



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

**FACULTAD DE EDUCACIÓN
ESCUELA DE PEDAGOGÍA EN INGLÉS**

“A CORRELATIONAL AND DESCRIPTIVE STUDY OF THE PREPARATION
AND RESULTS FOR THE ENGLISH SIMCE IN 2012 AND 2014 AT THREE
SCHOOLS IN SANTIAGO”

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Seminar Director: Deisy Kelillytt Campos Galdames

Authors: Solange Andrea Garcés Rojas

Stephanie Jenifer Zepeda Pizarro

Carolyn Alejandra Vargas Olivos

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ABSTRACT

The origin of the gap between the results of public and private schools in English SIMCE is an interesting topic to investigate not only because it has called the attention of the authorities but also due to its intrinsic relation with the perpetuation of inequality in Chile. The number of hours dedicated to prepare students, how teachers are trained and how important this evaluation is for schools are important aspects to consider when evaluating the difference in test results scores.

For the understanding of this study, we will show you how three schools from different systems prepare their students for the English SIMCE test. In this sense, proper literature arises from the background of the National Curriculum Framework, the four Language skills, and the definition of Standardized Test. Besides, the data collected through a survey and observations provided by the researchers are examined in detail. After interpreting these pieces of information, conclusions and suggestions for future research are made.

KEY WORDS: Preparation, private, semi-private and public schools, results, English SIMCE.

RESUMEN

El origen de la brecha entre los resultados de un colegio público y uno privado en el SIMCE de Inglés es un tema interesante de investigar no sólo porque ha llamado la atención de las autoridades, sino que también debido a su intrínseca relación con la permanente inequidad en Chile.

El número de horas dedicado a preparar a estudiantes, cómo los profesores son preparados y cuán importante es esta evaluación para las escuelas son aspectos importantes a considerar cuando se evalúa la diferencia de resultados en la prueba.

Para realizar esta investigación nos pareció interesante analizar cómo tres colegios: particular, particular subvencionado y municipal preparan a sus estudiantes para rendir el SIMCE de Inglés. Al hacerlo, hemos analizado la literatura pertinente a este tema: los antecedentes del Marco Curricular Nacional, las cuatro habilidades del Lenguaje y la definición de Pruebas Estandarizadas. Además, serán examinados en detalle los datos recogidos a través de una encuesta y guías de observaciones obtenidas por los investigadores. Las sugerencias, interpretaciones y conclusiones de la información dada, servirán para futuras investigaciones.

PALABRAS CLAVE: Preparación, particular, subvencionado, municipal, resultados, SIMCE de Inglés.

CHAPTER I INTRODUCTION

1. General Introduction

The current SIMCE is a standardized test offered in Chile to evaluate the learning process of students in different grades and subjects in terms of contents and abilities according to the National Curriculum, to contribute with the improvement in the process of the quality and equality in Education. We have realized that this is the main instrument to evaluate quality education and the achievement of learning in students at Chilean schools.

Language and Communication, Mathematics, Natural Science and History were the first subjects evaluated. In this context, the English SIMCE test was first applied because of the current globalization requirements and the need for the country to measure the level of English at Chilean schools. Since public schools in Santiago have obtained poor results we have observed that the distance between private and public education might have been caused by the way students are prepared to answer the standardized test.

Therefore, we decided to explore this area by analyzing the presence or absence of preparation in public, semi-private and private schools and its influence in the results.

This training includes workshops, additional hours of the English subject, tests series, among others.

The issue will be discussed by comparing the strategies of preparation at schools through a survey in a correlational and descriptive study that will demonstrate the hypothesis that the hours dedicated to teach EFL in Liceo Villa Macul Academia, Liceo Polivalente San José de la Preciosa Sangre, and Manquecura Ciudad del Este are insufficient to prepare their students in third year of high school in order to obtain satisfactory results in the English SIMCE test.

The importance of this study lays in our future teaching labor and the effectiveness of our performance measured through the SIMCE test as it functions as a picture of the current education context.

1.1 Problem of study

Every two years each high school in the country is tested by a standardized procedure which assesses English knowledge; this test is called SIMCE. In spite of the fact that this test evaluates only receptive skills, which is consistent with the English teaching national public curricula, public schools have obtained unsatisfactory results. We have observed that the distance between private and public education may have a relation with the preparation of students.

1.2 General objective

To determine the relation between preparation for the English SIMCE in students of the third year of high school at Manquecura Ciudad del Este, Liceo Polivalente San José de la Preciosa Sangre, and Villa Macul Academia school and their results in 2012 and 2014.

1.3 Specific objectives

To determine if the number of ESL hours affects the English SIMCE results.

To compare the English SIMCE results of the three schools in 2012 and 2014.

To analyze the English SIMCE preparation of the three schools.

To relate the English SIMCE preparation with the English SIMCE results of the three schools in 2012 and 2014.

1.4 Research questions

What is the relation between English SIMCE preparation and the results obtained?

What is the effect produced by the preparation of SIMCE at schools?

Is the preparation related to better results?

1.5 Hypothesis

We present the following hypothesis that arises from this study:

The hours dedicated to teach EFL in Liceo Villa Macul Academia, Liceo Polivalente San José de la Preciosa Sangre, and Manquecura Ciudad del Este are insufficient to prepare their students in third year of high school in order to obtain satisfactory results in the English SIMCE test.

We will examine the presence or absence of SIMCE preparation of these three schools and their relation with the obtained results to support our hypothesis that the hours dedicated to teach EFL are insufficient. Therefore, preparation is necessary to be focused exclusively on English SIMCE to obtain satisfactory results.

CHAPTER II THEORETICAL FRAMEWORK

2. Introduction

In this chapter, we will examine the corresponding literature that arises in the previous discussion formulated in chapter one. We will include three main topics: National Curriculum Framework, Standardized tests, and the English SIMCE test.

In section §2.1, we will review the teaching of English as a foreign language (TEFL) in Chile by analysing the National Curriculum Framework and Curriculum Guidelines, which provide us with the fundamental guidelines for the national teaching of the English subject. Then, in section §2.2, we will present what have been defined as Standardized tests, their origin, standardized tests in Chile and language proficiency tests. Finally, in section §2.3, we will present the English SIMCE by identifying all its components for the understanding of this study.

2.1 National Curriculum Framework

2.1.2 Curriculum Guidelines

To begin with, the Teaching of English as a Foreign Language (TEFL) in Chilean education is based on the Curriculum Guidelines (In Spanish: Bases Curriculares). According to the Education Quality Assurance Agency (2013) (In Spanish: Agencia de Calidad de la Educación), the concept of Curriculum Guidelines is defined as the statement of the National Curriculum in accordance with the General Law of Education (In Spanish: Ley General de Educación - LGE) of 2009. They provide information to different agents of the education system about expected learning achievements of students.

In 2015, the National Council of Education (In Spanish: Consejo Nacional de Educación) established that the Curriculum Guidelines replaced the Mandatory Minimum Contents (In Spanish: Objetivos Fundamentales y Contenidos Mínimos Obligatorios-CMO) and the Fundamental Objectives (In Spanish: Objetivos Fundamentales - OF) that the Organic Constitutional Law on Education (In Spanish: Ley Orgánica Constitucional de Enseñanza - LOCE) included in 2006. Currently, the Learning Objectives (In Spanish: Objetivos de Aprendizaje - OA) are the main focus of the Curriculum Guidelines organized by subject and level. They define in

straightforward and clear language the expected learning goals for a given subject each academic year.

Consequently, the Curriculum Adjustment (In Spanish: Ajuste Curricular) in 2009 forced the Ministry of Education of Chile to design the new arrangements for the Curriculum Guidelines in 2013, e.g. there are no longer two different documents for the Curriculum Guidelines and Curricula (In Spanish: *Programas de Estudio*) as in previous years. The Curriculum and Evaluation Department (In Spanish: *Unidad de Curriculum y Evaluación*) made an effort in the simultaneous preparation of the documents for the internalization of the content in teachers when they have them all integrated. This is represented in the following figure:

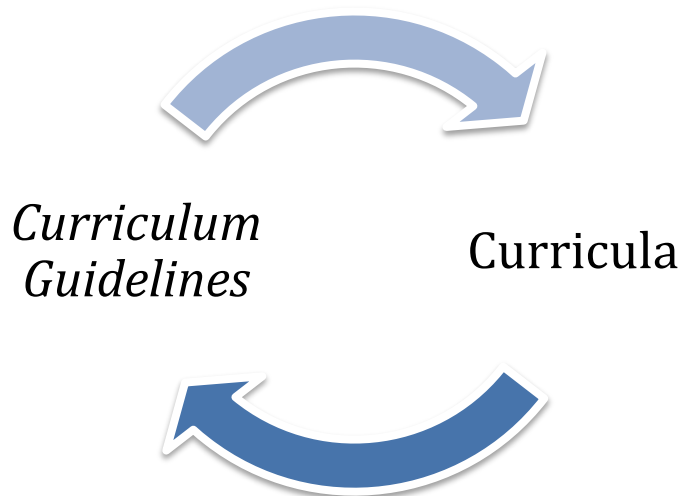


Figure 1. Curriculum Guidelines and Curricula document

To further elucidate the concept we will mention the Curriculum Guidelines and English Curricula as:

[...] The expected learning outcome for all students throughout their school path. It is mandatory and the point of reference for the English subject Curriculum, progress maps, textbooks and the design of the SIMCE. The Curricula (In Spanish: *Programa de Estudio*) defines the didactic organization of the academic year to achieve the fundamental objectives previously defined in the curriculum framework by subject and level. These study programmes elaborated by the Ministry of Education establish the learning outcomes by semester or units. They provide different examples of teaching activities, methodology, and evaluation guidelines to encourage the work of teachers in the classroom, these examples and guidelines have a flexible and general nature, so they are able to change according to different educational realities (Objetivos fundamentales y Contenidos Mínimos Obligatorios de la Educación Básica y Media, 2009).

Moreover, we will focus on the Curriculum Guidelines in the English subject. It is important to recognize the English language as a communicative tool for students in a global context, considering the learning of English as a way of facing the demands of society and contributing to the understanding of their mother tongue. Additionally, the English language is mentioned as a tool with which to interact in simple communicative situations (Bases Curriculares, 2013).

Likewise, the use of ICT (Information and Communication Technology) is mentioned as a useful resource when learning a second language. It offers a wide range of possibilities via audio, video, recording, and online platform, among others. These resources are considered a way to increase the motivation of the students and to enhance their learning experiences by offering authentic material (Bases curriculares 2013).

The Curriculum Guidelines in the English subject identify the development of the four language skills as well as the influence of different approaches, as the essential guidelines such that the learning process of students can be successfully achieved.

2.1.3 The four language skills

The Curriculum Guidelines of the English subject consider, as mentioned before, the four language skills: reading, listening, writing and speaking. These are called Axes (In Spanish: Ejes) in the document. Within this group, there are two subcategories: receptive and productive skills. This is summarized in the following figures:



Figure 2. The four language skills

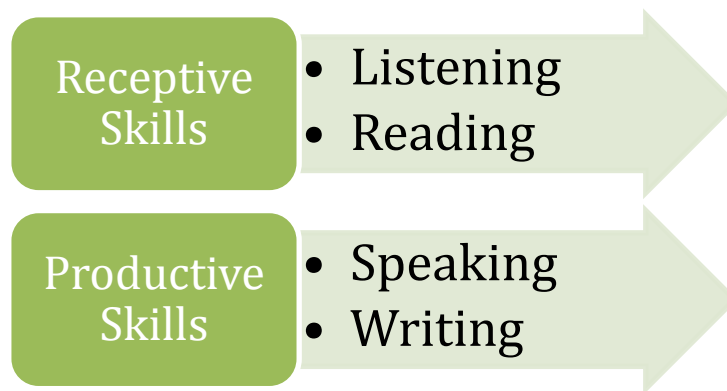


Figure 3. Receptive and productive skills

It is important to mention that the document does not consider each skill as an isolated ability to work with. They are all interconnected and the teacher must know how to make them work all together in a coherent and fluent way. It is mentioned separately to help in its understanding.

The listening skill, according to the Curriculum Guidelines (2013), consists of the capability to listen to the given information and to understand it. Its relevance relies on the fact that it is an opportunity to expose students to a comprehensible input. The theory of comprehensible input, proposed by Krashen (1985) is explained as:

The Input Hypothesis claims that humans acquire language in only one way- by understanding messages, or by receiving ‘comprehensible input’... are able to understand language containing unacquired grammar with the help of context, which includes extra-linguistic information, our knowledge of the world, and previously acquired linguistic competence.

In simple words, the need for a comprehensible input is essential for second language learners as it offers the possibility to link auditory stimulus with the previous

knowledge of the individual plus context and situation understanding.

Then, the Curriculum Guidelines mention the reading skill as an important part of the language learning process. It is considered as part of the comprehensible input the students can be exposed to in the English subject. The main aim of the reading comprehension is defined as: “an essential tool that allows the access to new knowledge, interesting topics and aspects of the English culture” (Bases Curriculares, 2013).

There are other authors such as Rivers and Temperley (1978) who established different reading purposes that are possible to accomplish by the ability to read in a second language: to obtain information, to obtain instructions on how to do some task, to act in a play, play a game, do a puzzle, to keep in touch with friends by email, to know when or where something will take place or what is available, to know what is happening or what has happened (newspapers, magazines, reports) and for enjoyment or excitement. These activities are highly interesting for students of English at school, as they are not forced to read technical texts, but they can go through a variety of readings such as e-mails, blogs, job advertisements, among others.

The oral expression or speaking skill involves the potential to communicate in an oral way any message the learner wishes to convey. Authors such as Richards, Platt & Weber (1985) distinguish the communicative competences that are divided and explained as:

(a) Linguistic competence: knowledge of the grammar and vocabulary of a language.

(b) Discourse competence: knowledge of rules of speaking, these rules are shown by:

- Knowing how to begin and end conversations.
- Knowing the context of speech events and the topics that can be talked about
- Knowing forms of address depending on the situation.
- Knowing how to use and answer to acts of speech such as requests, apologies, thanks, and invitations.

(c) Sociolinguistic competence: knowing how to use language appropriately in the context of a society.

(d) Communicative strategies: knowing how to use paralinguistic features, e.g. non-verbal communication (mime, gesture or repetition).

Thus, the purpose of the speaking skill is to “provide the expression strategies and

tools to talk in given situations helping with anxiety. It can be motivated by the need to express oneself in another language” (Bases Curriculares, 2013).

Finally, the Curriculum Guidelines (2013) consider the writing skill as a communicative tool in which students face daily-contextualized situations with relevant information and clear purposes. The written production is presented as “the possibility for students to express ideas and communicate relevant messages in the same way as oral production does.”

Nation, I.S.P. (2009) presents some instructions for teachers who need to practise their writing skills:

With writing, as with other skills (listening, speaking and reading), it is useful to make sure that learners are involved in the meaning-focused use, language-focused learning, and fluency development. It is also important to make sure that the uses of writing cover the range of uses that learners will require in their daily lives. These can include filling forms, making lists, writing informal letters and business letters, note-taking, and academic writing. Each of these types of writing involves special ways of organising and presenting the writing.

2.1.4 Linguistic contents

When we teach English as a foreign language, it is essential to consider different aspects and contexts around the learning process, as well as, the linguistic contents to be covered such as lexis, pronunciation or grammar (even though pronunciation is not described in this section as it is not considered in the Curriculum Guidelines of 2013).

In Lexis, words are the smallest structure of a language, but this does not mean they are not important; on the contrary, their importance lies on their different meanings and the possible forms they can have when they change structure by adding affixes or suffixes. We should not forget also the variety of words we can have when we consider synonyms or antonyms. But most importantly, we need to have few things clear about vocabulary when it comes to learn this language. Nation, I.S.P. (2009) declared:

The more knowledge of words helps in the reading of a text as it contributes to get a higher degree of fluency and reading comprehension. At the same

time, it allows the reader to use part of the context to infer the meaning of new words.

That is why English curricula emphasize on thematic units, where a thematic vocabulary gives the student a broader concept of the language in use. We also need to mention a little contribution from the Spanish language in terms of cognates and Latin-like words.

Grammar corresponds to the second most important aspect of the English language. It is the one that provides the sentences structure (syntax) and the meaning to a group of different utterances, which can change depending on the context they are placed in. The study of this subject, i.e. grammar, is quite important because it is the structural base of the language and it will provide all the elements we need to express in a second language. However, in the Chilean TEFL it exists a different approach shown in the Curriculum Guidelines (2013) “the significant and contextualized use of the language implies that structures and forms of it should be considered more as a communicational support in a real language context and not as a content itself [...]”.

2.1.5 Influential approaches

It is important for teachers to recognize the different approaches in the English as a foreign language teaching process. These approaches according to Brown, H (2000) are defined as the theoretical positions and beliefs about the nature of a language, and language learning, and the applicability of both in pedagogical settings. In simple words, the approaches are the way we understand and conceive the teaching process.

The Curriculum Guidelines (2013) explain the learning strategies used by students such as actions, behaviours, and techniques involving cognitive, social or affective processes to improve their second language learning.

We will discuss the most common approaches and the ones included in the Curriculum Guidelines of 2013:

- 1) **Natural Approach:** It is based on the theory of Stephen Krashen and Terrel (1983) with the concept of using the language in communicative situations.

- 2) **Cooperative Language Learning:** It is a concept where students from mixed levels of ability are organized into groups in order to improve their learning processes by the exchange of information between learners in social interaction, powered and helped by motivation. This is similar to the socio cultural theory of Vygotsky (1979) that explains how humans learn in the context of a society.

- 3) **Content-Based Instruction:** A teaching technique in which the main focus is on the information that the students will acquire within other linguistics aspects. With this approach, learning can be meaningful due to its contextualized form. This is reflected on the English Teaching main purpose, which is to use the language for communication.

- 4) **Task-Based learning:** In this approach, a lesson is not pre-determined about the grammar, but the lesson is based on a central task and the language studied is determined by what happens and what students need to complete in the given tasks. In order to achieve the goal, students need to follow different stages in which they are exposed to a strong communicative approach where they spend a lot of time talking and improving their speaking and listening skills.

2.2 Standardized tests

2.2.1 Origin

A standardized test is defined as:

Any form of test that requires all test takers to answer the same questions, or a selection of questions from common bank of questions, and in the same

way, that is scored in a “standard” or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students (Abbot S, 2014).

The concept of standardized tests in Chile is considered by the Education Quality Assurance Agency (2015) as the main instrument used to compare learning achievements of students with other countries. Its purpose is to evaluate the Chilean educational system, identifying which are the key elements for a quality education. It also provides factors and background information that contribute to the learning process and gives an idea of the skills and abilities of students.

These tests have been used to satisfy different needs in the educational area and they are considered the most important element, and maybe the most relevant, according to Koretz (2002) to delimit schools and teachers responsibility. Jacob (2001) established that standardized tests are positively related to academic achievement. However, the positive effects of standardized tests have been criticized because it is considered that the test has a positive effect on a minimal percentage of the population, especially in those who can obtain good results.

Most of the students perceive tests as an excessive pressure, and according to some studies and surveys, as they get older, students feel more worried, anxious, bored, threatened or disinterested in standardized tests (Paris, 1991). Also, it has been criticized because the majority of the tests used in Latin America are developed in

very different contexts from the Latin American countries, which consequently provides an inappropriate, invalid and unreliable use.

Standardized tests can be composed of essay questions, short-answer questions or a mix of both question types apart from true-false and multiple-choice items in their format. The two types of questions previously mentioned are commonly used for evaluating situations on a large-scale because computers can check and score them quickly, cheaply and consistently. On the other hand, essay questions need to be checked and scored by humans using a rubric or guideline in order to promote consistent evaluations even though it is considered less efficient, subjective and an expensive option (Abbot S, 2014).

The first standardized tests were used in China in imperial examinations for recruitment into service during the Sui dynasty (581-618). The test was designed so as to guarantee the governance of the most capable person, preserving a framework of social justice. From 605 to 1905 the civil service examination played a very important role in Chinese life, in which the first test takers had to answer questions based on classical culture and philosophy. Through years, the test added other skills for evaluating the candidates, e.g. poetry composition, written memorization of Confucian classics, essays and poems; oral interviews and oral examinations about policy issues. The civil service examinations were eliminated in 1905 in the Qing dynasty (1644– 1912) (Elman, 2009).

The Stanford-Binet intelligence test was designed in 1916, introducing the term *Intelligence Quotient* for the first time, defining the features of current educational measurement. Standardized testing became commonplace with the entrance of the United States in the 1st World War. After the war, the tests delivered by civil services served as models to other standardized intelligence tests. However, the testing fervor diminished from 1950 and then movements against these practices began to appear. Nowadays, standardized tests are used worldwide, mainly to determine which school or college a student will attend.

2.2.2 Standardized Tests in Chile

The Education Quality Assurance Agency evaluates and guides schools in order to give the same educational opportunities to all students. For that reason, they are evaluated mainly with two standardized tests:

SIMCE

SIMCE (In Spanish: Sistema de Medición de la Calidad de la Educación) is the acronym of the Chilean Education Quality Measurement System. Its origin dates back to the beginning of the 80s, but its annual application began in 1988.

Since 2012, SIMCE has been the evaluation system that the Education Quality Assurance Agency uses to evaluate the learning results of Chilean schools, testing contents and skills achievement of the current curricula in different subjects and levels through standardized tests applicable to all the students of the country.

The procedure consists in evaluating some subjects of specific levels and then, the results of the measurement are published to the whole community. Apart from the tests related to the curricula, SIMCE collects information about teachers, students, parents, and tutors through questionnaires in order to analyze and contextualize the results of SIMCE tests.

English SIMCE test

The English SIMCE is a mandatory standardized test that, since 2010, the Education Quality Assurance Agency applies biannually to all the third-year high school students in the country. The test is census-based and is adapted and based on Key English Test (KET) design by Cambridge English Language Assessment. This test is divided into two sections: Reading and Listening Comprehension.

The test scores 100 points and the results of this test are graded according to the Common English Framework of References (CEFR) which classifies the results in three levels: A1 (the lowest), A2 and B1.

PSU

PSU (In Spanish: Prueba de Selección Universitaria) is the acronym of the Chilean University Admission Test. Its origin dates back to 2003, replacing the Academic Aptitude Test (in Spanish: Prueba de Aptitud Académica – PAA).

According to the agency responsible for managing the selection system for higher education (In Spanish: Departamento de Evaluación, Medición y Registro Educacional - DEMRE), the PSU is a set of four standardized multiple-choice tests designed to assess academic preparation for college and used to select candidates to continue their higher education studies in Chilean universities.

This test includes two mandatory tests: Mathematics and Language and Communication, and two optional or elective tests: Science (i.e. Biology, Physics, Chemistry and Professional Technical Skills) and History, Geography and Social Sciences. It is important to take one of the elective tests according to the requirements established by each university as part of the admission criteria for any undergraduate degree programs.

The PSU is based on the high school curricular framework, focusing on the Mandatory Minimum Contents and Fundamental Objectives to describe the measurable skills and knowledge that students need for academic success at the university level.

2.2.3 English Language Proficiency Tests

Language Proficiency Tests are initial diagnosis tools used to evaluate and certificate the general communicative competence and use of language required of the candidates to apply for a job, an academic program, to obtain a grant or to start a language course. In this case, we will focus our attention on English language proficiency tests.

There is a variety of internationally recognized tests to certificate English proficiency. The most important tests are TOEFL (including TOEFL iBT) and IELTS. These tests are taken by students who are willing to study in college and to obtain a grant or to start an English language course, and by English language students who want to measure their progress. Also, the tests are valid for workers who request an Immigration Visa in countries like Australia, Canada, The United States and New

Zealand. The type of test each student must take and the minimal score required depends on the chosen country of study.

TOEFL (Test of English as a Foreign Language) is an English Language proficiency test created by Educational Testing Service (ETS), an American Educational nonprofit organization, in 1964. It is specifically oriented to nonnative English speakers, measuring the four essential language skills.

There are different types of TOEFL: paper based or internet based, but the most common and complete is TOEFL iBT (Internet Based TOEFL). This taken online and evaluates the ability of students to use and understand the English language at university level, combining their listening, speaking, reading and writing skills to complete academic tasks. It is taken more than 50 times a year in the authorized testing centers around the world.

IELTS (International English Language Testing System) is an English language proficiency test officially used to assess candidates that want to study or work in the United Kingdom and other countries in the European Union, Australia, Canada, the United States and New Zealand. It is managed by the British Council, Cambridge English Language Assessment and International Development Program of Australian Universities and Colleges (IDP), since 1989.

IELTS, in contrast to TOEFL, is paper based, and the speaking section is face-to-face with a teacher. It is scored on a scale from 1 to 9. IELTS has two modules: Academic Training or General Training. The first one is designed for people willing to study at undergraduate or postgraduate levels in the United Kingdom, the United States, Australia, Canada, and New Zealand. The General Training is designed for those people who are thinking about an internship, finishing secondary school using English as an instruction tool or asking for Residence Visa in Australia, Canada or New Zealand. Both modules include four sections: Listening (40 minutes), Reading (60 minutes), Writing (60 minutes) Speaking, individual interviews (10 to 15 minutes).

In addition to the two mentioned tests, there are other five English proficiency tests designed by the University of Cambridge, mainly used for college admission process in English speaking countries especially in the United Kingdom and the European Union. These tests evaluate people that study English as a foreign language in all the skills and comprehension levels. These tests are internationally recognized as English proficiency tests, and the certificate provided to the test takers is valid for life in contrast to TOEFL and IELTS that lasts two years. A short description of each test designed by the University of Cambridge is included below:

- CPE (Certificate of Proficiency in English) is the highest-level proficiency test. It is accepted in the majority of British and European Union universities. It demonstrates

the language knowledge of students practically as a native English speaker they can use it in almost every single activity or situation at an exceptional level i.e. level C2 of CEFR. The test lasts four hours and is divided into four parts: reading and use of language, writing, listening, and speaking.

- CAE (Certificate in Advanced English) evaluates a high level of English proficiency. It is accepted in the majority of British and European Union universities, and Australia. It evidences that students are able to work professionally with the language at level C1 of CEFR. The test lasts about four hours.

- FCE (First Certificate in English) evaluates an upper intermediate level of English proficiency. The test taker has to know grammatical structures correctly, to have a wide vocabulary and manage communicative strategies. It is recognized in the industrial area and thousands of universities around the world. It demonstrates that students can use every day written and spoken English for employment or educational purposes at level B2 of CEFR. The test lasts four hours and consists of 5 parts: reading, writing, use of English, listening and speaking.

- PET (Preliminary English Test) is an intermediate proficiency test that evidences language skills in everyday situations, in which the test taker is able to use English at level B1 of CEFR for general purposes without help. The test lasts about 2 hours and

20 minutes and consists of 3 parts, the first for reading and writing skills, the second for listening skill and the last part for the speaking item.

- KET (Key English Test) is the first step in Cambridge tests. It is designed for elementary English students and evidences their elemental and general English proficiency to communicate in simple situations at the A2 level of CEFR. The test lasts about 2 hours and is divided into 3 parts: reading and writing, listening and speaking.

Other tests used to determine the people's level of English for a specific purpose are:

ETAAPP or English Test Adaptive for Academic and Professional Purposes is a test used in national and European academic institutions to check the level of English of candidates for academic seminars, diploma programs and post degree programs. ETAAP is used as an initial diagnosis tool in academic scholarship competences. Also, it is used to apply for a job and to elaborate a preparation study for international tests such as TOEFL, GRE or GMAT. The test lasts about 3 hours and is divided into 4 parts related to the four main language skills.

GMAT or Graduate Management Admission Test assesses the linguistic, mathematical and logical skills that Business Administration candidates have, specifically for starting MBA (Masters in Business Administration). GRE or Graduate Record

Examination is designed for students applying to graduate programs related to Education, arts, humanities, social sciences, natural sciences, among others.

2.2.3.1 Key English Test: KET

Key English Test (KET) is the basic Cambridge English proficiency test. As it was previously mentioned, this test is designed for elementary English students to proof their English ability for communicating in simple situations in which they can understand and use basic phrases and expressions, understand simple written English, interact with English speakers at a basic level, introducing themselves and answering basic questions about themselves. KET evaluates all four English language skills and can be answered in the paper based or computer based format.

The English SIMCE tests of 2012 and 2014 were designed based on KET. It is mandatory for each Chilean student of third grade of high school. This test lasts about 2 hours and is divided into 3 parts:

Reading and writing section: In this part of the test, the test taker has to show that he or she can read and choose the correct words, select the correct order of sentences, spell words correctly, complete texts with information, write a short text, understand

real-world notices and simple written information such as signs, brochures, newspapers and magazines. It lasts 1 hour and 10 minutes.

Listening section: The test taker has to show that he is able to listen to relevant information in short and long conversations and monologues and understand announcements and other spoken material when people speak reasonably slowly. It lasts 30 minutes.

Speaking section: The test taker has to show that he can take part in a conversation by asking and answering simple questions. This part is answered face to face with one or two other test takers and two examiners. This makes the test more reliable. It lasts 8-10 minutes.

The results of KET are classified according to the CEFR level:

Cambridge English: Key – Level B1: Pass with Distinction. Exceptional students sometimes show ability beyond Level A2. If they achieve a Pass with Distinction, they will receive the Key English Test certificate stating that they demonstrated ability at Level B1.

Cambridge English: Key – Level A2: Pass with Merit, Pass. If a student achieves a Pass or Pass with Merit in their exam, they will be awarded the Key English Test

certificate at Level A2. Reaching this level is an important step in learning to use English to communicate in real-life situations, and gives you an internationally accepted certificate.

Level A1 certificate: It is important to recognize the achievement of students, even if they do not reach Level A2. If someone's performance is below Level A2 but falls within Level A1, he or she will receive a Cambridge English certificate stating that he or she demonstrated ability at A1 level.

2.2.3.2 Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (abbreviated to CEFR, or CEF) is an international standard that determines language proficiency of students. Its origins date back to the 70s as the main part of a Modern Languages project supported by the Council of Europe. In 2011, the Council of Europe made a resolution document recommending the CEFR to validate language proficiency.

As the Statement of Result of Cambridge English tests establishes:

All the Cambridge English exams are designed in accordance with the principles and approach of the CEFR. This makes it easy for employers,

schools, universities and other institutions to find out whether your English is at the right level for them by looking at your certificate or statement of results (Cambridge English Language Assessment, 2014).

The Council of Europe states that CEFR main aim is:

To provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (Council of Europe 2001a: 1).

CEFR is formed by three groups: A, B, and C. These groups are divided into two, resulting in six main levels fluctuating from A1 (beginner) to C2 (advanced). These levels of language proficiency took an important role in the design of the later assessment, syllabus and the basis for curriculum.

The CEFR levels for the English language are detailed in a global scale (see table below) made by English Profile, a global research program that helps learners,

teachers, and interested people to understand the CEFR and the learning achievements for each level. In this global scale it is specifically described what students can do with English at the six levels:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors, and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of

		personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 1. The Global Scale descriptors for CEFR levels¹

2.3 The English SIMCE

2.3.1 The SIMCE concept

Based on the SIMCE Technical Report (2013) the SIMCE concept is exposed as:

¹ [Council of Europe 2001, 24]

Education Quality Measurement System (In Spanish: Sistema de Medición de Logros de Aprendizaje - SIMCE). This system applies annual standardized tests to Chilean students with the goal of improving the quality and equality of education by communicating the learning achievements of different areas of the National Curriculum, and considering the educational and social environments in which students learn. The SIMCE has applied these evaluations for about 25 years.

However, for Pino (2014) it is precisely the SIMCE name one of the biggest problematic issues that comes with it:

Their acronym refers to a measurement, but in practice, it is used as a system of evaluation that provides accountability. Therefore, when we discussed the SIMCE, the issue is not about an instrument of particular measurement, but on the system of educational evaluation that should exist in Chile².

This is closely related to Eyzaguirre and Fontaine (2000) who mentioned the disadvantages of mass screening when assessing. Thus, as the only instrument used to take relevant decisions about evaluating teachers or academic future of students. The mass screening can even determine the National Curriculum or the content of the

² In this debate, Alto al SIMCE has been the main agent in current discussions.

textbooks. Consequently, these tests give a disproportionate endeavor in the educational context.

A different point of view is given by the Technical Report (2013), which established:

The SIMCE tests have as the main goal to evaluate the learning of students in different levels and subjects, in terms of contents and abilities from the National Curriculum, contributing to the quality and equality improvement process in Education.

As Teachers Guidelines for SIMCE 2014 (In Spanish: Orientaciones para Docentes) exposed: “The SIMCE results give information about the learning of students placing them in a national context and also, in third grade of high school, an international context”. This can be reflected in the following table:

Month	Grade	SIMCE tests
November	Second	Reading Comprehension
	(National context)	Mathematics
		Natural Sciences
	Third	English

(International context)	<ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension
-------------------------	--

Table 2. SIMCE tests according to grade of secondary school

According to SIMCE Guidance for Teachers (2014), the evaluation requirements of students in the last English SIMCE at high schools are summarized in the following table:

	STUDENTS EVALUATED	<ul style="list-style-type: none"> • Every student enrolled in third grade of high school in 2014. • Also, foreign students of Spanish-speaking background.
	ASSISTANCE	<ul style="list-style-type: none"> • Schools have to promote the students assistantship to have results that can be valid and representative of the total students enrolled in the educational system.
GENERAL INFORMATION	STUDENTS WHO DO NOT TAKE THE ENGLISH SIMCE	<ul style="list-style-type: none"> • Students presenting health temporary problems. • Students exempted from English with a medical certificate emitted by an accredited professional. Students whose mother tongue is English.

<p>STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (In Spanish: ESTUDIANTES CON NECESIDADES EDUCATIVAS ESPECIALES PERMANENTES (NEEP))</p>	<ul style="list-style-type: none"> • The Supreme Decree N° 170 establishes that these students take the SIMCE tests. However, there is no different rating scale when calculating their total score. • Students with NEEP that present partial or total visual or motor disability being not able to manipulate independently the tests can be exempted.
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Table 3. Evaluation requirements of students in the last English SIMCE at high schools

It is estimated that students have a maximum of 90 minutes to complete the SIMCE. It has a pencil and paper format. It is presented in a printed booklet in which the cover requires the personal information of the student and the general instructions³.

2.3.1.1 Origin

The interest in standardized tests to evaluate the learning of students in a national level arises in the educational reform from the 60s.

³ In the general instructions are considered the format of the questions, the total time, how to answer and what to do in case of doubt.

The first standardized test in Chile was created in 1967 named as The National Test (In Spanish: Prueba Nacional) for eight grade of primary school and applied annually until 1971.

Then, a new system of measurement was included in 1982 known as the Evaluation of Educational Achievements Program (In Spanish: Programa de Evaluación del Rendimiento Escolar - PER) for fourth and eighth grade of primary school administered by *Pontificia Universidad Católica*. As in Eyzaguirre and Fontaine (2000) explained:

One of the objectives of PER was to provide the learning achievements results to each student, institution, and tutors. This information was considered one of the most crucial instruments to begin with the voucher system⁴ in which tutors and schools have an essential role in the educational decisions [...] By then, it was considered important that an external entity could implement the national evaluations, thereby avoiding Ministry of Education responsibility.

For the voucher system, it was essential the publication of the results, but it was not until 1995 the results became public for the first time. The PER test was administered

⁴ The voucher system consists of financing the public and semi-private education via voucher (bonus) given to establishments for each student enrolled. The amount is determined by the number of days the student assist. If the student changes school the voucher goes with him (Eyzaguirre and Fontaine, 1999).

by Investigation and Technology Department of the *Pontificia Universidad Católica* (In Spanish: Departamento de Investigación y Tecnología de la Universidad Católica-DICTUC).

Between 1985 and 1986 the PER was replaced by SECE (In Spanish: Sistema de Evaluación de la Calidad de la Educación) administered by the Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas - CPEIP of the Ministry of Education. Nonetheless, during this period, no national test was applied and it was limited to analyze the previous data collected from the PER.

The current system of measurement, SIMCE, was implemented in 1988. At first, it was a simultaneous administration between the Ministry of Education and the *Pontificia Universidad Católica*. It was in 1992 when the Ministry of Education assumed overall responsibility of the national evaluation system (Eyzaguirre and Fontaine, 1999). The national system of measurement history can be summarized in the following table:

Year	System of Evaluation	Institution
1967 – 1971	National Test	Ministry of Education
1982 – 1984	PER	DICTUC
1985 – 1986	SECE	CPEIP

1988 – 1991	SIMCE	Universidad Católica
1992 – nowadays	SIMCE	Ministry of Education

Table 4. National System of Measurement history

For the purpose of this investigation, we consider the implementation of different subjects in the SIMCE system over the last years. This can be reflected in the following table:

LEVEL	SUBJECT	2012	2013	2014	2015
Eighth grade	Language and Communication		✓	✓	✓
	Mathematics		✓	✓	✓
	Natural Sciences		✓		✓
	History, Geography, and Social Sciences			✓	
	Physical Education	✓	✓	✓	✓
Second grade of secondary school	Language and Communication	✓	✓	✓	✓
	Mathematics	✓	✓	✓	✓
	Natural Sciences			✓	

	History, Geography, and Social Sciences				✓
	TIC's		✓		✓
Third grade of secondary school	English	✓		✓	

Table 5. Implementation of subjects in the SIMCE system over the last years

2.3.2 The English SIMCE implementation

The English subject has become more important in the National Curriculum, as a necessity to provide tools for Chilean students to be able to deal with the global context. As a result, the Education Quality Assurance Agency applies the English SIMCE for every student of third grade of high school since 2010. The test is applied biannually. It is available for English teachers in two sections: Reading and Listening Comprehension⁵.

⁵ The reason of evaluating exclusive receptive skills is because the SIMCE tests evaluate knowledge and abilities measured only by pencil and paper (Orientaciones para Ed. Media SIMCE 2014) (2014).

Also, two aims can be distinguished according to SIMCE Teacher Guidelines (In Spanish: Manual del Profesor SIMCE 2014):

Firstly, to exemplify the types of questions, texts, and conversations in which students will face in real life in each section of the English SIMCE. Secondly, to provide pedagogical analysis about the learning achievement of students in each section, in which teachers can have a general diagnosis of the level of students in receptive skills (Manual del Profesor SIMCE Inglés, 2014).

2.3.3 The English SIMCE concept

In SIMCE Guidance for Teachers (2014), the receptive skills are mentioned as:

The English SIMCE evaluates the receptive skills corresponding to levels A1, A2, and B1 from the Common European Framework Reference of Languages (CEFR) presented in the Fundamental Objectives and Minimum Contents from The Curricular Adjustment in 2009 Decreto N° 254 in the English subject of high school.

Even when the English SIMCE was implemented in 2010, there is no evidence available about providing essential information in the initial teaching education process.

2.3.3.1 Components parts

The English SIMCE has been based on either Cambridge ESOL Examination or TOEIC Bridge as the external providers during 2010, 2012 and 2014. The following table summarizes it:

	External Providers
English SIMCE 2010	ETS Educational Testing Service - TOEIC Bridge
English SIMCE 2012	Cambridge ESOL Examinations – KET
English SIMCE 2014	Cambridge ESOL Examinations – KET

Table 6. External Providers of the English SIMCE

The last English SIMCE contained 80 questions divided into two sections: Reading Comprehension in which students read authentic short texts related to informative articles, advertisements, among others. Students have forty-five minutes to answer. Then, listening comprehension item in which students listen to short conversations.

Students listen to twice each of them. Instructions and examples are provided in the recording, students have thirty minutes to answer. The following table summarizes it:

Reading Comprehension	50 questions
Listening Comprehension	30 questions

Table 7. Number of questions in the English SIMCE

The listening comprehension section also included a written format in which students within a maximum time of eight minutes transfer all the answers to the answer sheet.

The reading comprehension section consists of four brief articles and can be distinguished between seven and eight multiple-choice questions. These two sections combined both multiple-choice questions and matching (Manual del Profesor SIMCE Inglés, 2014).

2.3.4 The impact of the results

For the purpose of this study, we will analyze the results of the English SIMCE in 2012 and 2014 that we consider relevant as a proof of the implementation of this test. It includes socioeconomic groups of students and administrative dependences of schools.

As English SIMCE results (2012) consider the total test score corresponding to the average of the scores reached in each skill. The national average score resulted in forty-nine points as the national result. For the listening item, we found an average score of forty-nine points and forty-eight points for the reading item. This is summarized in the following table:

ENGLISH SIMCE	AVERAGE SCORE
LISTENING COMPREHENSION	49
READING COMPREHENSION	48
RESULTS	49

Table 8. Average score of English SIMCE

As mentioned in section §2.2.2, the English SIMCE total score is 100 points. Each point category represents a level of the CEFR. The National Report of SIMCE results in 2012 (In Spanish: Informe Nacional de Resultados SIMCE) presents some descriptions for each level. According to these levels it is expected students will be able to:

B1: To understand the main points of clear standard information about familiar issues that regularly happen at work, at the parking lot, during free time, among others.

To solve most of the situations presented when travelling to English speaking countries.

A2: To understand sentences and expressions frequently used about immediate relevant areas (e.g. personal and familiar basic information, shopping, local geography, work).

A1: To understand and use everyday expressions and basic phrases with the purpose of satisfying specific needs.

“Only students who reach A2 or B1 receive a certification of their English level given by Cambridge ESOL Examination, an institution globally recognized” (Informe Nacional de Resultados SIMCE, 2012).

According to Learning Results Handout (2014) (In Spanish: Entrega de Resultados de Aprendizaje) the percentage of certificate students are summarized in the following figure:

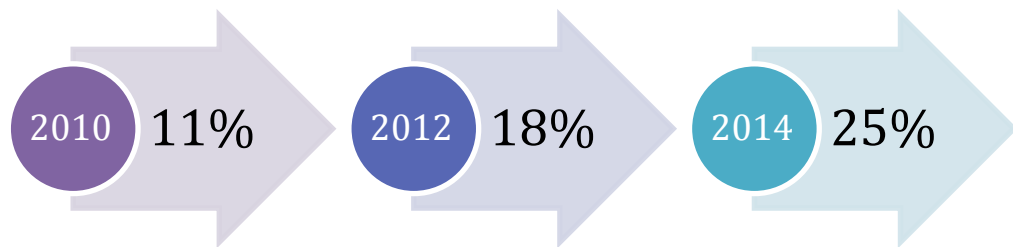


Figure 4. Percentage of certified students of SIMCE 2010, 2012 and 2014.

The National Report of SIMCE (2012) explains that the learning goals are determined for internal and external factors for the educational institution. The quality development of teachers on the specific subject and school management are examples of internal factors that an institution can improve. On the other hand, the socioeconomic rank of the students or the educational levels of parents are external factors that the institution cannot improve. Consequently, it is appropriate to compare institutions that have students with similar social and economic characteristics. For this, the SIMCE established five socioeconomic groups: low, medium-low, medium, medium-high and high. Variables considered for this classification are:

- Educational level of parents (expressed in years of study).
- Monthly household income reported by tutors through SIMCE questionnaires.
- Vulnerability Index (In Spanish: Índice de Vulnerabilidad del Establecimiento-IVE) calculated by the National Scholarship and School Aid Board (In Spanish: Junta Nacional de Auxilio Escolar y Becas-JUNAEB).

As stated by Entrega de Resultados de Aprendizaje (2014), there is a big socioeconomic gap in the certification of students, evidenced in the following figure:

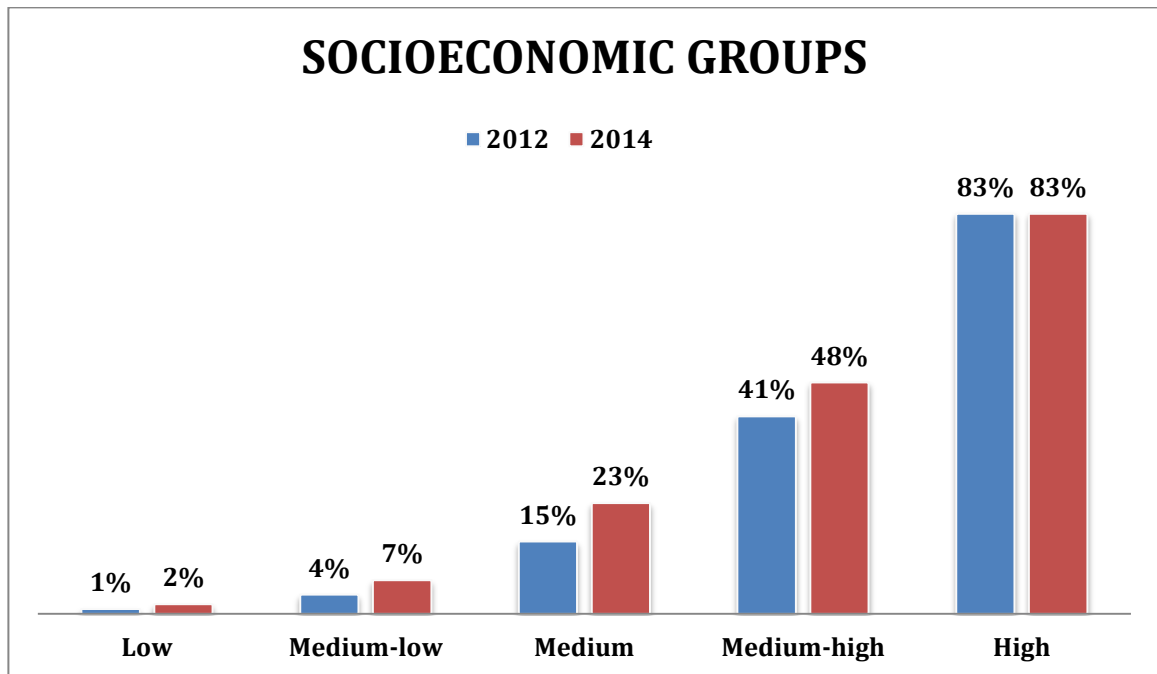


Figure 5. Difference in certified students by socio economic groups

This chart illustrates the difference between percentages of certified students by socioeconomic groups in 2012 and 2014. As is shown by the graph, the high group has the largest number of certified students while in the low group the number dropped dramatically. It fell to a low of only 1% in 2012 and 2% in 2014. It is clear from the graph the big socioeconomic gap in which most certified students arises from medium groups upwards leaving the lowest levels aside.

The Informe de Coyuntura de Resultados SIMCE (2014) declared that:

The Ministry of Education of Chile omitted the information of administrative dependences of schools in SIMCE results of 2014, showing a worrying signal of lack of transparency and a sense of not being interested in exposing relevant information for reasons that seemed to be more ideological than technical.

So, we will use the English SIMCE results of 2012 as a reference because of its availability. According to English SIMCE Results (2012), the category of administrative dependence of schools indicates an important difference in students that receive certifications from private, semi-private and public schools. This is represented in the following figure:

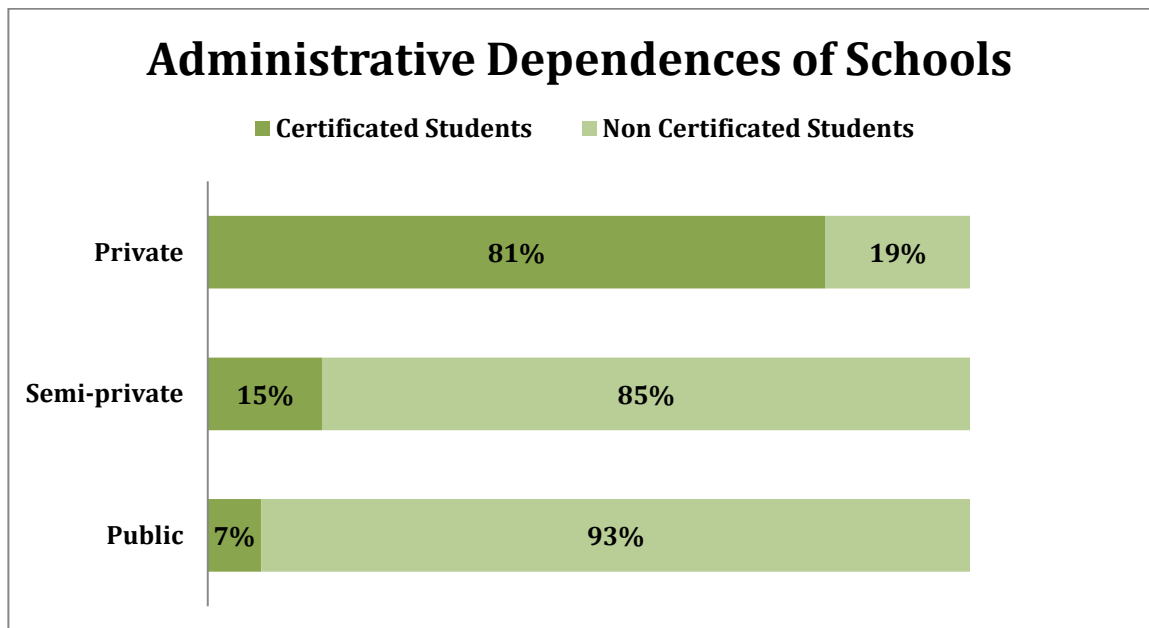


Figure 6. Difference in certified students by administrative dependence of schools

This chart represents the difference in certified students among private, semi-private and public schools in the English SIMCE results of 2012. It can be seen from the graph that the percentage of certified students in private schools is significantly higher than the percentage in public schools. Although private schools have 81% of certified students, in public schools only 7% reached the certification. The existing dissemination of English SIMCE results is published in a national and regional ranking⁶. With the exception of those students who achieved A2 and B1 of the CEFR by obtaining a certification and individual result (Manual del Profesor English SIMCE 2014).

2.3.4.1 Satisfactory and unsatisfactory results

SIMCE results give information about learning standards achieved by the students in different teaching levels, and they complement the analysis that every school makes of their own evaluations since they place students achievement in a national context. In this way, SIMCE results contribute with key data for each educational community to reflect their learning achievements of students and to identify challenges and strengths that help to the elaboration or reformulation of teaching strategies focused on improving learning.

⁶ The certification results are published in the website of the SIMCE to each particular student enrolled by introducing the ID number. It is not available for general public.

Based on SIMCE results, regardless of the subject, if the result exceeds the previous year score and average, it is considered a satisfactory result. In English SIMCE, this is evidenced with the certification of English proficiency. The student that has been certified achieves more than 70 points in the test and is able to understand short and simple texts (e.g. Public signs, schedules, and menus), and conversations about everyday topics (e.g. instructions and advertisements).

2.3.5 Campaña Alto al SIMCE

In this section, we will present *Alto al SIMCE* campaign created in 2013. We consider this campaign to be mentioned because of its relevance in the national perspective of the implementation of SIMCE. It was presented as a counterproposal to the SIMCE operation. Alto al SIMCE campaign (2013) explains the goal of the process as:

To show the community the importance of stopping the implementation of the current SIMCE [...] with a call to avoid punishment to our students, teachers and institutions on behalf of education quality [...] the organization pretends

to gather different perspectives of students, political and social movements from the last decade to the struggle of new education, with public character and developed as a democratic project.

As explained in Pino (2014) “[...] In the 1990s the SIMCE results were published enforcing the logic of the system of voucher. Consequently, it ensures that parents could select only schools with the best results”.

As the spokesperson of the campaign points out:

We are concentrated in organizing a meeting where different social agents of the campaign discuss a system of evaluation that responds effectively to the needs of the learning-teaching process improving public education as the main reference for the evaluation we want.

In June 2014, the campaign sent an important letter addressed to the Ministry of Education of Chile signed by more than 300 academicians, parliamentarians, directors, student leaders, committees and organisations in the area of education. In this letter is included the ten main reasons answering why the SIMCE should be eliminated in the national system of evaluation. This can be summarized in the following figure:

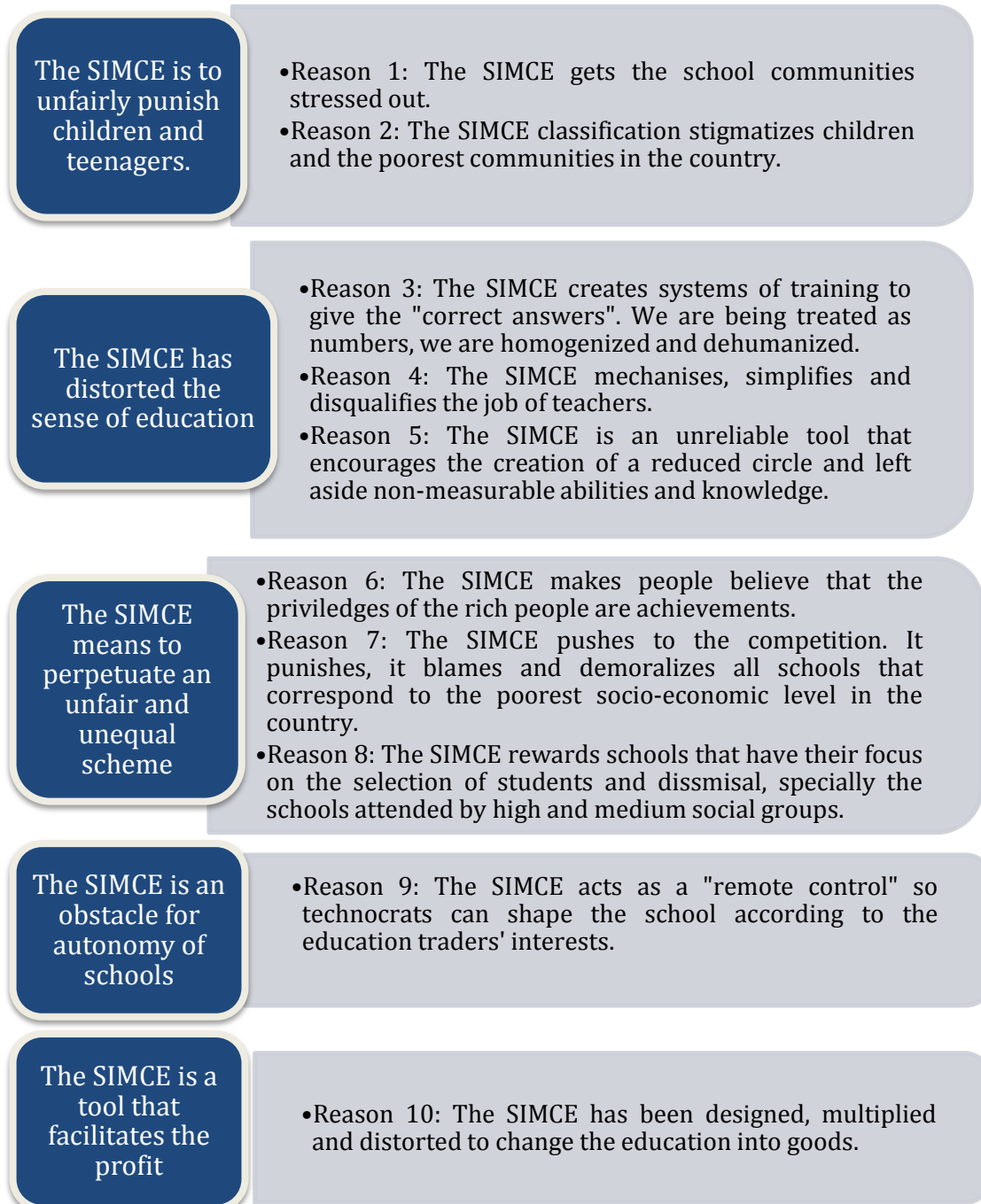


Figure 7. Ten reasons to stop the SIMCE system (Retrieved from

<http://www.unanuevaeducacion.org/wp-content/uploads/2013/08/Alto-al-SIMCE-10-razones-version-corta-1.pdf>).

From the Commission for the Development and Use of Education Quality Measurement System⁷ (2003) (In Spanish: Comisión para el Desarrollo y Uso del Sistema de Medición de la Calidad de la Educación) the SIMCE tests are analysed by collecting experiences from different agents and schools. This can be summarized in the following table:

A. The SIMCE has been established in our educational system [...] it is part of the historical milestones of public communication about education.
B. It allows public opinion and teachers being focused on learning results.
C. [...] It has been experienced important progress in the five years.
D. It is widely used by political policies. The information that provides is useful to focus resources on best results, inform the demand, establish incentives linked to results, and evaluate the policies impact, among others.
E. The presence of an information gap which obstructs teachers understanding and use of the results, due to its analysis is insufficiently addressed in the initial formation of teachers and subsequently the development of teachers.
F. Teachers demand information results to guide its pedagogical practices. Specifically, that describes what their students are able to do and points out if their results are sufficient or not.
G. Because of the lack of communication, tutors barely use the results and do not indicate in which way the establishments achieve or not a satisfactory level.
H. It is necessary to avoid negative consequences that provide the results.
I. It is detected a trend in schools which focus on its financial resources.

Table 9. General Diagnosis of SIMCE by the SIMCE Commission

⁷ The Ministry of Education created the Commission. Its aim is to analyse the Education Quality Measurement System (SIMCE) in December of 2003. The President of the Commission is Erika Himmel König, Chilean Educationist, Dean of the Faculty of Education Sciences of *Pontificia Universidad Católica of Chile* (PUC). She is one of the main promoters of the creation of academic evaluation such as Prueba de Actitud Académica (PAA), Prueba de Selección Universitaria (PSU) and Sistema de Medición de la Calidad de la Educación (SIMCE).

CHAPTER III

METHODOLOGY

3. Overall design

This correlational and descriptive study is based on a survey and the data obtained from three schools, all of them with different administrative dependences represented by private, semi-private and public in Santiago. Then, we will examine the results of the English SIMCE for 2012 and 2014 in these three educational establishments.

The survey will be used to collect quantitative data that provide us with detailed information and statistical units used in this study. The purpose of using the quantitative method is to obtain first-hand data from the participants so as to specify rational and rigorous conclusions and recommendations for this study.

We will use a descriptive investigation to specify the characteristics and describe the nature of both variables: preparation and English SIMCE results. This method will use observation and surveys. Then, a correlational research provides us with the level of association of the relation between the mentioned variables, to demonstrate the hypothesis of the hours dedicated to teach EFL in the public educational system are insufficient to prepare students in their third year of high school of Liceo Villa Macul Academia in order to obtain satisfactory results in the English SIMCE test.

According to Hernández Sampieri, Collado & Lucio (2006), the aim of a descriptive study is to specify attributes and features that are important to any analysed phenomenon. Besides, the correlational study associates variables through a predictable patron for a group or population. Therefore, this dissertation will be based on both types of research in order to provide a clear and precise study of the relation between previous preparation at schools and English SIMCE results.

3.1 Participants

We have selected three educational establishments:

- 1) Colegio Manquecura, Ciudad del Este: Private school.
- 2) Liceo Polivalente San José de la Preciosa Sangre: Semi-private school.
- 3) Liceo Villa Macul Academia: Public school.

For more accessible data, we decided to examine and describe the schools in which we are currently carrying out our teaching practicum. The schools were asked to participate in this research⁸. All of the requested schools kindly accepted and we handed in the survey, including the online link website⁹.

⁸ There is available a presentation letter for schools attached in Appendix B.

⁹ There is available the printed version of the survey in Appendix B.

3.2 Selection and characterization of the sample

We will highlight the difference by administrative dependence (private, semi-private and public schools) based on the fact that Chilean education has an economic gap that we have noticed as students and future teachers. We have observed that the distance between private and the public education may have a relation with the way in which students are prepared before applying for English SIMCE.

Therefore, we decided to explore this area as many recent changes are being made. We have chosen the coordinators of the English departments at schools especially because they were teachers at the time, so they were aware of their particular classroom context. This will provide us with reliable and clear information for data collection.

The sample was selected before investigating the people who have been working in the schools for at least the last three years. Data was obtained from people who were involved in the English SIMCE in 2012 and 2014. The sample was represented by the coordinators of the English department at schools. They answered the survey individually while supervised by the researchers.

3.3 Data collection instruments

We have created a survey using a Likert scale, wherein participants had five response choices. It contained the following:

- Presentation
- Socio-demographic data: administrative dependence of schools (public, semi-private and private) and years of experience working at the current school.
- Identification variables: basic information on the school, for example, the number of hours corresponding to the English subject per week, the number of additional English hours per week, the workshop focused exclusively on the English SIMCE preparation, whether any of the teaching staff has any specialization in English SIMCE preparation.
- Process variables: particular information about English SIMCE, for example: to what extent do you think teachers are interested in receiving English SIMCE training? To what extent do you think your school is interested in improving English SIMCE results? In addition, we have created five indicators (strongly disagree, disagree, neutral, agree and strongly agree) for a table with twelve statements.

- Resources variables: information of resources available at schools, for example: which of the following resources take part in your school's English SIMCE preparation? Which English proficiency test is taken by your students at school? To what extent do you consider practice material is important for preparing English SIMCE?

Additionally, we have collected data from an observation handout that allows us to collect detailed information to describe each participant:

- General information: location, name of the establishment, school principal, head of departments, the number of teachers and students.
- English department information: name of the head of English department, the number of English teachers, and arrangements for meetings.
- Material for English SIMCE preparation: if the material is provided, what type (worksheets, samples or online activities) and plans.

3.4 Variables

We established two variables according to our correlational and descriptive study:

- a) The preparation of the English SIMCE at three schools.
- b) The English SIMCE results provided in 2012 and 2014.

The correlation between them can be summarized as follows:

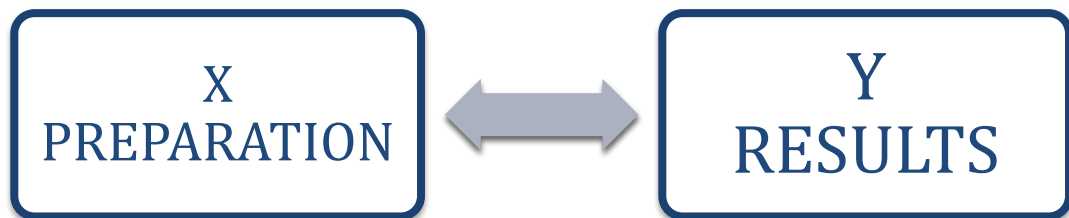


Figure 8. Representation of the two variables studied.

Throughout this study, we determined the relation between variables X and Y.

CHAPTER IV
RESULTS AND DATA INTERPRETATION

In the following chapter, we will present the main findings gathered. This section will be divided into four parts. In §4.1 we will comment on the findings obtained from the survey applied, in §4.2 we will present the English SIMCE results at schools. Then, in §4.3, we will examine the preparation of SIMCE at schools, and finally, in §4.4, we will present the correlation between English SIMCE results and preparation.

4.1 Summary of the results

Socio-Demographic data

Statements/Schools	Manquecura	Liceo Polivalente	Liceo Villa Macul
1. Years of experience working at the school.	Less than 5 years	Less than 5 years	5-10 years
2. Administrative dependence.	Private	Semi-private	Public

This table illustrates the years of experience of the participants in the survey and the administrative dependence of the school they work at. At first glance, it is clear that the Heads of Department work at schools with different administrative dependence

and the majority has less than 5 years of experience. This information is useful to verify their English SIMCE experience at each school.

Identification variables

Statements/Schools	Manquecura	Liceo Polivalente	Liceo Villa Macul
1. Number of hours corresponding to the English subject per week.	6	4	3
2. Number of additional English hours per week.	2	-	1
3. What is part of the additional English hours?	Movers	None	English workshop
4. The presence of a workshop focused exclusively on the English SIMCE preparation.	No	No	No
5. The presence of someone of the teaching members that has any specialization in the English SIMCE preparation.	No	No	No

This table presents the number of hours and additional hours per week for the English subject and the presence of English SIMCE preparation. At first glance, it is clear that schools do not have preparation focused exclusively on English SIMCE. Also, semi-private and public schools have fewer hours of the English subject than private

school. Besides, none of the three schools has a teacher with a specialization in the English SIMCE preparation.

Process variables

Statements/Schools	Manquecura	Liceo Polivalente	Liceo Villa Macul
1. Frequency in receptive skills is practised in the English subject.	Always	Most of the time	Sometimes
2. How closely related is your English book to the English SIMCE content.	Very closely	Closely related	Not at all related
3. To what extent do you agree or disagree with the English SIMCE implementation?	Strongly agree	Agree	Not sure
4. To what extent do you think your school is interested in improving English SIMCE results?	Somewhat interested	Very interested	Very interested
5. To what extent do you think teachers are interested in receiving English SIMCE training?	Somewhat interested	Very interested	Very interested
6. The frequency of usage of standardized tests to evaluate English language proficiency of students.	Very often	Often	Sometimes

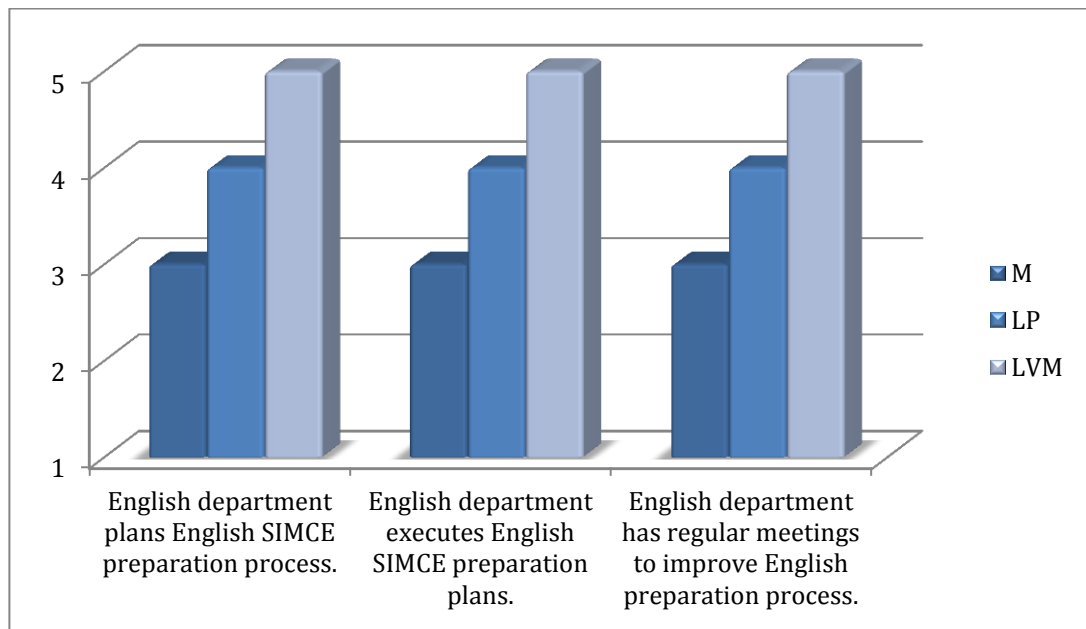
This table shows the frequency in which receptive skills are practised and standardized tests are used to evaluate English language proficiency. Additionally, it

shows the interest of teachers related to the English SIMCE and the relation of their material to the English SIMCE content. It can clearly be seen that semi-private and public school are willing to obtain satisfactory results, but they do not have access to extra preparation and standardized testing to prepare students for English SIMCE format.

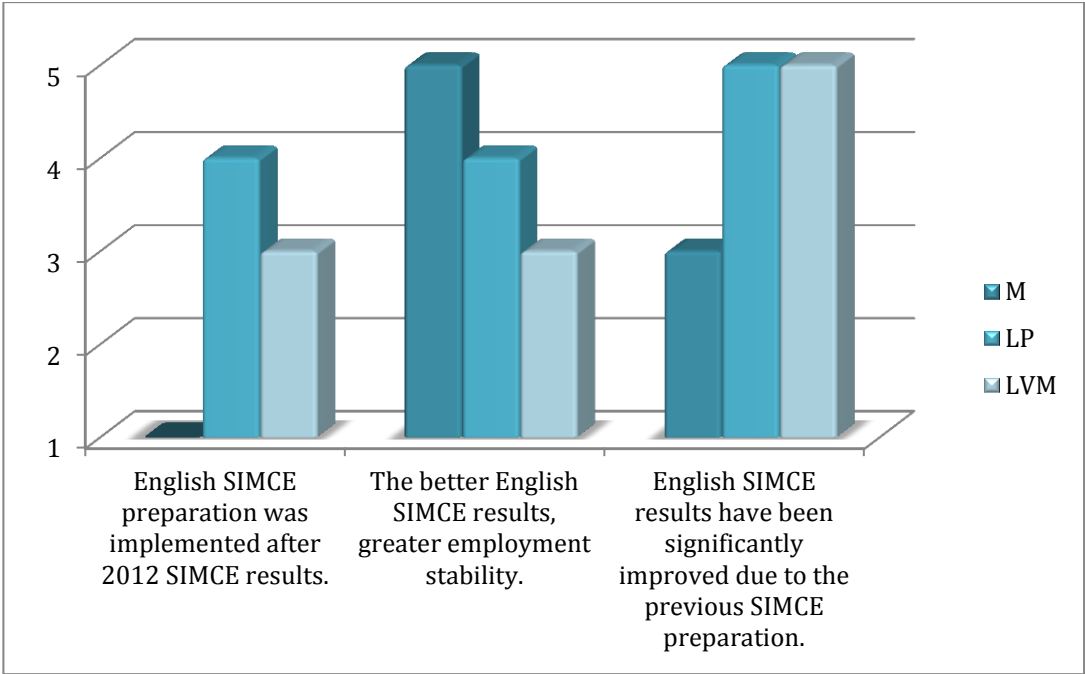
To what extent do you agree or disagree with the following statements:

Strongly Disagree: 1 Neutral: 3 Strongly Agree: 5
 Disagree: 2 Agree: 4

M: Manquecura **LP:** Liceo Polivalente **LVM:** Liceo Villa Macul

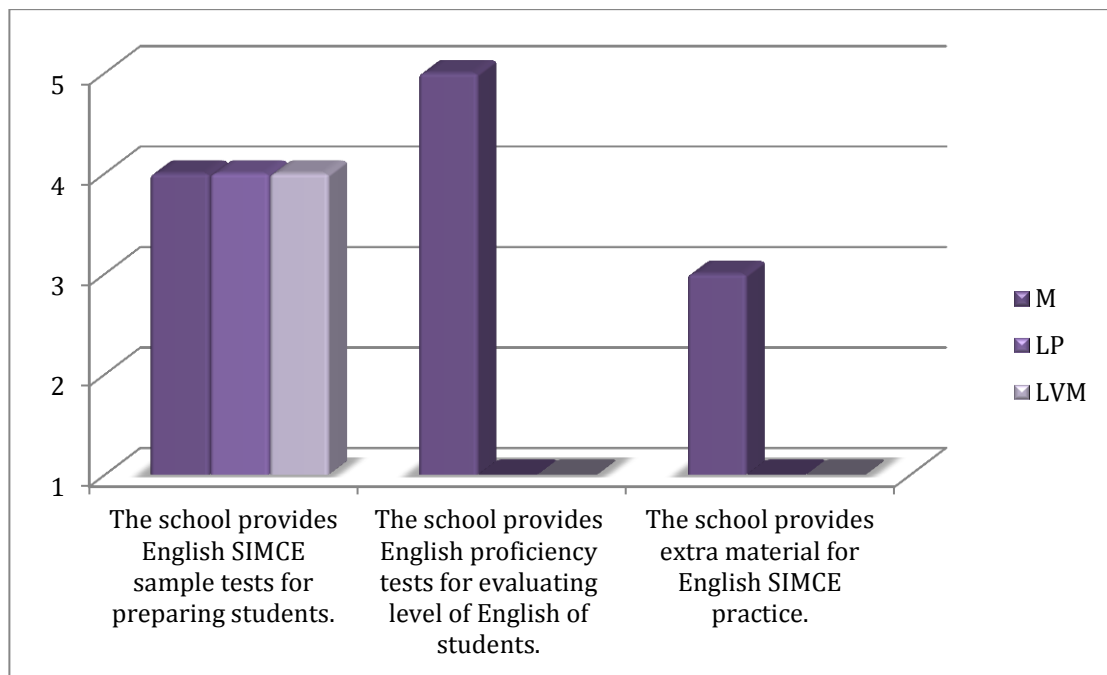


The graph illustrates the activities organized by the English department in relation to the English SIMCE preparation process. At first glance, it is clear that the public and semi-private schools organize activities to improve the preparation process. The English department at the private school does not organize any English SIMCE preparation process because it organizes the whole process of English language training in their students, for this reason, it indicates as neutral in the survey.



This graph demonstrates the way in which English SIMCE results and its preparation affect schools. At first glance, it is clear that public and semi-private school results have improved due to the previous preparation, implemented after 2012 results.

Additionally, it shows that the private school considers better SIMCE results as a direct influence in employment stability.



This graph illustrates the way in which the three schools prepare for the English SIMCE in terms of material and English Proficiency tests. It can be clearly seen that the three schools provide the students with sample tests for preparing their students. However, only the private school provides with English language proficiency tests and extra material for English practice, not exclusively focused on SIMCE.

Resources variables

Statements/Schools	Manquecura	Liceo Polivalente	Liceo Villa Macul
1. To what extent do you consider practice material is important for preparing English SIMCE?	Not very important	Extremely important	Extremely important
2. Which of the resources take part of English SIMCE preparation in your school?	Books	English sample tests	English sample tests
3. Which English Proficiency test is taken by your students at school?	KET, PET, FCE, Movers	None	None

This table elucidates the importance of practice material for preparing English SIMCE for schools. This indicates that semi-private and public schools consider extremely important the presence of practice material. Nonetheless, they only provide with free practice sample tests from the SIMCE website. On the other hand, though private school does not consider important the presence of practice material, it provides with books in order to prepare students. Finally, it can be clearly seen that semi-private and public schools do not present English language proficiency tests. On the contrary, the private school presents four English language proficiency tests.

4.2 English SIMCE results in 2012 and 2014

Manquecura Ciudad del Este

	English SIMCE 2014	English SIMCE 2012
Percentage of certified students:	73,9%	46,4%

	Reading comprehension	Listening comprehension	Total score
English SIMCE 2014 average:	78	79	80
English SIMCE 2012 average:	66	74	71

This table illustrates the percentage of certified students and the average and total score according to each language skill obtained in the English SIMCE for the years 2012 and 2014 at Manquecura Ciudad del Este. It can be seen clearly that the percentage of certified students grew by almost 30%, from 46,4% in 2012 to 73,9% in 2014. The total average also rose significantly from 71 (2012) to 80 points (2014), which is an increase of 9 points. The reading comprehension results increased sharply in 12 points, which is more than the listening comprehension results that showed a slight increase of 5 points from 2012 to 2014. From all data collected, we could evidence that this school prepares its students focused on the acquisition of the four language skills and the language proficiency tests that assess and certificate the general communicative competence of the students in their educational process. This

preparation consists on practising with books and sample tests of the different English language proficiency tests according to their level. i.e. Movers, PET, KET and FCE. These sample tests are retrieved from the internet on the official web page of Cambridge English Assessment and the BEDA Program (Bilingual English Development & Assessment). The students are not prepared exclusively on the English SIMCE, but their whole preparation within the subject ensures the satisfactory results obtained.

Liceo Polivalente San José de la Preciosa Sangre

	English SIMCE 2014	English SIMCE 2012
Percentage of certified students:	13,5%	5,1%

	Reading comprehension	Listening comprehension	Total score
English average: Simce 2014	48	41	45
English average: Simce 2012	44	43	44

This table illustrates the percentage of certified students and the average and total score according to each language skill obtained in the English SIMCE for the years 2012 and 2014 at Liceo Polivalente San José de la Preciosa Sangre. It can clearly be seen that the percentage of certified students grew approximately 8%, from

5,1% in 2012 to 13,5% in 2014. The total average was nearly the same from 44 points (2012) to 45 points (2014), which is an increase of just 1 point. The reading comprehension results rose slightly in 4 points, in contrast to the listening comprehension results that showed a slight fall of 5 points from 2012 to 2014. Through all the collected data, we could evidence that this school prepares its students for the English SIMCE, but they are not prepared enough to achieve satisfactory results. This preparation consists in practising only with sample tests and books given by the Ministry of Education. These sample tests are retrieved from the internet on the official web page of SIMCE.

Liceo Villa Macul Academia

	English SIMCE 2014	English SIMCE 2012
Percentage of certified students:	21,1%	8,3%

	Reading comprehension	Listening comprehension	Total score
English Simce 2014 average:	53	48	50
English Simce 2012 average:	45	41	43

This table illustrates the percentage of certified students and the average and total score according to each language skill obtained in the English SIMCE for the years 2012 and 2014 at Liceo Villa Macul Academia. It can clearly be seen that the percentage of certified students grew approximately 13%, from 8,3% in 2012 to 21,1% in 2014. The total average also rose significantly from 43 points (2012) to 50 points (2014), which is an increase of 7 points. The reading comprehension results increased sharply in 8 points, which is nearly the same as the listening comprehension results that showed a sharp increase of 7 points from 2012 to 2014. Through all the collected data, we could evidence that this school prepares its students for the English SIMCE, but they are not prepared well enough to achieve satisfactory results. Similarly to Liceo Polivalente San José de la Preciosa Sangre, this preparation consists in practising only with sample tests and books given by the Ministry of Education. These sample tests are retrieved from the internet on the official web page of SIMCE.

4.3 Preparation of SIMCE descriptions

In this section, we present the type of preparation at schools. The main purpose of this section is to describe the material for English SIMCE.



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OBSERVATION HANDOUT

COLEGIO MANQUECURA CIUDAD DEL ESTE

1. GENERAL INFORMATION:

Location	Av. Diego Portales 7045. Puente Alto
Name of the educational establishment	Manquecura Ciudad del Este
School Principal	Jorge Fernando Manieu Briceño
N° Head of Departments	14
N° Teachers	60
N° Total of students	821
N° Average of students per course	26
Administrative dependence	Private

2. ENGLISH DEPARTMENT

Head of the English department	Macarena Solís González
N° English teachers	8
Frequency of meetings	Once a week.

3. ORGANIZATION OF THE ENGLISH DEPARTMENT

The English department consists of six teachers for different levels, including the head of the department, Macarena Solís. The teachers have meetings once a month to examine and provide the guidelines needed to achieve the determined objectives of each unit during the semester. Thus, the teachers examine the achievements of students checking the evaluation tools and tests applied to discuss each particular case. Additionally, teachers discuss administrative issues such as special events, plans, and medical licences.

Even when the school does not have exclusive preparation for the SIMCE, students had six hours available for the English subject per week. In this way, we can state that the English language is highly practised by students because of the available hours.

4. EVALUATION OF THE SCHOOL

This private school can be distinguished by providing all resources needed to promote different abilities in fields such as music, art, English, sports, reading, among others. Its main purpose is to achieve academic excellence through a bilingual education focused on intensive English hours per week. This process of getting high results in the English language is constantly evaluated by specific standardized tests such as

MOVERS, FCE, KET and PET from Cambridge English for Speakers of Other Languages ESOL examinations.

The school provides the students with a large number of hours of the English subject to successfully achieve the four language skills to students from playgroup.

Also, the school organizes a British camp in which native speakers of English, tutors and teachers meet to offer different workshops to students during the summer. Besides, there are European scholarships for students to England for six weeks where students learn and experience real life situations. They offer exchange programmes to Canada and other schools from their network in the United Kingdom (EXPRO).



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OBSERVATION HANDOUT

LICEO POLIVALENTE SAN JOSÉ DE LA PRECIOSA SANGRE

1. GENERAL INFORMATION:

Location	Padre Bernardo Mores 01610. Quinta Normal
Name of the educational establishment	Liceo Polivalente San José de la Preciosa Sangre
School Principal	Patricio Marcelo Abdala Córdova
Nº Head of Departments	12
Nº Teachers	60
Nº Total of students	2160
Nº Average of students per course	45
Administrative dependence	Semi-private

2. ENGLISH DEPARTMENT

Head of the English department	Giannina Alvear Obrebón.
Nº English teachers	5
Frequency of meetings	Once a week

3. ORGANIZATION OF THE ENGLISH DEPARTMENT

English Department consists of five teachers for the different levels, including the Head of the department, Giannina Alvear Obregón. She is in charge of planning, coordinating and evaluating teachers, managing meetings once a week and coordinating the work of the department together with Academic Vice Principal.

Every week, teachers check the lesson plans for all levels and the schedule of activities to do. They also discuss the results of tests and problems with students or grades. The available resources for the English Department are a data projector in each classroom, computers for teachers with access to the internet, a set of 45 reading books from 3rd to 4th grade of high school, speakers, and microphones. Students from all levels use the texts delivered by the Ministry of Education. Additionally, students from 5th grade receive English – Spanish dictionaries.

4. EVALUATION OF THE SCHOOL

From the analysis and observation made at school, we can conclude that Liceo Polivalente San José de la Preciosa Sangre is an organized educational institution that highlights and promotes the participation of students, giving them the opportunity to participate in different extracurricular activities. It is a very strict and disciplined

school in academic and behavioural terms. It is evidenced that all departments are connected and they are concerned in the well-being of their students, working in a coordinated way. The teacher-student relationship is very close and respectful, promoting solidarity and values.

Unfortunately, this school does not provide with a special classroom for the English subject, which consequently makes it difficult to motivate students in an environment without any contact with the language. However, it is evidenced that students decorate their classroom according to the near holidays or special events that may happen during the month.

Liceo Polivalente San José de la Preciosa Sangre is incorporated to the Preferential School Subsidies Law (In Spanish: Ley de Subvención Escolar Preferencial - SEP) which means that priority students i.e. students in lower socioeconomic status, receive free education, including books and supplies needed for their academic process.



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OBSERVATION HANDOUT

LICEO VILLA MACUL ACADEMIA

1. GENERAL INFORMATION:

Location	Los Platanos 3112. Macul
Name of the educational establishment	Liceo Villa Macul Academia
School Principal	Lenin Muñoz Cifuentes
Nº Head of Departments	10
Nº Teachers	43
Nº Total of students	514
Nº Avarage of students per course	40
Administrative dependance	Public

2. ENGLISH DEPARTMENT

Head of the English department	Valeria Barrera Alarcón
Nº English teachers	3
Frequency of meetings	-

3. ORGANIZATION OF THE ENGLISH DEPARTMENT

The English department consists of three teachers, including the Head of the department, Valeria Barrera Alarcón. The teachers do not have periodical meetings established, but they meet only when it is necessary. The head of the department is also an English teacher in charge of the English workshop implemented by her own decision in the English subject hours.

The SIMCE preparation consists of sample tests practice provided by the teacher who mainly obtains this free material from SIMCE website.

4. EVALUATION OF THE SCHOOL

From the analysis and observation made at school, we can conclude that Liceo Villa Macul Academia is an organized public school. Even when the school does not have all the necessary resources for preparing its students, it is concerned with improving the English results.

The school has an English laboratory where there is access to Internet, speakers and headphones.

4.4 Correlation between variables

In this section, we present the interpretation of the results displayed in this chapter. The main purpose of this section is to compare variables of preparation of SIMCE and results.

The data collected shows there is a directly proportional relation between preparation at schools and results. First, this is reflected by the number of hours corresponding to the English subject per week, in which the private school has the higher number of six hours plus two additional hours using an English language proficiency test per week and presents the best results. On the other hand, the public school has the lowest number of three hours plus one additional hour dedicated to an English workshop per week and presents the worst results.

Second, although there is no workshop exclusively focused on the English SIMCE preparation and there are no specialized teachers in any of the three schools. The private school presents that most of the time students practise the receptive skills, not so with the public schools that present only sometimes of practise. This is related to the students with the evaluated abilities on the English SIMCE. Consequently, the private school obtained the most satisfactory results in comparison with the others schools.

Besides, in relation to the textbooks used in the English subject, the public school states that the material is not related at all with the English SIMCE contents. On the other hand, the private school has a closely related material with the English SIMCE contents. This shows the relation between material and results when the textbooks in use are related to SIMCE better results obtained.

In addition, the schools present a coincidence regarding the English SIMCE implementation: they all agree with the SIMCE application. Also, the schools agree in their interest in improving the test results. Likewise, they all consider that teachers are willing to receive SIMCE training in their schools.

Also, it can be seen from data collected the private school usually applies standardized tests to evaluate English proficiency; they apply FCE, KET, and PET. This is far different from the public school that only sometimes uses standardized tests and no English proficiency tests are taken, same to the semi-private school. This is connected to the results as the private school obtains better results than the public school, which corresponds to a previous acquirement of standardized tests operation.

Furthermore, the three schools agree, at different levels, that these should be an English SIMCE preparation process and it should include preparation plans and regular meetings in order to increase the preparation process quality. It demonstrates that the preparation process is essential at schools to achieve satisfactory results.

According to the English SIMCE results in 2012, the private school states that there was no implementation of preparation after the results. Besides, the semi-private school considers there was an implementation of preparation after the results. Similarly, both semi-private and public schools state that the results have significantly increased due to the preparation process. The heads of English department agree that the previous preparation has an impact on the obtained results, and also agree that better results create employment stability.

Finally, about the resources variables the semi-private and public schools agree that practice material is important for preparing English SIMCE, not so the private school. The private school provides with sample tests, English proficiency tests and some extra material for SIMCE practice that includes books. In contrast, the public school does not provide either English proficiency tests or extra material for SIMCE practice. The school provides sample tests that are the only resource for SIMCE preparation.

This reflects the fact that although the private school does not consider the previous preparation important it does provide with material and resources for the preparation process. That is reflected in the obtained results in the last three SIMCE applications. A different situation in which the public school considers important the use of practice material but only provides with free English sample tests available from SIMCE website, and obtained unsatisfactory results.

All findings represent a correlation between preparation and results due to the fact that the presence of preparation leads to satisfactory results in English SIMCE. This is shown in the fact that the private school is the one that has the highest degree of preparation and the best results. Contrary to this, the public school presents the lowest degree of SIMCE preparation and consequently, the lowest results. The correlation indicates that the more preparation, the better results provided.

CHAPTER V

CONCLUSION

This final chapter is focused on the main conclusion drawn from the research. This section is divided into four parts. First, a general conclusion is presented. Then, in §5.1, we will debate our hypothesis. Later, we will present pedagogical implications to then, in §5.3, we will comment suggestions for future research, and finally, in §5.4, we will present limitations of our study.

5. General conclusion

In the current educational system, an economic gap divides the schools by administrative dependences. As a repercussion, different results are obtained in the English SIMCE due to the preparation quality. Because of this, the SIMCE has been criticized, as it seems to work on the basis of socio economical levels. Others regard this test as a useful tool for the measurement of knowledge.

Nevertheless, this study aims to prove the relation between preparation and results despite these surrounding features.

This study responds to the objectives presented at the beginning and the research questions proposed in chapter one.

As a result, the main finding is that there is a directly proportional relation between X and Y represented by preparation and results obtained. Then, we can state that preparation of SIMCE affects the results and the result reflects the previous preparation.

5.1 Hypothesis discussion

As mentioned in §1.5 the hypothesis presented in this study is based on the hours dedicated to teach EFL in Liceo Villa Macul Academia, Liceo Polivalente San José de la Preciosa Sangre and Manquecura Ciudad del Este are insufficient to prepare its students in third year of high school in order to obtain satisfactory results in the English SIMCE test.

The findings gathered indicate that there is a direct relation between preparation and results. It can be seen that the private school which includes six hours for the English subject plus two extra hours presents the best results among the three schools. On the contrary, the public school with three hours plus one additional hour in the subject.

All the three schools present an absence of preparation for English SIMCE, as there are no extra-curricular activities specifically related to the English SIMCE, lack of tests to measure the proficiency of students in the English language. However, the private school declares that the students must take other standardized tests such as FCE, PET, and KET. Additionally, the textbooks used in the private school are closely related to the English SIMCE contents, as opposite to the other schools. Finally, the private school has not shown a significant increase in its results, different from the semi-private and public schools which have implemented a certain preparation and as a consequence they have obtained better results in each SIMCE implementation. Consequently, we can conclude that whether a preparation for the English SIMCE exists or not it undoubtedly affects in the achievements of results. Finally, we can state that our hypothesis is supported.

5.2 Pedagogical implications

As future English teachers, this investigation provides us with the essential guidelines to face the English SIMCE system at any school. The information about English language proficiency tests is not only useful for the understanding of this study but also, as a significant aspect learned to determine and improve the level of English of students in a global context. Besides, obtaining certifications seems to be fundamental in order to be aware of the level of English a school has and by using

this information, school authorities and English teachers may design strategies to support students who will acquire and master language skills. Consequently, the number of hours of EFL and the use of didactic material to improve English results are key factors to be considered in our teaching development.

5.3 Suggestions for future research

In this study, we based on three schools divided by administrative dependences. This is undoubtedly an aspect that deserves further research increasing the sample to enhance representativity in a large number of cases. We hope that with this dissertation we have shown the current educational context of the English subject implemented in the SIMCE system.

5.4 Limitations

The limitations of this study arise from the design or methodology selected that influenced the data interpretation. It has to do with representative aspects and selection of the method to establish internal and external validity. First, it was the

inconvenience of collecting concrete information from schools in Santiago during the last few months of the year, due to the labour of English teachers when finishing the academic semester successfully. However, we could obtain detailed and authentic information from three different schools because of our current status of teaching practicum.

In the second place, we could not consider qualitative method design due to the fact that we used percentages, statistics, and numbers to rigorous and specific data mainly used in a quantitative method to determine the correlation between variables mentioned. In this way, other aspects from the qualitative method are also highly relevant when investigating any phenomenon. This may imply some effects on the results of this study, but we cannot assure it affected the results. We present this investigation with the reliance of all three schools and their voluntary participants.

Finally, we also consider implications related to the limited information about the implementation of the English SIMCE in 2010. Therefore, there is no extensive database available for exhaustive research.

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APPENDICES

APPENDIX A

6. MATERIAL FOR ENGLISH SIMCE PREPARATION

a) COLEGIO MANQUECURA CIUDAD DEL ESTE

PROGRAMA BEDA MATERIALS

MOVERS LISTENING TEST

- <https://sites.google.com/site/programabeda/home/alumnos/young-learners/movers/yle---movers-materials>

PART 1

https://www.teachers.cambridgeesol.org/ts/digitalAssets/113142_YLE_M_Part_1.mp3

PART 2

https://www.teachers.cambridgeesol.org/ts/digitalAssets/113144_YLE_M_Part_2.mp3

PART 3

https://www.teachers.cambridgeesol.org/ts/digitalAssets/113146_YLE_M_Part_3.mp3


PART 4

https://www.teachers.cambridgeesol.org/ts/digitalAssets/113148_YLE_M_Part_4.mp3

PART 5

https://www.teachers.cambridgeesol.org/ts/digitalAssets/113150_YLE_M_Part_5.mp3

FCE 2015 LISTENING

 English Department
Miss Macarena Solís G.

EXAMINATION PREPARATION EXERCISES: FIRST CERTIFICATE FCE Listening Skills:

Name: Date: Class:

Part 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer, (A, B or C).

1 You hear a young man talking. Why did he go back to college?

- A He needed a better job.
- B He needed an evening activity.
- C He needed new skills.

2 You hear a man talking on the radio. What is he?

- A an inventor
- B a company employee
- C a writer

3 You hear someone talking on the radio about an artist. How does the artist feel about his work?

- A He would like to exhibit it in an art gallery.
- B He wants to make his creations last longer.
- C He is happy to see his work destroyed.

4 You hear a woman talking to her son. Why is she talking to him?

- A to give him a warning
- B to refuse permission
- C to make a suggestion

5 You hear part of a lecture about the role of retired people in the economy. What is the lecturer describing?

- A reasons why something is changing
- B errors in statistical information
- C disagreements between researchers

6 You hear a chef being interviewed on the radio. Why did he decide to become a chef?

- A to follow a family tradition
- B to develop a natural talent
- C to pursue his love of cooking

7 You hear a teenager talking about the sport she plays. How does she feel while she is playing the sport?

- A uncomfortable
- B embarrassed
- C confident

8 You hear an explorer talking about a journey he is making. How will he travel once he is across the river?

- A by motor vehicle
- B on horseback
- C on foot

Part 2

You will hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers. For questions 9 – 18, complete the sentences.

SUMMER CAMPS

Helen says that people taking part in the summer camp usually sleep in a

 9

The summer camp is a chance for teenagers to meet people and learn

 10

As an example of a practical activity, Helen tells us about a team which built a

 11

In the next camp, teams will work out problem-solving activities such as a

 12 with clues.

Helen gives the example of

 13 as the only typical sporting activity at the camp.

The day when teams can choose their own activities is called ' ' 14

The summer camp is good for people who don't have opportunities or have little

 15

On 'Battle of the Bands' day, the teams make a pop record and a 16

For the teenagers taking part, the camp lasts for 17

You can book for a summer camp that will be held in the month of

 18

Part 3

You will hear five different people talking about a mistake they recently made. For questions 19 – 23, choose from the list (A – F) the type of mistake that each person made. Use the letters only once. There is one extra letter which you do not need to use.

A ignoring someone's advice	Speaker 1	<input type="text"/>	19
B failing to inform someone about something	Speaker 2	<input type="text"/>	20
C mistaking someone's identity	Speaker 3	<input type="text"/>	21
D arriving somewhere too early	Speaker 4	<input type="text"/>	22
E getting a particular date wrong	Speaker 5	<input type="text"/>	23
F losing something important			

Part 4

You will hear an interview with a conservationist who has built a cable car in the rainforest. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What feature of the cable car makes it particularly good for seeing wildlife in the rainforest?
- A the speed at which it moves
 - B the height at which it travels
 - C the distance that it covers
- 25 What is the main aim of the cable car project?
- A to educate local people
 - B to persuade people to save the rainforest
 - C to raise money for other conservation projects
- 26 What is the advantage of the project for the local people?
- A They can use the land if they want.
 - B They can sell forest products to the visitors.
 - C More work is available to them.
- 27 Why was the cable car redesigned?
- A so that people could touch the trees
 - B to avoid cutting down too much forest
 - C because it had to be brought in by air
- 28 How does Donald react to the suggestion that he has disturbed the wildlife?
- A He explains what happened in the past.
 - B He criticises what happens elsewhere.
 - C He denies that there's been any disturbance.

- 29** Why is Donald sure his project is a success?
- A** This piece of forest has survived.
 - B** Animals have returned to the area.
 - C** Other projects have copied his ideas.
- 30** Donald thinks the future survival of the rainforest will depend on
- A** the size of the world's population.
 - B** the attitude of people towards it.
 - C** the size of the areas left as forest.

FCE 2015 READING

Part 1

You are going to read an extract from a novel. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

line 15

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

- 1 As he travelled, the writer regretted his choice of
- A seat.
 - B clothes.
 - C career.
 - D means of transport.
- 2 What had surprised the writer about the job?
- A There had been no advertisement.
 - B He had been contacted by letter.
 - C There was an invitation to tea.
 - D He had been selected for interview.
- 3 The writer uses the phrase 'I had grabbed the lifeline' (line 15) to show that he felt
- A confident of his ability.
 - B ready to consider any offer.
 - C cautious about accepting the invitation.
 - D forced to make a decision unwillingly.
- 4 What impression had the writer previously had of Yorkshire?
- A It was a beautiful place.
 - B It was a boring place.
 - C It was a charming place.
 - D It was an unhappy place.
- 5 What did the writer find unusual about Darrowby?
- A the location of the bus stop
 - B the small number of shops
 - C the design of the square
 - D the lack of activity
- 6 What did the writer feel the guidebooks had missed about Darrowby?
- A the beauty of the houses
 - B the importance of the bridges
 - C the lovely views from the town
 - D the impressive public spaces
- 7 How did the writer recognise Skeldale House?
- A The name was on the door.
 - B It had red bricks.
 - C There was a certain plant outside.
 - D It stood alone.
- 8 How did the writer's attitude change during the passage?
- A He began to feel he might like living in Darrowby.
 - B He became less enthusiastic about the job.
 - C He realised his journey was likely to have been a waste of time.
 - D He started to look forward to having the interview.

Turn Over ►

Part 2

You are going to read an article about a woman who is a downhill mountain-bike racer. Seven sentences have been removed from the article. Choose from the sentences **A – H** the one which fits each gap (**9 – 15**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

Downhill racer

Anna Jones tells of her move from skiing to downhill mountain biking and her rapid rise up the ranks to her current position as one of the top five downhill racers in the country.

At the age of seven I had learnt to ski and by fourteen I was competing internationally. When I was eighteen a close friend was injured in a ski race, and as a result, I gave up competitive skiing. To fill the gap that skiing had left I decided to swap two planks of wood for two wheels with big tyres.

My first race was a cross-country race in 1995. It wasn't an amazing success. **9** After entering a few more cross-country races, a local bike shop gave me a downhill bike to try. I entered a downhill race, fell off, but did reasonably well in the end, so I switched to downhill racing.

I think my skiing helped a lot as I was able to transfer several skills such as cornering and weight-balance to mountain biking. This year I'm riding for a famous British team and there are races almost every weekend from March through to September. **10** In fact, there's quite a lot of putting up tents in muddy fields.

Last season I was selected to represent Great Britain at both the European and World Championships. Both events were completely different from the UK race scene. **11** I was totally in awe, racing with the riders I had been following in magazines. The atmosphere was electric and I finished about mid-pack.

Mountain biking is a great sport to be in. People ask me if downhill racing is really scary. I say, 'Yes it is, and I love it.' Every time I race I scare myself silly and then say, 'Yeah let's do it again.'

When you're riding well, you are right on the edge, as close as you can be to being out of control. **12** However, you quickly learn how to do it so as not to injure yourself. And it's part of the learning process as you have to push yourself and try new skills to improve.

Initially, downhill racing wasn't taken seriously as a mountain-biking discipline. **13** But things are changing and riders are now realising that they need to train just as hard for downhill racing as they would do for cross-country.

The races are run over ground which is generally closer to vertical than horizontal, with jumps, drop-offs, holes, corners and nasty rocks and trees to test your nerves as well as technical skill. At the end of a run, which is between two and three minutes in this country your legs hurt so much they burn. **14** But in a race, you're so excited that you switch off to the pain until you've finished.

A lot of people think that you need to spend thousands of pounds to give downhill mountain biking a go. **15** A reasonable beginner's downhill bike will cost you around £400 and the basic equipment, of a cycle helmet, cycle shorts and gloves, around £150. Later on you may want to upgrade your bike and get a full-face crash helmet, since riders are now achieving speeds of up to 80 kilometres per hour.

- | | |
|--|--|
| <p>A I've fallen off more times than I care to remember.</p> <p>B I usually have to stop during practice sessions.</p> <p>C The courses were twice as long and the crowds were twice as big.</p> <p>D I'm not strong enough in my arms, so I've been doing a lot of upper-body training this year.</p> | <p>E The attitude was: how much skill do you need to sit on a saddle and point a bike in the same direction for a few minutes?</p> <p>F I finished last, but it didn't matter as I really enjoyed it.</p> <p>G Nothing could be further from the truth.</p> <p>H It's not all stardom and glamour, though.</p> |
|--|--|

Turn Over ►

Part 3

You are going to read a magazine article about people who collect things. For questions **16 – 30**, choose from the people (**A – D**). The people may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which person

had to re-start their collection?	16	<input type="text"/>
has provided useful advice on their subject?	17	<input type="text"/>
was misled by an early success?	18	<input type="text"/>
received an unexpected gift?	19	<input type="text"/>
admits to making little practical use of their collection?	20	<input type="text"/>
regrets the rapid disappearance of certain items?	21	<input type="text"/>
is aware that a fuller collection of items exists elsewhere?	22	<input type="text"/>
has a history of collecting different items?	23	<input type="text"/>
performed a favour for someone they knew?	24	<input type="text"/>
is a national expert on their subject?	25	<input type="text"/>
is aware that they form part of a growing group?	26	<input type="text"/>
insists on purchasing top-quality items?	27	<input type="text"/>
noticed items while looking for something else?	28	<input type="text"/>
has to protect their collection from damage?	29	<input type="text"/>
would like to create a hands-on display of their collection?	30	<input type="text"/>

The World of Collecting

- A** **Ron Barton** shares his home with about 200 sewing machines. His passion began when he was searching for bits of second-hand furniture and kept seeing 'beautiful old sewing machines that were next to nothing to buy'. He couldn't resist them. Then a friend had a machine that wouldn't work, so she asked Barton to look at it for her. At that stage he was not an authority on the subject, but he worked on it for three days and eventually got it going.
- Later he opened up a small stand in a London market. 'Most people seemed uninterested. Then a dealer came and bought everything I'd taken along. I thought, "Great! This is my future life." But after that I never sold another one there and ended up with a stall in another market which was only moderately successful.'
- Nowadays, he concentrates on domestic machines in their original box containers with their handbooks. He is often asked if he does any sewing with them. The answer is that, apart from making sure that they work, he rarely touches them.
- B** As a boy, **Chris Peters** collected hundreds of vintage cameras, mostly from jumble sales and dustbins. Later, when the time came to buy his first house, he had to sell his valuable collection in order to put down a deposit. A few years after, he took up the interest again and now has over a thousand cameras, the earliest dating from 1860.
- Now Peters 'just cannot stop collecting' and hopes to open his own photographic museum where members of the public will be able to touch and fiddle around with the cameras. Whilst acknowledging that the Royal Camera Collection in Bath is probably more extensive than his own, he points out that 'so few of the items are on show there at the same time that I think my own personal collection will easily rival it.'
- C** **Sylvia King** is one of the foremost authorities on plastics in Britain. She has, in every corner of her house, a striking collection of plastic objects of every kind, dating from the middle of the last century and illustrating the complex uses of plastic over the years.
- King's interest started when she was commissioned to write her first book. In order to do this, she had to start from scratch; so she attended a course on work machinery, maintaining that if she didn't understand plastics manufacture then nobody else would.
- As she gathered information for her book, she also began to collect pieces of plastic from every imaginable source: junk shops, arcades, and the cupboards of friends. She also collects 'because it is vital to keep examples. We live in an age of throw-away items: tape-recorders, cassettes, hair dryers – they are all replaced so quickly.'
- King's second book, *Classic Plastics: from Bakelite to High Tech*, is the first published guide to plastics collecting. It describes collections that can be visited and gives simple and safe home tests for identification.
- King admits that 'plastic is a mysterious substance and many people are frightened of it. Even so, the band of collectors is constantly expanding.'
- D** **Janet Pontin** already had twenty years of collecting one thing or another behind her when she started collecting 'art deco' fans in 1966. It happened when she went to an auction sale and saw a shoe-box filled with them. Someone else got them by offering a higher price and she was very cross. Later, to her astonishment, he went round to her flat and presented them to her. 'That was how it all started.' There were about five fans in the shoe-box and since then they've been exhibited in the first really big exhibition of 'art deco' in America. The fans are not normally on show, however, but are kept behind glass. They are extremely fragile and people are tempted to handle them. The idea is to have, one day, a black-lacquered room where they can be more easily seen.
- Pontin doesn't restrict herself to fans of a particular period, but she will only buy a fan if it is in excellent condition. The same rule applies to everything in her house.

FCE 2015 SPEAKING

Part 1

3 minutes (5 minutes for groups of three)

Good morning/afternoon/evening. My name is and this is my colleague

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all we'd like to know something about you.

- Where are you from (*Candidate A*)?
- And you (*Candidate B*)?
- What do you like about living (*here / name of candidate's home town*)?
- And what about you (*Candidate A/B*)?

Select one or more questions from any of the following categories, as appropriate.

Likes and dislikes

- Do you prefer to spend time on your own or with other people? (Why?)
- Do you like cooking? (What sort of things do you cook?)
- What's your favourite food? (Why do you like it?)
- Do you like going to parties? (Tell us about a good party you've been to.)
- Tell us about a day you've really enjoyed recently.

Education and Work

- Do you find it easy to study where you live? (Why? / Why not?)
- Is there something new you'd really like to learn about? (Why?)
- Are you happier doing mental or physical work? (Why?)
- Do you prefer working on your own or with other people? (Why?)
- What kind of work would you really like to do in the future? (Why?)

Part 1

3 minutes (5 minutes for groups of three)

Free Time

- Who do you spend your free time with? (What sort of things do you do together?)
- How much time do you spend at home? (What do you enjoy doing?)
- What sort of music do you listen to? (Why do you enjoy it?)
- Do you ever go to concerts? (What kind of concerts do you enjoy?)
..... (What do you like about them?)
- Where do you like listening to music? (Why?)
- Does anyone you know have an interesting hobby? (What does he/she do?)
- Have you got any plans for this weekend? (What are you going to do?)

Holidays and Travel

- Which area of your country would you like to get to know better? (Why?)
- What's the most interesting place you've visited near here? (Tell us about it.)
- Have you ever used your English on holiday? (Where were you?) (What did you use it for?)
- Do you like to plan your holidays carefully or do you prefer to just go? (Why?)
- Where would you really like to go on holiday in the future? (Why?)

Media

- How much TV do you watch in a week? (Would you prefer to watch more TV than that or less?) (Why?)
- Tell us about a TV programme you've seen recently.
- Do you have a favourite newspaper or magazine? (Why do you like it?)
- Do you use the Internet to learn new things? (What sort of things do you look for?)

FCE 2015 WRITING

Part 1

You **must** answer this question. Write your answer in **120 – 150** words in an appropriate style on the opposite page.

- 1 You have received an email from your English-speaking friend, Sara, who is planning to open a restaurant. Read Sara's email and the notes you have made. Then write an email to Sara, using **all** your notes.

email

From: Sara Martins
Sent: 15th March 2006
Subject: Restaurant

You remember how Alex and I have always wanted to open a restaurant – well, we're going to do it!

We want to serve food from different countries in our restaurant so we're planning to travel around to collect some ideas. We want to come to your country. When is the best time to come?

Say when and why

We want to find out what people cook at home every day. What's the best way for us to do that?

Suggest ...

We'd also like to go to some local restaurants which serve traditional food. Can you recommend one?

Yes, give details

When we open the restaurant in July, we'd like you to come. Will you be free?

No, because ...

Reply soon.

Sara

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Part 2

Write an answer to **one** of the questions **2 – 5** in this part. Write your answer in **120 – 180** words in an appropriate style on the opposite page. Put the question number in the box at the top of the page.

- 2 You have seen this announcement in an international magazine.

MY FAVOURITE TEACHER

Tell us about a favourite teacher of yours and say what you remember about him or her.

We will publish the most interesting articles next month.

Write your **article**.

- 3 You recently saw this notice in an English-language magazine called *Theatre World*.

Reviews needed!

Have you been to the theatre recently? If so, could you write us a review of the play you saw? Include information on the characters, costumes and story and say whether you would recommend the play to other people.

The best reviews will be published next month.

Write your **review**.

- 4 Your teacher has asked you to write a story for an international magazine. The story must **begin** with the following words:

Anna had a very special reason for getting up early the next day, so she set the alarm for 5 am.

Write your **story**.

- 5 Answer **one** of the following two questions based on **one** of the titles below. Write the letter **(a)** or **(b)** as well as the number 5 in the question box on the opposite page.

- (a) *The Citadel* by A.J.Cronin
This is part of a letter from your English-speaking penfriend.

We are reading The Citadel in class. Didn't you say you've seen the film? What do you think of the main character, Andrew Manson?

Write a **letter** to your penfriend, giving your opinion. Do not write any postal addresses.

Write your **letter**.

- (b) *Round the world in 80 days* by Jules Verne
Phileas Fogg and Passepartout are very different characters. Which one do you think enjoys the journey most? Write an **essay** saying who you think enjoys the journey most and why.

Write your **essay**.

KET 2015 LISTENING



English Department
Miss Macarena Solís G.




EXAMINATION PREPARATION EXERCISES: Key English Test Listening Skills / Name: Date: Class:

Part 1: You will hear 5 different conversations, you will hear each conversation twice, there is one question for each conversation choose the best answer, (A, B or C).

Example: How many people were at the party?

3	13	30
A	B	C




3 How will Mary get to school today?

		
A	B	C




1 What sport does Joseph do?

		
A	B	C




4 What did the boy buy?

		
A	B	C

2 What time will the girls meet?

		
A	B	C

5 What will Lily have for lunch?

		
A	B	C



English Department
Miss Macarena Solís G.

Part 2

Questions 6-10

Listen to Robert talking to Katy about her room.
Where do they decide to put Katy's things?
For questions **6-10**, write a letter (**A-H**) next to each thing.
You will hear the conversation twice.

Example:

0 computer C

THINGS	PLACES
6 dictionaries <input type="checkbox"/>	A bed
7 pillow <input type="checkbox"/>	B big cupboard
8 plant <input type="checkbox"/>	C desk
9 photograph <input type="checkbox"/>	D floor
10 toy bear <input type="checkbox"/>	E shelf
	F small cupboard
	G sofa
	H table

Part 3

Questions 11-15

Listen to Fiona talking to Mark about her new bike.
For each question, choose the right answer (**A, B or C**).
You will hear the conversation twice.

Example:

0 Fiona is getting her new bike
A this morning.
B tomorrow morning.
C tomorrow afternoon.

- 11** What kind of bike is Fiona getting?
A a racing bike
B a mountain bike
C a shopping bike
- 12** Fiona has bought her bike from
A a website.
B an advertisement in a newspaper.
C a shop selling bicycles.
- 13** Who is going to put Fiona's bike together?
A Fiona
B Mark
C Fiona's dad
- 14** Fiona and Mark will go for a bike ride to
A the beach.
B a wood.
C a field.
- 15** Mark will come for Fiona at
A 9 a.m.
B 9.30 a.m.
C 10.30 a.m.

MATERIAL FOR ENGLISH SIMCE PREPARATION

LICEO POLIVALENTE SAN JOSÉ DE LA PRECIOSA SANGRE



Forma	
Serie	

Simce Inglés 2014

III Educación Media

PAPER 2 Listening

Sample Test 1

Approximately 30 minutes

Additional materials:
Answer sheet

Time Approximately 30 minutes (including 8 minutes' transfer time)

INFORMATION FOR CANDIDATES

There are 30 questions.

Each question carries one mark.

You will hear each piece twice.

While you are listening, write your answers on the question paper.

You will have 8 minutes at the end of the test to write your answers onto the separate answer sheet. Use a pencil.

INSTRUCTIONS TO CANDIDATES 

This is the SIMCE English Test, Listening Test One

There are five parts to the test. Parts One, Two, Three, Four and Five.

We will stop for a moment before we start the test.

Please ask any questions now because you must NOT speak during the test.

Now, look at the instructions for Part One.



Part 1

Questions 1 – 10

You will hear ten short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1 – 10, put a tick (✓) under the right answer.

Example:

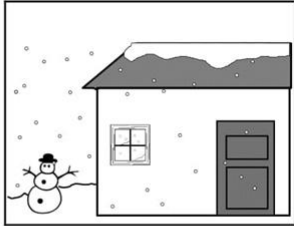
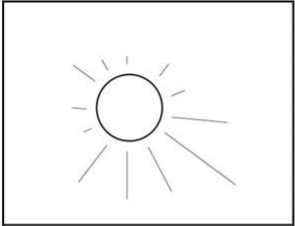
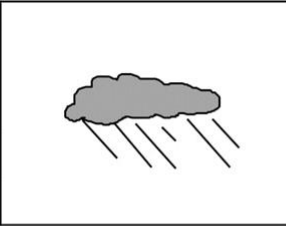
How many people were at the meeting?

3	13	30
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>

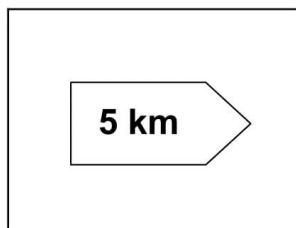
1 Where is the woman going to go on holiday this year?

Canada	Italy	Turkey
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

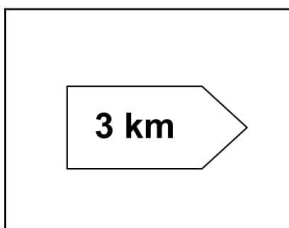
2 What will the weather be like?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

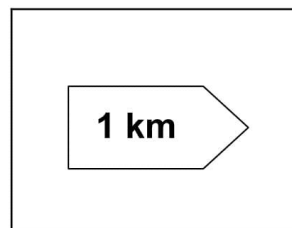
3 How far is the nearest supermarket?



A

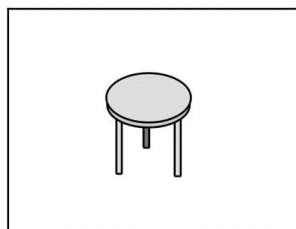


B

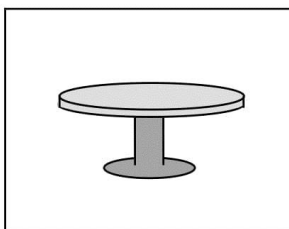


C

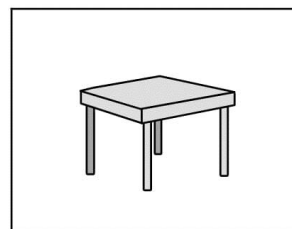
4 Which table does Sally like?



A

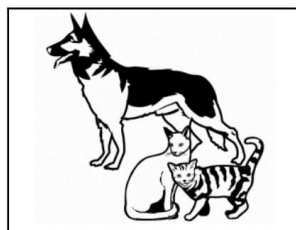


B

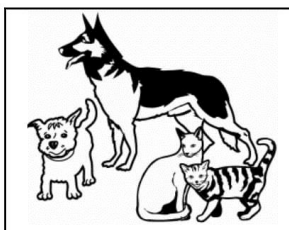


C

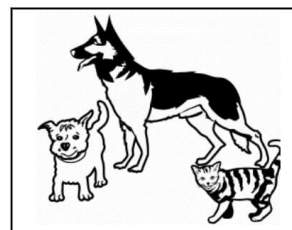
5 What animals has Sue got?



A



B

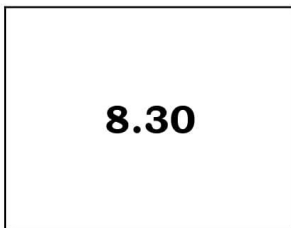


C

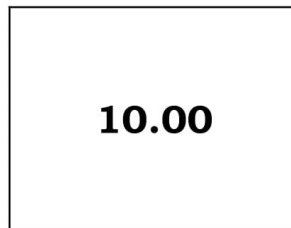
6 What time will they go to the cinema?



A

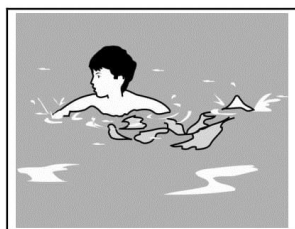


B

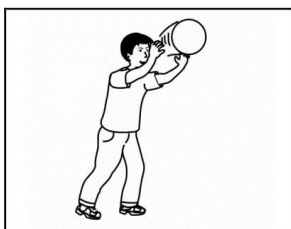


C

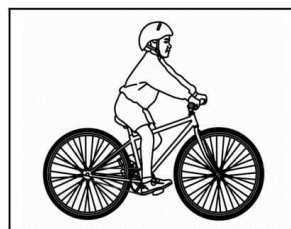
7 What is Joe going to do at the weekend?



A



B

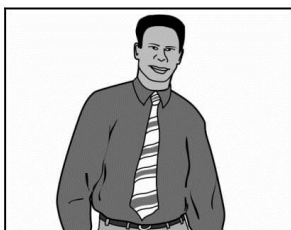


C

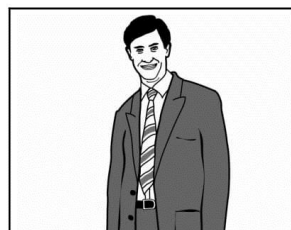
8 Which man is the English teacher?



A



B



C

9 How many bottles of lemonade do they buy?

10

A

6

B

4

C

10 When will the shop open again?

30 September

A

1 October

B

3 October

C

Part 2

Questions 11 – 15

Listen to Steve telling Olga about his birthday presents.
Which present did each person give him?

For questions 11 – 15, write a letter **A – H** next to each person.
You will hear the conversation twice.

Example:

0 Mary **D**

PEOPLE

- 11 Harry
- 12 Linda
- 13 Thomas
- 14 Victoria
- 15 James

PRESENTS

- A** book
- B** camera
- C** chocolates
- D** jacket
- E** pen
- F** socks
- G** sweater
- H** video

Part 3

Questions 16 – 20

Listen to Nick and Jenny talking about their friends.
Which food does each person have for breakfast?

For questions **16 – 20**, write a letter **A – H** next to each person.
You will hear the conversation twice.

Example:

0 Nick **A**

PEOPLE

- 16 Chris
- 17 Susan
- 18 Jenny
- 19 Linda
- 20 Carol

FOOD AND DRINK

- A bread
- B cake
- C cheese
- D eggs
- E fruit
- F juice
- G meat
- H rice

Part 4

Questions 21 – 25

Listen to Paul asking about a club for children.

For questions **21 – 25**, tick (✓) **A**, **B** or **C**.
You will hear the conversation twice.

Example:

- | | | | |
|----------|--|-------------------|-------------------------------------|
| 0 | The Children's Fun Club has offices in | A the U.S. | <input type="checkbox"/> |
| | | B India. | <input type="checkbox"/> |
| | | C London. | <input checked="" type="checkbox"/> |
-

- | | | | |
|-----------|--|--------------------|--------------------------|
| 21 | The club tries to help children with their | A studies. | <input type="checkbox"/> |
| | | B sports. | <input type="checkbox"/> |
| | | C painting. | <input type="checkbox"/> |

- | | | | |
|-----------|-------------------------------------|--------------------|--------------------------|
| 22 | This month, the children will get a | A video. | <input type="checkbox"/> |
| | | B magazine. | <input type="checkbox"/> |
| | | C pen. | <input type="checkbox"/> |

- | | | | |
|-----------|----------------------------------|-----------------|--------------------------|
| 23 | The club has a competition every | A week. | <input type="checkbox"/> |
| | | B month. | <input type="checkbox"/> |
| | | C year. | <input type="checkbox"/> |

- | | | | |
|-----------|--------------------------------|--------------|--------------------------|
| 24 | The club is for children under | A 10. | <input type="checkbox"/> |
| | | B 13. | <input type="checkbox"/> |
| | | C 16. | <input type="checkbox"/> |

- | | | | |
|-----------|----------------|----------------------|--------------------------|
| 25 | The club costs | A £3 a year. | <input type="checkbox"/> |
| | | B £5 a year. | <input type="checkbox"/> |
| | | C £12 a year. | <input type="checkbox"/> |

Part 5

Questions 26 – 30

Listen to Jenny talking to Mark about buying a computer game.

For questions 26 – 30, tick (✓) A, B or C.
You will hear the conversation twice.

Example:

- | | | | | |
|---|----------------------------------|---|------------|-------------------------------------|
| 0 | The name of the computer game is | A | City 2010. | <input checked="" type="checkbox"/> |
| | | B | City 2001. | <input type="checkbox"/> |
| | | C | City 2100. | <input type="checkbox"/> |
-

- | | | | | |
|----|--|---|---------|--------------------------|
| 26 | The game is not good for people under | A | eight. | <input type="checkbox"/> |
| | | B | ten. | <input type="checkbox"/> |
| | | C | twelve. | <input type="checkbox"/> |

- | | | | | |
|----|-----------------------|---|-------------|--------------------------|
| 27 | Black's PC Shop is in | A | Cambridge. | <input type="checkbox"/> |
| | | B | London. | <input type="checkbox"/> |
| | | C | Peterstown. | <input type="checkbox"/> |

- | | | | | |
|----|----------------------------|---|--------------------|--------------------------|
| 28 | The address of the shop is | A | 29 Hunter Road. | <input type="checkbox"/> |
| | | B | 29 Walker Street. | <input type="checkbox"/> |
| | | C | 29 Marsden Street. | <input type="checkbox"/> |

- | | | | | |
|----|---|---|-----------|--------------------------|
| 29 | The last day you can get a free game is | A | Monday. | <input type="checkbox"/> |
| | | B | Thursday. | <input type="checkbox"/> |
| | | C | Friday. | <input type="checkbox"/> |

- | | | | | |
|----|------------------------|---|------|--------------------------|
| 30 | The computer game cost | A | £26. | <input type="checkbox"/> |
| | | B | £30. | <input type="checkbox"/> |
| | | C | £48. | <input type="checkbox"/> |

You now have 8 minutes to write your answers on the answer sheet



Simce Inglés 2014

III Educación Media

PAPER 1 Reading

Sample Test 1

45 minutes

Additional materials:
Answer sheet

Time 45 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet in the time allowed.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are seven parts to the test.

Each question carries one mark.

Forma	
Serie	

--

Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 You can eat here in the mornings.

Answer:

0	A	B	C	D	E	F	G	H
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 You should not swim here.

A

SLOW!
DANGEROUS CROSSROADS

2 You must not drive fast here.

B

SWIMMING POOL
OPEN AFTERNOONS
ADULTS – £2.50
CHILDREN – £1.00

3 You can play football here after lessons.

C

HALF PRICE FOOTBALL SHIRTS
SALE MUST END
THIS AFTERNOON

4 It is cheaper to buy things today than tomorrow.

D

POLICE CARS ONLY

5 You can drive here next week.

E

DANGER
DO NOT GO INTO
THE WATER

F

Breakfast Served
7.00 a.m. - 10.00 a.m.

G

ROAD CLOSED
UNTIL MIDNIGHT SUNDAY

H

SCHOOL SPORTS CLUB
NOW OPEN IN THE
EVENINGS!

Part 2

Questions 6 – 10

Read the sentences about going camping.
Choose the best word (A, B or C) for each space.

For questions 6 – 10, mark A, B or C on your answer sheet.



Example:

0 Adrian and Martin their school holiday last week.

- A opened B joined C began

Answer:

0	A	B	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6 They to go camping for their holiday.

- A decided B thought C felt

7 They wanted to somewhere near the sea.

- A stand B put C stay

8 It three hours to drive to the campsite.

- A had B took C got

9 They put their tent in a of the field.

- A centre B corner C back

10 They some postcards to their friends.

- A bought B chose C sent

Part 3

Questions 11 – 15

Complete the five conversations.

For questions 11 – 15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 I'm sorry we don't have your size.

A What a pity!

B I hope so.

C I'll take it.

12 How long are you going to stay in Bangkok?

A For another three weeks.

B For the last three weeks.

C It took three weeks.

13 See you tomorrow.

A That's all right.

B I can't see.

C Don't be late.

14 Can I leave early?

A Before 4.30.

B Yes, that's fine.

C Not at all.

15 I don't like this programme.

A I'll turn it on.

B Let's turn it off then.

C You didn't take it off.

Questions 16 – 20

Complete the conversation between two friends.
What does Anita say to Kim?

For questions **16 – 20**, mark the correct letter **A – H** on your answer sheet.

Example:

Kim: What are you going to do at the weekend, Anita?

Anita: **0** **H**

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Kim: Well, I'm going to go to London. Would you like to come as well?

Anita: **16**

Kim: Yes. I need to study on Sunday. Great! It'll be good to go together.

Anita: **17**

Kim: First, I'd like to go shopping.

Anita: **18**

Kim: Oh, I can help you choose them. Is there anything else you want to do?

Anita: **19**

Kim: OK. There's a good one in Oxford Road. It always has the newest films.

Anita: **20**

Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.

- A** Me, too. I need some books for school and a pair of shoes.
- B** Yes, I have to work on Saturday.
- C** I'd love to. I suppose you want to go on Saturday?
- D** Fine. Do we need to book tickets?
- E** I have some money for a new jacket.
- F** What do you want to do there?
- G** Yes, I'd like to go to a cinema afterwards.
- H** I don't know.

Part 4

Questions 21 – 27

Read the article about a sailing trip.

Are sentences **21 – 27** 'Right' (**A**) or 'Wrong' (**B**)?

If there is not enough information to answer 'Right' (**A**) or 'Wrong' (**B**), choose 'Doesn't say' (**C**).

For questions **21 – 27**, mark **A**, **B** or **C** on your answer sheet.

Round the World

Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this and, because their hobby was boats, they decided to sail round the world together.



It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia.

The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.

Example:

0 Before their trip, Jonathan and Claire Spencer spent a lot of time working.

A Right **B** Wrong **C** Doesn't say

Answer:

0	A	B	C
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 The Spencers were soon ready to travel round the world.

A Right **B** Wrong **C** Doesn't say

22 Jonathan learnt to do the work of a mechanic.

A Right **B** Wrong **C** Doesn't say

23 Claire knew a lot about cooking before the trip started.

A Right **B** Wrong **C** Doesn't say

24 The trip took longer than twelve months.

A Right **B** Wrong **C** Doesn't say

25 When the trip ended, Jonathan and Claire decided to stay in Australia.

A Right **B** Wrong **C** Doesn't say

26 There was a lot for the children to do on the boat.

A Right **B** Wrong **C** Doesn't say

27 For Jonathan and Claire, the best part of the trip was being with their family.

A Right **B** Wrong **C** Doesn't say

Part 5

Questions 28 – 34

Read the article about the writer Judy Smith, and then answer the questions.
For questions 28 – 34, mark **A**, **B** or **C** on your answer sheet.

Come and meet the famous writer Judy Smith

Judy writes books for children and young adults. She wrote her first book in 1988 and since then she has done seventeen more. Sixty million people all over the world have read these books in twelve different languages. *Children of the Amazon* won a prize given by ABM Radio in 1998, and her most famous one, *The Black Horse*, was on TV recently. In her books, Judy describes places she knows and things that have happened to her in her life as a school teacher. She receives about two thousand letters a month from happy people who have enjoyed reading her books. They say how real the books are and they say Judy understands how young people feel.

Next month, Judy will be in London for a week and you can spend an afternoon with her. She will give a talk at the Bloomsbury Theatre. She will explain how she wrote her most popular book, *The Black Horse*.

Tickets to go and see Judy are free. So perhaps you would like to go and ask her some questions. There are only 500 seats in the theatre so, if you are interested, telephone the ticket office soon on 0171-388-8822 for your free tickets.

Example:

- 0** Judy writes books for
- A** women.
 - B** children.
 - C** old people.

Answer:

0	A	B	C
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

-
- 28** How many books has Judy written?
- A** 12
 - B** 18
 - C** 60
- 29** A lot of people know *The Black Horse* because
- A** children study it at school.
 - B** Judy read it on the radio.
 - C** it was a TV programme.
- 30** Judy writes about
- A** her children.
 - B** her animals.
 - C** her job.
- 31** People write to Judy because
- A** they want to meet her.
 - B** they don't understand her books.
 - C** they like her books.
- 32** Judy will visit London for
- A** an afternoon.
 - B** a week.
 - C** a month.
- 33** At the Bloomsbury Theatre, Judy will
- A** give you a free book
 - B** answer your questions.
 - C** talk about her next book.
- 34** If you want to see Judy, you must
- A** book a ticket.
 - B** pay for a seat.
 - C** telephone her.

Part 6

Questions 35 – 42

Read the article about Walt Disney.

Choose the best word (**A**, **B** or **C**) for each space.

For questions **35 – 42**, mark **A**, **B** or **C** on your answer sheet.

Walt Disney - Film Maker

People in countries all over the world **(0)** seen Walt Disney films. Most of them **(35)** films with animals like Bambi and people like Snow White.

Walt Disney was born in America on 5 December 1901. He left school **(36)** the age of 16. In 1923, he **(37)** to make films in Hollywood with his brother. In one of these films, **(38)** was an animal called Mickey Mouse. Today, people like Mickey Mouse films better **(39)** many other films at the cinema.

In 1955, Walt Disney opened a park called Disneyland. People **(40)** go there and see some of the people and animals from **(41)** favourite Disney films. A lot of tourists **(42)** visit every year because it is one of the best things for tourists to see in the USA.

Example:

0 **A** has **B** have **C** had

Answer:

0	A	B	C
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35 **A** are **B** is **C** was

36 **A** with **B** at **C** for

37 **A** begun **B** began **C** begin

38 **A** there **B** it **C** here

39 **A** that **B** so **C** than

40 **A** could **B** did **C** must

41 **A** its **B** her **C** their

42 **A** yet **B** still **C** ever

Part 7

Questions 43 – 50

Read the article about a woman called Jahan Begum.

Choose the best word (**A**, **B** or **C**) for each space.

For questions **43 – 50**, mark **A**, **B** or **C** on your answer sheet.

Jahan Begum

Jahan Begum **(0)** born on a farm in the hills. She lived there with her family **(43)** thirteen years. The family grew their own food and **(44)** animals. But then one year it didn't rain so they decided to move to **(45)** country. The journey **(46)** the mountains was long and difficult. **(47)** first home in the new country was a tent. Then Jahan's brothers made a house with wood and stones so the family had somewhere better to live. Now, **(48)** day Jahan makes things like hats and socks out of wool. She sells **(49)** in the market to get money for food. She is happy with her home and her work, but she **(50)** hopes to return to her farm in the hills one day.

Example:

0 **A** is **B** was **C** were

Answer:

0	A	B	C
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43 **A** for **B** after **C** since

44 **A** keep **B** keeping **C** kept

45 **A** any **B** another **C** that

46 **A** against **B** through **C** at

47 **A** Their **B** Its **C** His

48 **A** some **B** each **C** this

49 **A** they **B** it **C** them

50 **A** yet **B** ever **C** still

SIMCE English Test

ANSWER KEY – SAMPLE TEST 1

READING	
Q1	E
Q2	A
Q3	H
Q4	C
Q5	G
Q6	A
Q7	C
Q8	B
Q9	B
Q10	C
Q11	A
Q12	A
Q13	C
Q14	B
Q15	B
Q16	C
Q17	F
Q18	A
Q19	G
Q20	D
Q21	B
Q22	A
Q23	C
Q24	B
Q25	C
Q26	A
Q27	A
Q28	B
Q29	C
Q30	C
Q31	C
Q32	B
Q33	B
Q34	A
Q35	A
Q36	B
Q37	B
Q38	A
Q39	C
Q40	A
Q41	C
Q42	B
Q43	A
Q44	C
Q45	B
Q46	B
Q47	A
Q48	B
Q49	C
Q50	C

LISTENING	
Q1	C
Q2	A
Q3	B
Q4	C
Q5	C
Q6	A
Q7	B
Q8	C
Q9	B
Q10	C
Q11	B
Q12	G
Q13	H
Q14	E
Q15	F
Q16	G
Q17	D
Q18	B
Q19	H
Q20	E
Q21	A
Q22	B
Q23	C
Q24	C
Q25	B
Q26	A
Q27	B
Q28	C
Q29	C
Q30	A

APPENDIX B

7. PRESENTATION LETTER LICEO POLIVALENTE SAN JOSE DE LA PRECIOSA SANGRE



ESCUELA DE EDUCACIÓN EN
HUMANIDADES Y CIENCIAS
Pedagogía en Inglés

Santiago, noviembre de 2015

Coordinadora Departamento de Inglés
Liceo Polivalente San José de la Preciosa Sangre
Presente

Estimada Giannina:

Junto con saludarla, nos dirigimos a usted con el objetivo de solicitar su ayuda completando una breve encuesta que busca conocer en profundidad los mecanismos que ocupa el colegio con el fin de alcanzar un buen rendimiento en la prueba SIMCE de Inglés.

Esta información será utilizada en nuestra tesis de pregrado, la cual intenta recopilar información relevante en relación a la preparación en pruebas estandarizadas versus los resultados que se obtienen específicamente en el SIMCE de Inglés, en distintos centros educacionales.

Cabe señalar que toda información recibida a través de estos instrumentos es de estricta confidencialidad y anonimato.

Le agradecen cordialmente,

Solange Garcés Rojas
Carolyn Vargas Olivos
Stephanie Zepeda Pizarro

Saludos cordiales,

Marlene Gutiérrez Villegas
Directora Escuela de Educación en Inglés
Carrera de Pedagogía en Inglés
Facultad de Educación
Universidad Católica Silva Henríquez
mgutierrezv@ucsh.cl



PRESENTATION LETTER

COLEGIO MANQUECURA CIUDAD DEL ESTE



ESCUELA DE EDUCACIÓN EN
HUMANIDADES Y CIENCIAS
Pedagogía en Inglés

Santiago, noviembre de 2015

Coordinadora Departamento de Inglés
Colegio Manquecura, Ciudad del Este
Presente

Estimada Macarena:

Junto con saludarla, nos dirigimos a usted con el objetivo de solicitar su ayuda completando una breve encuesta que busca conocer en profundidad los mecanismos que ocupa el colegio con el fin de alcanzar un buen rendimiento en la prueba SIMCE de Inglés.

Esta información será utilizada en nuestra tesis de pregrado, la cual intenta recopilar información relevante en relación a la preparación en pruebas estandarizadas versus los resultados que se obtienen específicamente en el SIMCE de Inglés, en distintos centros educacionales.

Cabe señalar que toda información recibida a través de estos instrumentos es de estricta confidencialidad y anonimato.

Le agradecen cordialmente,

Solange Garcés Rojas
Carolyn Vargas Olivos
Stephanie Zepeda Pizarro

Recibido
Macarena Solís

Saludos cordiales,

Marlene Gutiérrez Villegas
Directora Escuela de Educación en Inglés
Carrera de Pedagogía en Inglés
Facultad de Educación
Universidad Católica Silva Henríquez
mgutierrezv@ucsh.cl



PRESENTATION LETTER

LICEO VILLA MACUL ACADEMIA



ESCUELA DE EDUCACIÓN EN
HUMANIDADES Y CIENCIAS
Pedagogía en Inglés

Santiago, diciembre de 2015

Señora
Marcela Moyano
Coordinadora
Liceo Villa Macul Academia
Presente

Estimada Marcela:

Junto con saludarla, nos dirigimos a usted con el objetivo de solicitar su ayuda completando una breve encuesta que busca conocer en profundidad los mecanismos que ocupa el colegio con el fin de alcanzar un buen rendimiento en la prueba SIMCE de Inglés.

Esta información será utilizada en nuestra tesis de pregrado, la cual intenta recopilar información relevante en relación a la preparación en pruebas estandarizadas versus los resultados que se obtienen específicamente en el SIMCE de Inglés, en distintos centros educacionales.

Cabe señalar que toda información recibida a través de estos instrumentos es de estricta confidencialidad y anonimato.

Le agradecen cordialmente,
Solange Garcés Rojas
Carolyn Vargas Olivos
Stephanie Zepeda Pizarro

Saludos cordiales,

Marlene Gutiérrez Villegas
Directora Escuela de Educación en Inglés
Carrera de Pedagogía en Inglés
Facultad de Educación
Universidad Católica Silva Henríquez
mgutierrezv@ucsh.cl



Marlene Villegas
15/12/15
*moyano@villamaculacademia.cl

7.1 DATA COLLECTION TOOL SURVEY

Dear English Department Coordinator:

During this semester, we have been working on a research about English SIMCE preparation at schools. We would love to hear from you about how schools prepare for English SIMCE. Obtaining this information from you is vital to the analysis process.

We would appreciate your taking the time to complete the following survey. We therefore kindly request your frankness and trustful cooperation answering this survey. It should only take 5 minutes of your time to complete. Be assured that all answers you provide will be kept confidential and anonymous. All responses will be compiled together and analyzed as a group. Please, click on the "Next" bottom to complete the survey.

Thank you,

Solange Garcés Rojas

Carolyn Vargas Olivos

Stephanie Zepeda Pizarro

English Teaching Program



SOCIO-DEMOGRAPHIC DATA

General Instructions:

- Click on the option that you consider it adjusts to your particular situation.
- Please be sure to answer all questions in order to collect reliable data.
- Compulsory.

1. Years of experience working at your current school *

- Less than 5 years
- 5 - 10 years
- 10 - 15 years
- More than 15 years

2. Administrative dependence of school *

- Public school
- Semi private school
- Private school

I. IDENTIFICATION VARIABLES

1. Number of hours corresponding to the English subject per week: *

2

3

4

5

6

7

2. Number of additional English hours per week: *

0

2

3

4

5

6

3. Which of the following is part of the additional English hours? *

You can select more than one option.

- Drama club
- Speaking practice
- English workshop
- English proficiency tests practice
- English SIMCE preparation
- None
- Other: _____

4. Is there a workshop focused exclusively on the English SIMCE preparation? *

- Yes
- No

5. Is there someone of the teaching members that has a specialization in English SIMCE preparation? *

- Yes
- No

II. PROCESS VARIABLES

1. How often do you consider receptive skills are practised in the English subject? *

- Always
- Most of the time
- Sometimes
- Rarely
- Never

2. How closely related is your English book to the English SIMCE content? *

- Not at all related
- Somewhat related
- Closely related
- Very closely related
- Not sure /Not applicable

3. To what extent do you agree or disagree with the English SIMCE implementation? *

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- Not sure / Not applicable

4. To what extent do you think your school is interested in improving English SIMCE results? *

- Not very interested
- Somewhat interested
- Moderately interested
- Very interested
- Not sure

5. To what extent do you think teachers are interested in receiving English SIMCE training? *

- Not very interested
- Somewhat interested
- Moderately interested
- Very interested
- Not sure

6. How often do you use standardized tests to evaluate the English proficiency of your students? *

- Never
- Sometimes
- Often
- Very often

To what extent do you agree or disagree with the following statements:

Strongly Disagree

Neutral

Strongly Agree

Disagree

Agree

- English Department plans English SIMCE preparation process.
- English Department executes English SIMCE preparation plans.
- English Department has regular meetings to improve English preparation process.
- English SIMCE preparation was implemented after 2012 SIMCE results.
- English SIMCE preparation was implemented after 2014 SIMCE results.
- The better English SIMCE results, greater employment stability.
- English SIMCE results have been significantly improved due to the previous preparation.
- The school provides English SIMCE sample tests for preparing students.
- The school provides English proficiency tests (e.g. KET, PET, FCE) for evaluating the level of English of students.
- The school provides extra material for English SIMCE practice (e.g. books, interactive CD, online platform).

III. RESOURCES VARIABLES

1. To what extent do you consider practice material is important for preparing English SIMCE?

- Not very important
- Somewhat important
- Moderately important
- Important
- Extremely important

2. Which of the following resources take part of English SIMCE preparation in your school? * You can select more than one option.

- English SIMCE sample tests
- Books
- Interactive CDs
- Online Platform
- None of the above
- Other: _____

3. Which English Proficiency tests are taken in your school? *

You can select more than one option.

- KET
- PET
- FCE
- TOEIC Bridge
- None
- Other: _____

7.2 VALIDATION FORM

FORMULARIO DE VALIDACIÓN

Estimado Colega:

Muchas gracias por aceptar esta invitación a validar este instrumento de recolección de datos. Todos sus comentarios serán considerados importantes para mejorar el respaldo del siguiente instrumento.

REPORTE DE VALIDACIÓN:

1. Breve resumen de sus impresiones.	Respecto de la validez de apariencia del instrumento, éste se adecúa a un instrumento de recolección de datos y con instrucciones claras, sin embargo, debe precisar tiempo máximo de respuesta.
2. ¿Qué áreas claves para el mejoramiento de la calidad identificas?	En general, deberían estar en función de los objetivos de estudio y sus preguntas indagativas. Quizá revisar bien que los indicadores de cada una de las variables que estructuran el instrumento, tenga algún mínimo respaldo de la teoría que subyace a este y que operacionalmente, pregunten solo por un único atributo.
3. ¿Qué recomendación le darías a los investigadores para mejorar el instrumento?	Que pilotase tal instrumento con similares “respondentes”, en que se pretende indagar, y así solicitarle a estos el grado pertinencia y relevancia tanto del tipo de instrumentos que se usará como de su estructura y contenido.
4. ¿Algún comentario sobre la efectividad del instrumento que has revisado?	Me parece más bien intuitivo que apoyado sólidamente por alguna perspectiva teórica o basado en algún estudio anterior.

Nombre del académico: Oscar Maureira C.

Firma: 

Noviembre del 2015.

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LIST OF ACRONYMS

CEFR	Common English Framework of References.
CMO	Mandatory Minimum Contents.
DEMRE	Department of Evaluation, Measurement and Educational Register
ICT	Information and Communication Technology.
LGE	General Law of Education.
LOCE	Organic Constitutional Law on Education.
OA	Learning Objectives.
OF	Fundamental Objectives.
PAA	Academic Aptitude Test.
PSU	Chilean University Admission Test.
SIMCE	Chilean Education Quality Measurement System.
TEFL	Teaching of English as a Foreign Language.

