaméntase la ejecución del Programa de Fortalecimiento del Aprendizaje del Idioma Inglés, en adelante "el Programa", que se aplicará en los establecimientos de educación básica y media, ambas modalidades, regidos por el DFL. N° 2 del año 1998, del

Ministerio de Educación y por el decreto ley N° 3.166, de 1980.

Artículo 2°: El objetivo del Programa es mejorar el nivel de inglés que aprenden los estudiantes de 5° año básico a 4° año medio del sistema educacional subvencionado y del regido por el decreto ley N° 3.166, de 1980, a través de la definición de estándares nacionales para el aprendizaje del inglés, de una estrategia de desarrollo profesional docente y del apoyo a los profesores de inglés en las salas de clases.

Artículo 3°: Para el cumplimiento de los objetivos del Programa se contempla la ejecución de las siguientes actividades:

a) Contratar la elaboración, diseño, validación y aplicación de instrumentos y pruebas de medición diagnóstica, experimentales y censales, para medir niveles de aprendizaje de inglés en alumnos de enseñanza básica y media de los establecimientos educacionales antes mencionados.

b) Realizar talleres, jornadas y cursos de perfeccionamiento presenciales y a distancia para profesores de inglés, incluyendo programas de perfeccionamiento en el exterior para profesionales y talleres comunales, que serán organizados en coordinación con el Departamento Centro de

Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP) del Ministerio de Educación.

c) Contratar con especialistas, sean personas naturales o jurídicas, nacionales o internacionales, la realización de:

1.- Elaboración de estándares de aprendizaje del idioma inglés alineados a estándares internacionales.

2.- Diseño, implementación y evaluación de las actividades de perfeccionamiento docente, de programas de voluntarios de habla inglesa en los establecimientos educacionales referidos y de cursos y módulos de inglés técnico para áreas especializadas. 3.- Estudios para la evaluación del cumplimiento

de las metas del Programa.

d) Adquirir, producir, editar, diseñar, imprimir y distribuir material didáctico en todos sus formatos, para el fortalecimiento del aprendizaje del idioma inglés en los establecimientos educacionales antes mencionados.

e) Becas destinadas a la estadía de un semestre

DTO 221, EDUCACION

Art. único N° 1

D.O. 02.10.2007

académico en el extranjero de alumnos destacados de las carreras de pedagogía en inglés de las Universidades que hayan obtenido la acreditación institucional otorgada por la Comisión Nacional de Acreditación de Pregrado.

Estas becas se regirán por lo dispuesto en el decreto supremo N° 358, de 2001, modificado por el decreto supremo N° 193, de 2006, ambos del Ministerio de Educación.

f) Contratar todos los bienes, servicios e insumos necesarios que demande la ejecución y operación del Programa.

Artículo 4°: El Programa podrá efectuar todos los gastos que sean necesarios para el cumplimiento de sus objetivos, incluidos gastos de operación, gastos en personal, convenios de prestaciones de servicios con personas naturales o jurídicas nacionales y extranjeras, como asimismo gastos por concepto de alojamiento, alimentación y traslado de especialistas y/o participantes en jornadas de trabajo, talleres de capacitación, seminarios, y otras actividades similares.

Artículo 5°: La ejecución del Programa comprende la celebración de contratos y la ejecución de los actos jurídicos necesarios para la implementación de las actividades señaladas en el presente reglamento.

Artículo 6°: El Programa se financiará durante el año 2008 con cargo al ítem: 09.01.04.24.03.517, Glosa

DTO 231, EDUCACION

Art. único

D.O. 03.07.2008

10 de la Ley de Presupuesto para el Sector Público.

Anótese, refréndese, tómese razón y publíquese.- Por orden del Presidente de la República, Sergio Bitar Chacra, Ministro de Educación.- Nicolás Eyzaguirre Guzmán, Ministro de Hacienda.

Lo que transcribo a usted para su conocimiento.- Saluda a usted, María Ariadna Hornkohl Venegas, Subsecretaria de Educación.

“Indigenous Students’ Attitudes Towards ELT in Copiapó”
Camila Muñoz Torrejón
Romina Reinoso Contreras

EVALUATION COMMITTEE

SEMINAR ADVISOR

SIGNATURE

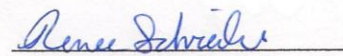
1. Dr. Elizabeth Torrico-Ávila



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