When Standardized Tests Set the Agenda: A Study with School Leavers

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Abstract

This research project explores and describes the influence of standardized tests on EFL classrooms. It examines how the ICFES Saber 11 test permeates the development of English classes of eleventh grade, modifying aspects such as methodology, discourses, the process of evaluation and students’ performance. The study aimed at describing the role of tests inside the classrooms and the perspectives students have about them. This topic was chosen because of the relevance given to standardized testing in the last years and the impact it has on school practices. This case study had two stages, before and after the test. Classroom observation and interviews were the main elements of data collection. The results suggest that there is a significant change in the methodology depending on the proximity of the test application. It also shows how the discourses at the school, revolve around the standardized government tests, setting the agenda for the school community.

Keywords: ICFES test, Standardized tests, Students’ perceptions, Teaching practices, Washback.
Chapter One

Introduction

Since its inception, standardized tests have become an important part of the educational processes as they are established to measure students’ competence in the different areas of knowledge. In Colombia, the standardized test SABER 11 taken by eleventh grades or school leavers, (a term we gave to students who are about to finish school) is considered one of the most important test applied in the country as it is used as a tool to monitor the quality of education and as it is used as a requirement to enter higher education. To obtain good results in it, means to some extent, more opportunities to access to higher education as it provides information about the level of performance students have in each area of knowledge to universities.

The study attempts to contribute to the understanding of the role of standardized tests in the teaching and learning process. The main reason of our inquiry was a concern about evaluation as the goal of education and as a mechanism of punishment rather than a mechanism for the betterment of education. Schools and students are pressured to obtain good results as those results are displayed to the public and as the schools receive categories according to these.

The study was conducted through a qualitative approach, carried out in an eleventh grade in a school in Bogota. The study focuses its attention on Saber 11 test inside of an English class, as it can give clues on the way standardized test are influencing and interfering with aspects such as the methodology, the teaching and learning environment and the discourse. So that, we could
describe how students’ participation within the class could change according to the closeness or presentation of the test. Also, we intended to highlight their perspectives about the role of tests in their learning process.

For that reason, a case study was used to identify, characterize and establish the different elements of the class and the interference of the SABER 11 test in it. We divided our study into two stages; Before and after the test. In that way, we could identify if there was any change in the development of the classes and if student’s perceptions and performance changed, depending on the presentation of the test.

The development of this research helped us to understand the influence of tests on education. It also allowed us to realize the impact of teaching for the test. The results of the study enlightened us on the impacts discourses can have on students’ attitudes and goals on the school.

The study primarily draws on the work by Professor Shohamy, E, (2001,1996) which explains the power of testing and what tests mean for education; the theory of washback effect described by Bailey (1996- 1999), who defines and categorises the different effects or impact a test can have within the education environment; The study by Vargas, K (2011) which analyses and interprets the perspectives and discourses students have when talking about the ICFES Sabor 11, and the study by Zakaria, A. (2013), which describes the effects that trying to do well on tests have on the classroom practices. Other studies are used to provide more information about the topic and support the proposed idea.
This monograph is divided into seven chapters. In the first chapter are the statement of the problem, the rationale, the research questions, and objectives. The second includes the literature review and the theoretical framework. The third chapter contains the research design. Chapter four describes the data analysis, procedures, and findings. Chapter five presents the conclusions. Chapter six deals with the implications the study has for teacher-researchers and the last chapter shows the limitations of the study and suggestions for further research in the area.

**Justification**

The implementation of this study is relevant as it will provide the academic community with information about what is happening in the classrooms in relation to the national evaluation. Provided that, standardized testing has been enforced in the Colombian educational system as one of the most important tools for the improvement of education and that the ministry of education has drawn up different strategies and plans of action to ensure the improvement of the evaluation processes within the country, embracing the international quality movement.

Consequently, it is important to be conscious about the standardized tests roles, ideologies and discourses handle around it, as it can shape the agenda and objectives of the school. Standardized testing is a powerful tool which encloses several aspects that can influence on the different areas and procedures carried out in education.

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1 Standards and competencies are set for ensuring quality in education.
Therefore, this monograph looks into the description of what happens when students take standardized tests and the class attention is directed to it. With this study, we expect to raise awareness among the academy community and institutions about the role given to test and the meaning concedes to standardization. This may be taken as an opportunity to reflect upon the teaching practice and the discourses handle in the classroom.

Problem Statement

In Colombia, there is a series of national evaluation processes that have as a purpose knowing the competence and quality of the education offered in different institutions. These processes were created to gather empirical evidence of the educational system of the country. These are developed through standardized tests which contain a list of areas and competencies that students must develop depending on their level of schooling.

These tests are developed by the Colombian Institute for the Promotion of Higher Education ICFES by its Acronym in Spanish (Instituto Colombiano para el fomento de la educación superior). Which evaluates and monitors the quality of education of institutions by measuring standards and competencies established by the Ministry of Education. Among these tests, there is one which is considered the most important as it is taken as a requirement to enter higher education. It is the ICFES Saber 11\(^{2}\).

This specific test is applied to students close to finish the middle-education. It evaluates different areas of study, and some items related to civic competencies. The ICFES Saber 11 is

the last from a series of tests taken by schools (Saber 3º, 5º, 7º 9º and 11º) and it is the one that provides the most important information for the evaluation and categorization of schools. From this exam, the best students are selected, and a ranking of the best schools is published based on the overall results.

Since it is so important, schools pay special attention to it, becoming, in some cases a means of pressure for teachers to generate good results and for students to perform well. This emphasis given, can generate an excessive focus on testing practices which could modify different aspects within schools. One example is the introduction of testing preparation in the curriculum of some schools.

Considering our experience and what we have observed in our teaching practicum, a special meaning and attention is given to the test in almost all the grades in an important number of schools. It happens especially when schools get recognition and are known because of the results of the test. In order to keep that recognition, they implement a different range of strategies that can ensure the success on the exam. It is the case of the school where our research took place.

The school is recognized for the good results achieved in the saber 11. Thus, they develop different activities to keep getting satisfactory results. For example, they have a mid-term evaluation each month, which has a similar scheme as the ICFES and which is implemented from third to eleventh grade; they take mocks, they have certain programs to reinforce the performance in these tests, among other activities.
Picture number1 and number2 are an extract of the ICFES exam for English subject and an example of the tests carried out in the institution. We can evidence the similarities and correlation between the two exercises.

**Reading**

*From point 15 to 20 select the corresponding word to complete the text.*

**The Ethiopian wolf**

It is an African animal 15. _______ is called the simian Jackal. Some scientist have 16. _______ it is not a real wolf. But studies show that 17. _______ close relationship to grey wolves and coyotes is evident. 18. _______ Ethiopians wolves and coyotes than any other African canines.

Scientists also believe there are about 450 of them living in wild conditions. The 19. _______ of Ethiopians wolves exists 20. _______ the bale mountains National park.

The Ethiopian wolf has a special red coat with a white part the front of the body. It is in size from 1.1 to 1.4 meters. By nature, the Ethiopian wolf looks for food by day, but it is sometimes nocturnal in areas where other animals follow it.

15. A. which B. where C. who
16. A. saying B. said C. say
17. A. its B. his C. your
18. A. this B. that C. these

**Picture 1.** Taken from icfesinteractivo.com
It was evident students were being prepared for taking the test by implementing similar exams. However, we wanted to go in deep and see in which extend the exams were shaping and modifying practices within the classroom so that we could understand and describe their influence on teaching and learning process, contrasting our observation of what was done in class to what students perceived.
The research was carried out in Public school in Bogota. It was essential to develop it in eleventh grade as it is in this grade in which students present the Saber 11 test. It was also important to narrow it to the English class as it is a really important subject whose development should be focus on the acquisition of skills for an effective communication in the language. An observation and analysis of this class could give us an idea of what was happening in other classes.

**Research questions:**

- How may Saber 11 test influence teaching methodology and decision making for the development of English class?
- What are the perceptions students have about the test and its role in their learning process?

**Objectives:**

**General:**

To understand the way in which the importance given to tests may influence the decision-making for every process within the classroom.

**Specific:**

- To understand the role of standardized tests on English teaching and learning practices.
- To describe students’ participation within the classroom depending on the different stages of the presentation of the ICFES.
- To know and highlight students’ perspectives about the test.

- To raise awareness about the implications standardized test may have in the teaching learning process.

Chapter Two

Literature Review

The overall goal of this chapter is to give a brief explanation of the most important concepts that enclose our research: standardized testing, washback effect and social representations. It also provides a short review of the concepts enclosing testing as it helps us to understand in a wider way the influence of standardized tests. Finally, it includes a brief summary of the main research studies related to our inquiry.

Evaluation

Evaluation has different definitions which vary depending on the subject matter. Different authors have defined it as a systematic, purposeful process which intends to analyze, verify and value the worth of something. Also, as mentioned by Cohen and Franco (1991), Evaluation is a process that requires a comparison between the object of evaluation in regard to the established criteria or yardstick. It means that in order to carry on an evaluation, certain standards,
achievements or criteria must be established. We evaluate to check the state of something, but also to know that the element under evaluation is fulfilling what is expected.

On the other hand, Musto (1975) defines evaluation as the systematic exploration of the effectiveness of a program or project whose final purpose is to study and value the results of it. It means we evaluate to determine if something is working or to improve what is needed to make it possible. A definition that is completely applicable to what evaluation does in education.

Evaluation in education has played a really important role as it is the basic central tool used to measure and follow, not only one process but all the processes surrounded education; as students learning, teaching processes, materials, methodologies, program’s effectiveness etc. Evaluation applied to the teaching and learning process, consists in organize, strict procedure, in which the institution has the opportunity of collecting data to make an adequate judgment of value, for making the correct decisions towards the improvement of education. This process has to be incorporated since the beginning in order to acquire meaningful continued information. (Casanova, 1999).

It is important to highlight that in most of the definitions found, evaluation is shown as a tool that seeks to ensure the improvement of something. Nonetheless, the role of evaluation in education has changed many times over time. Historically, it focused on monitoring schools to ensure adherence to procedures and policies and attended to administrative issues (OECD, 2009). Nowadays, we deal with different conceptions of evaluation that shift the way it is used in
education. Among those, it stands out the evaluation to ensure quality and evaluation as a way to ensure competitiveness.

**A brief look at the history of evaluation in education.** It is necessary, to look at the origins and history of evaluation in education, to better understand evaluation as we know it today. The origin of evaluation dates back to the 1700s in the United States when the evaluation was seen as a matter of supervision. The clergy was granted with the task of supervising teachers. The clergy had the right to hire or fire them, if their teaching did not match with the religious ideologies, or if the quality of the instruction was not the expected. (Robert, 2011).

By the 1800s with a rising industrial base and the common schooling movement extended, more complex school systems were established. In this way, schools demanded more people expertise in a specific discipline, in order to teach it. Also, one teacher, within the school was selected to assume administrative duties and to look out the work of the other teachers. By this age, the clergy was not any longer considered to be able to do the supervision processes, as it was acknowledged they did not have the necessary knowledge to do judgments about teaching. By the mid-1800s, the supervision started to focus on improving instruction, as it was seen teaching was a complex process that requires of feedback to ensure its efficacy.

In the early 1900s, based on Frederick Taylor beliefs about measurement as a way to improve production and employees work, and led by Thorndike, measurement started to be seen as a tool for a more scientific approach to schooling. Measurement in education would ensure the
competitiveness and quality of students, it would ensure that teachers and schools were productive. Schools, began to be managed as factories, as mentioned in Cubberley's book Public School Administration (as cited in Robert, J 2011):

“Our schools are, in a sense, factories in which the raw products (children) are to be shaped and fashioned into products to meet the various demands of life. The specifications for manufacturing come from the demands of twentieth-century civilization and is the business of the school to build its pupils according to the specifications laid down”. (p34)

By the 50s, a big amount of schools started to implement the clinical supervision model, in which an observer (supervisor) monitored teachers, so as to collect data, analyze the findings and give feedback about their teaching. It was called clinical supervision as it was taken from the supervisory practices used in teaching hospitals.

In the mid 60’s, the evaluation and supervision passed from being applied especially to teachers, to be applied, to school systems and programs. The evaluation of school programs become a requirement, early intended to understand social problems handled in school and the possible solutions to it. Later, researchers as Scriven saw the importance of including the process of evaluation in the classroom itself, doing a formative evaluation which helped students in their learning process.

From the 70’s up, the evaluation started to take great importance, some foundations dedicated to creating evaluations units and activities, appeared. In this way, evaluation becomes a formula to ensure the effectiveness and competitiveness of the institutions. It becomes a process, that
allows to identify, analyze, value and give feedback to the different procedures developed in schools.

Since 2001 until today, regional systems of evaluation have been created. In the same way, many countries have been incorporated into international measure systems. Tests emerged as the main tool to evaluate the effectiveness of the educational systems, with the purpose of assessing what schools are doing and identifying what needs to be done in order to ensure the quality of the education. (Preskill & Russ Eft, 2015).

**Evaluation in Colombia.** In Colombia, the evaluation has passed through a lot of changes as well as the educational objectives have been transformed. To contextualize and understand evaluation as it is conceived in our country, it is important to review some important moments.

- **1937- 1951 evaluation of contents.** The evaluation is implemented to appraise students learning, focused on the memorization of contents.

- **1963: decree 1955.** Evaluation of educational objectives. Institutions get evidence of their performance through the evaluation processes. with the decree, evaluation is established to identify if institutions have achieved the proposed goals and have contributed to the formation of good citizens. The decree, also established different evaluation modalities to determine students’ progress in relation to professional objectives.

- **Law 30 of 1992 and 115 of 1994.** Evaluation of achievements. Achievement indicators are established. Evaluation is implemented to assess the attainment of those goals to
ensure the quality of the education. In this way, the culture of quality is introduced, leading to the opening of mass evaluation processes.

- Expedition of resolution 2343. The resolution established some competencies as the object of evaluation to guarantee the quality of education. In this way, the ministry creates the SABER program and gives the ICFES the task of creating tests for the evaluation of the quality of education in which for the first time, achievement levels are set for students.

- 1998 the National Planning Department (the DNP by its acronym in Spanish) determines evaluation must be guided by “quality standards”. Initially, it was just established for higher education, but then in 2003 it is established for all levels of education.

Since then, the notion of quality has been shaped, based on the different forms of evaluation. (Amaya, 2008).

**Testing**

Testing is a method to determine how well something works. It is used in every subject, to prove and determine the working of things. Although related to evaluation, testing and evaluation may not be taken as the same, since testing is one more tool for evaluation.

In education, it is mainly used to regulate the progress, knowledge and students’ ability in a determined task or content. It is also a way to have reliable information to make a judgment about the quality of schools and education. Testing intends to help governments in knowing the state of education systems. It helps to know what needs support, what is working or what is
failing. It is for that reason, that national tests have been created and are being implemented all over the world. Education attainments are being tested and standardized, schools are being controlled, and tests are taking an important role in education (House of commons, 2008).

It is for that reason, that we cannot think about tests as isolated events, but we have to understand that these events are developed in a complex context in which, economy, society, and politics play an important role. As it was mentioned by Shohamy (2001), it is important to consider not only why tests are applied, but how they are applied and used. Tests have power over many dimensions.

She mentions for example, how tests can be used as tools of control and exclusiveness. Through the tests are defined the topics to be taught, and is determined what knowledge is prestigious. “the primary goal is to make teachers teach and students study specific topics” (p.34). It becomes a gatekeeper to government and ruling classes as they are the ones establishing what is included in the test and for instance what needs to be learnt.

Also, she explains how, when implementing and analyzing test, it is the test the center of study, while the test taker is leaving aside. It is not taken into account the specific individual characteristics of each person under examination.

**Standardized testing.** Standards are established requirements, patterns or models that are generally accepted. Standards are used in a variety of fields, to ensure the quality of the service, product or program. In education, standards define the skills and knowledge students must
achieve in the different levels. Also, they “serve as a basis for educational reform across the nation as educators and policy makers respond to the call for a clear definition of desired outcomes of schooling and a way to measure student success in terms of these outcomes”. (National Research Council 2001). Education begins to revolve around standards, and the evaluation system is also established under their definition. Standards become the measure and aim of education.

In that way, we evidence a standards-based education in which clear goals about what a student must know or do to a specific level, are specified. “The standards-based education movement grows out of the assumption that the only way to ensure that all students acquire specific knowledge and skills is to identify and teach to expected levels of performance for specific knowledge and skills”. (Robert 1993). Standards-based education seeks for the measurement of academic success, competitiveness, and quality of students and institutions.

Therefore, standardized testing is established. Standardized testing is the most used and well-known testing method. It measures students learning achievement and school performance through it. Today, it is also used to classify. It helps to give some categories to schools and students depending on the performance they have on the tests.

Some proclaim standardized testing besides a tool to evaluate schools and school programs, has become a determining factor in all the processes develop within the school, it means it influences on the curriculum, school climate, teaching schedules and on learning outcomes. (Farber, 2010). However, the standardized testing main role is to help in the recollection of information to evaluate and analyze how well, students, teachers and in general schools are
doing. As it is standardized, it measures and classifies all the same way. “It assumes that all individuals are equally situated and can therefore be properly judged by the same measures”.

Kali, M (2013).

Standardized testing is proposed as an easy way to control and evaluate schools, as it imposes a mark, a goal that all schools have or are intended to achieve. It promotes competitiveness and intends to ensure quality.

**Saber 11 test**

The initial objective of the ICFES “Instituto para la Evaluación de la Educación” was the design of tests for students’ admission in higher education. The institution initially called “Instituto Colombiano para el Fomento de la educación superior” “Colombian Institute for the Promotion of Higher Education”, developed and implemented tests which displayed the performance of students in different areas helping universities to select their future students.

Nevertheless, with the increasing importance of evaluation within the educational system, and with the implementation of some reforms and decrees, the ministry of education gave the ICFES the role of offering services to evaluate education in all its levels, and the role of investigating in order to know the factors influencing the quality of education, so that, it can be improved. In that way, the ICFES went from creating selection exams to evaluating the whole education system.

Thus, the ICFES develops the Saber tests to be implemented in 3rd, 5th, 7th, 9th, and 11th grade in the case of a primary and secondary school, and the Saber pro to be implemented in higher
education. Since its first implementation in 1965, the main exam has been the “ICFES”, today known as the Saber 11 test, emblem test of the institution, as it was the primary test created.

Since its first implementation, it also has had many changes. Initially, it included 4 aptitude tests (mathematical, verbal, abstract reasoning, and spatial relations) and 5 knowledge based tests (social sciences, philosophy, chemistry, biology, physics and English). It was focused on the cognitive development and it was composed by 460 items of multiple selections. (Amaya, 2008).

Today, it is divided by competencies. Language, mathematics, social sciences, sciences, and citizenship competencies. Also, the number of questions have been reduced and it has been included an open question. The way of grading has also changed. Now, students received a global an individual score for each competency and an average is given to each area. Students also receive a performance level for each field. In the case of English, the level is given based on the common European framework. Schools are also evaluated based on this test, so they receive a category, depending on the average and global score students get. The categories are A+, A ,B, C, and D.2

Authors as Martinez (2010) mentioned that although in Latin America, this kind of categorization given by tests does not carry big consequences as it does in the USA (where schools with low score achievements are closed), it still has an aftermath. He gives us as an example the curriculum, in which some important aspects are left aside because they are not measured by the tests. He also mentions how the acquisition of good results in a test, demonstrate how much emphasis schools gave to the test but not always if the school offers a good or bad quality of education. So, he considers it is not very accurate to use the results to
accountability. and less when the context of each school is not considered. In that order, he reinforces the idea that tests are not a problem, but the way in which they can be used.

**Washback effect**

The washback refers to a type of impact, related to the effect of high stake tests within the classroom practices, mainly connected to teaching and learning process. These processes can be influenced by the tests in different ways, as by changing the curricula, by modifying the pace and depth of the subjects taught in a school, by modifying instruction-learning objectives, etc. The influence could be either positive or negative as it can contribute or impede on the achievement of the educational goals students and teachers held. (Bailey 1996).

The washback effect is a key issue as it can show not only the way in which assessment tools are used but also the way in which students and teachers react to it depending on the social and economic scope it has. Therefore, if the test is a high-stake test, that is to say, it has an important spot in the educational system as it can be used to make important decisions about students, educators, or schools, the washback effect can be wider.

Alderson and Wall (cited by Bailey 1999. P. 6) posed 15 possible aspects to appear and take into account when researching about the washback:

- A test will influence teaching.
- A test will influence learning.
• A test will influence what teachers teach; and

• A test will influence how teachers teach; and by extension from (2) above,

• A test will influence what learners learn; and

• A test will influence how learners learn.

• A test will influence the rate and sequence of teaching; and

• A test will influence the rate and sequence of learning.

• A test will influence the degree and depth of teaching; and

• A test will influence the degree and depth of learning.

• A test will influence attitudes to the content, method, etc. of teaching and learning.

• Tests that have important consequences will have washback; and conversely,

• Tests that do not have important consequences will have no washback.

• Tests will have washback on all learners and teachers.

• Tests will have washback effects for some learners and some teachers, but not for others.

Bailey (1999) also posed a model for the research in washback effect, in which he explained how participants, procedures and products (teaching materials- learning- curricula) converge and interact. Thus, he describes the participants as the language learners, teachers, administrators, materials developers, and publishers, "all of whose perceptions and attitudes toward their work may be affected by a test”. The process as any actions taken by the participants and that can contribute in the learning, and finally the product is what students learn and the quality of what they learn. In this way, a test can modify in first place the way in which participants conceive the
test, the way they act towards it and consequently, the outcomes of those behaviors and decisions.

Figure 1: Taken from Bailey (1999).

Hence, the author suggests that although all the three elements are connected, the researcher must focus the attention on one, to go in depth and determine in a better way the elements of the washback. He determines different relationships. The first related to participant in the washback process. So, we have the test takers and the washback and the language teacher and the washback.
In the test takers and the washback, Bailey (1999) referred to the elements that can affect the students. He mentions these aspects: the experience of taking and, in some cases, of preparing for the test; the feedback they receive about their performance on the test; and the decisions that may be made about them on the basis of the test. He mentions additional factors as the importance that present well on those tests can mean for students, as it can generate study opportunities. The author also emphasizes how although students are the main participants influenced by tests, there is little research that document their point of view (p, 14). Different to the point of language teachers which is documented in most of the research related to washback effect.

Consequently, the decision to work with test takers, emerged as a need to investigate and know more about this topic from the point of view of the main involved. In this case, we take it with the school leavers, term that we give to students who are about to finish their studies in secondary, since it is at this moment in which more important decisions are made on the basis of a test.

**Social representations**

Social representations refer to a system of values, ideas and practices that enable a person to interact and communicate among a community. These representations help the interlocutor to give meaning to a new idea or situation by using what he already knows or has received from others. Social representations are the result of interaction, they are a source of collectivity knowledge (Moscovici and Duveen, 2000).

Although it is not our main purpose to depict the social representations of the classroom, it is important to consider the role of social representations inside the classroom. Understanding the
social representations revolving around standardized testing helps us to have a clearer view of the reasons why students have certain opinions about the test, and the reasons why teachers make some decisions inside the classroom.

**Review of the research**

During the review of state of the art, we paid special attention to the research reports and the thesis that appear in Table 1.

<table>
<thead>
<tr>
<th>Author, year</th>
<th>Problem or issue</th>
<th>Length of study</th>
<th>Research method</th>
<th>Results</th>
</tr>
</thead>
</table>
| Sukyadi, D., Mardiani, R. (2011) | Washback effect of the English national Examination (ENE), on English teaching practices and students learning. | It was carried out with three schools with twelfth grade teachers and students. | Qualitative-case study. | - Washback effect is stronger when the test is closer to be applied.  
- Teachers feel pressure to accomplish with high scores in the test, and start to focus their classes on the teaching of the test.  
- ENE test has a strong effect as all that happens in the class is determined by it.  
- There is a negative washback effect of the ENE on students ‘learning as they mainly prepare to face the test.  
- The length of the washback is short. |
| Zacaria, N. (2013) | Teachers’ pressure to improve students’ scores in standardized English tests | The study was carried out with 244 secondary school | Quantitative – survey method | - Teachers’ classroom practices are significantly influenced by their pressure to improve scores in the standardized test.  
- Pressure lead teachers to “teach to the test” |
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Method</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adnan, M. (2014)</td>
<td>Washback effect of the higher secondary school certificate exam on English teaching and learning.</td>
<td>Fifty Teachers of intermediate English level (eleventh and twelfth grade) of Colleges of Sargodha and Faisalabad in Pakistan</td>
<td>Quantitative – survey method -Higher secondary school certificate exam affects the selection of teaching materials. -Success in the exam became the objective on classes. -Washback effect is stronger when examination is near to be applied.</td>
</tr>
<tr>
<td>Barletta, N. (2006)</td>
<td>Washback effect of the ICFES on English teaching and learning in the schools of the Atlántico Colombia</td>
<td>1 year Students and teacher of eighth and tenth grade</td>
<td>Qualitative - case study -Any of the schools studied felt pressure to work towards better results on the examination, even though they saw it as very important. - However, the competencies developed inside the classroom were limited to those tested in the ICFES exam.</td>
</tr>
<tr>
<td>Rashidi, N and Javanmardi, F. (2011)</td>
<td>Washback effect of the IELTS preparation examination on learning and teaching outcomes.</td>
<td>The length of the study is not specified, but it was carried out with students and teachers of a IELTS course.</td>
<td>Mix –method -IELTS preparation courses have a big impact on students’ expectations of the outcomes of the course. - IELTS preparation courses had positive impacts on the Iranian students’ learning processes and their achievement in this examination.</td>
</tr>
<tr>
<td>Vargas, K. (2011)</td>
<td>Perspectives, thoughts and ideas eleventh graders had</td>
<td>It was conducted with 17 students of</td>
<td>Semiotic Analysis Before presenting the exam most of the students said that the exam was very important, however, after presenting the</td>
</tr>
</tbody>
</table>
about ICFES saber 11 and the value or sanction they gave to it.  
the private school Aspaen Gimnasio Cantillana from Municipio Pediecuesta

exam some of those perspectives changed, as students did not get good results.

In the studies found in table 1, it is discussed three main issues: the role or impact of national standardized tests in schools processes (washback effect), the process of teaching for testing and the students and teachers’ perceptions about testing. It is important to highlight that most of the studies, observed washback in the micro-area of language teaching and learning.

**High stake tests and school processes**

With the increasing importance of standardized tests in education, tests have become an important tool and part in teaching and learning processes, especially when we talk about high stake tests. High- stake tests are those that can have consequences for schools, schoolers and educators. They can be a determining factor for making decisions. A high-stake test as mentioned by Sukyadi, D. (2011) is one used “to compare and rank individuals, schools or national systems”.

These high- stake tests as important factors in education, lead to the washback effect as they start to influence on the teaching and learning processes. In the study carried out by Sukyadi, D and Mardiani, R. washback is evaluated taking as basis 5 dimensions: Specificity, Intensity, 

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3 Torin D.(2004). High-Stakes Testing: Educational Barometer for Success, or False Prognosticator for Failure
Length, Intentionality and value. These dimensions are observed in an English class in three different schools which were chosen intentionally as they are classified according to a national examination considered a High-stake test. They have the categories of High achiever, Middle achiever and low achiever.

Taking into consideration the five dimensions mentioned a priory, the researchers found the intensity of the washback varies depending on the closeness of the presentation of the exam. They also found, the exam influenced and affected different areas inside the classroom: Activity time arrangement, teaching material, strategies, ways of assessing and teaching content. These variations are implemented by teachers on the basis of the exam.

Therefore, they determine the washback can be either positive or negative. It is positive if it helps to reinforce and achieve the original learning goals, principles, and interests. And negative if it fails to reflect the learning objectives or if those change to accomplish what the exam requires. One example is the omission of some topics that will not appear on the exam.

This situation may be reflecting in English classes in Colombia, as ICFES does not evaluate the listening and speaking skills, they may be replaced or omitted to spend more time on skills assessed on the test. It happens because as mentioned by Shohamy (cited by Sukyadi. 2011), the washback produces a measurement- driven movement in which learning starts to be directed by tests. The Curriculum focus on the correlation between what is to be tested and what is to be included in the syllabus.
This perspective is shared by Rashidi, N., and Javanmardi, F (2011), in their study of the IELTS preparation washback on teaching and learning outcomes. They describe the big impact an examination can have, and how it is a powerful determiner, positively and negatively, of what happens inside the classrooms. As this test is a really important one, it generates pressure. It is expected of students to get good results and teachers proficiency is measured by the students’ performance. However, in this case, the effect is more positive than negative. It helped to improve and achieve the objectives of the class, as it was a test-taking preparation course.

Barletta, N., (2006) also explains, how sometimes although teachers do not feel pressure to generate good results on the exam, the contents and organization of the classes are determined by the tests. This is the result of the teachers believes. Sometimes teachers think what they find in the test is the correct thing to teach. There are however, some other teachers that although not feeling pressure to generate good results, they see the need to remind students about the importance of taking the test, so they try to include a similar content in classes.

**Teaching for testing**

The testing movement generated in the last years, has also aroused different questions about whether results in testing show students learning achievement. The study High-Stakes Testing and Student Achievement: Does Accountability Pressure Increase Student Learning? (Nichols, S, 2006). shows how, although tests seem to have a great influence in students learning, as it generates a lot of pressure on them for obtaining good results, it seems not to have a big impact
on students learning achievement, as results on the tests just can be a product of a process of teaching for testing.

Teaching for testing, refers to the student’s preparation for taking a determined test. It can be developed in different ways with different focuses as: teaching test-taking skills, teaching content known to be covered in the test, teaching the test in content and format, and practicing the test and parallel tests items. (Smith, 1991). As there are different focuses and ways to carry it out, its results and ways of interfering in learning process may be different too, which still being common, is the emphasis on preparing for obtaining good results in a test. These processes emerge as a result of the importance given to high-stake tests in the institutions.

Zacaria (2013), in his study “Pressure to Improve Scores in Standardized English Examinations and their Effects on Classroom Practices” explores how these kinds of exams influenced on teaching practices because of the pressure they generate on teachers. According to the study, school administrators commit teachers the task of generating good results, because, on their basis, schooling administrators make decisions about funds for schools, students future schooling options and teachers jobs (in some cases).

The study exposes how in the process of ensuring good results teachers are forced to teach for the test, contradicting in many cases what they consider to be a good teaching practice. Due to the nature of the exams which does not cover all the skills students must develop. However, Zacaria also found that some teachers believe results in a test do not mean good or bad teaching but the socioeconomic background and intellectual abilities of students. These results are
consistent with those in other studies that show that tests may generate inequalities and that they affect not just what teachers teach, but also how they teach.

There are different factors involved in the process of teaching for testing, not just the importance of tests for schools, but factors such as pressure imposed by peers, commitment to helps students, pressure by parents, among others. Adnan (2014) for example, explains how, when results in tests generate points for students’ future career studies, teachers feel committed to help students to get good results, changing the materials, the way of assessing, the topics and at last the focus of the class.

Another example is the research developed by Moon (2007), where he explains the role parents have in the process of teaching for testing. Parents expect schools to guarantee good results. This expectation leads schools to change the curriculum and instruction, orienting them more towards the preparation for the tests. This situation is especially remarkable when the administration of the test is near. Teachers try to cover as many topics as possible from the ones they know are probable to appear in the exam, but at the same time, they exclude those that will not appear in the test.

Although these studies mostly highlight the unwanted consequences of the teaching for the test, they explained the scope of the effect is not always bad. In some situations, it involves the improvement of students’ skills or the acquisition of abilities that will help them in other different scenes. They also highlight the role of participants in the process of teaching for testing, even though, most of them do not delve into the topic.
Participants’ perceptions about testing

Although it is important to investigate the way processes are affected, it is essential to understand and analyze the individuals involved in those procedures. It is for that reason that while some studies focus on understanding the washback and the impact of testing, through the classrooms, teaching practices and methodologies, some others analyze what teachers and students think of these processes. The understanding of the role and perceptions of the participants is important as these may help to understand why classes are developed in certain way or why tests play such an important role in classrooms.

This is the case of the research developed by Vargas, (2011), in which she studies the appraisement students give to the exams, based on the social representations, ideologies, and discourses that surround the topic. For instance, Vargas depicted the role sanction attached to the exam modifies the ways students talk and feel about it. She also illustrated the influence that figures of power, (teachers and parents), have on the assumptions students make about the test and the procedures determined by it.

Hence, she found that scholars see the process of testing as necessary and meaningful for their process of learning, they consider it is indispensable to get prepared to take the examination. Nonetheless, she also found this perception may vary depending on the time of presentation of the test and on the results obtained. In that way, a student’s opinion could change before and after taking the test.
Some other studies, as the one carried out by Zacaria (2013), are more focused on teachers’ role in the washback effect. They try to understand how teachers beliefs and ideas might affect the teaching and learning process. These aspects and the ways teachers understand the test, as mentioned by Zacaria (2013), could be a determiner for the decisions make about the organization of classes, the material to use, the topics to teach, etc.

Moreover, he also explains the role other participants may have “other parties such as the school administrators, parents and inspectorates should also be well-informed of how their expectation on teachers with regards to the students’ performance in examinations is, in fact, a potential source of pressure which encourages test-influenced teaching and stress among Teachers” (p 54). Even though, the characters mentioned in this passage are not direct participants in the process, they play an important role as they influence on how the things will be carried out.

The information provided in these researches gave us some insights on the possible outcomes, we could find when we develop the intended study. Also, they help us to see the importance of narrowing the aspects to be under research as it will allow us to get a clearer and more organize perspective of the problem.

Chapter Three

Research Design
The purpose of this chapter is to describe the nature of the study. This section includes a
description of the research paradigm used to frame the investigation. Likewise, it gives a
categorization of the type of the study, the context, the participants, the data collection, and the
chronogram.

**Research Paradigm**

This study aimed at exploring, understanding and describing the role standardized test have
on teaching and learning practices. For that reason, it was essential to choose a qualitative
research for the development and achievement of the goals set for this investigation. The
qualitative research is a paradigm for inquiring, mainly focused on understanding social
phenomena within a specific context. This paradigm provides with ideas and information to
formulate a hypothesis or to answer a question, having as a base the experiences, perspectives,
and opinions of the individual under research.

This kind of research is mainly developed as an interpretation and description of the problem.
According to Hancock., (2007), “Qualitative research is concerned with developing explanations
of social phenomena. That is to say, it aims to help us to understand the social world in which we
live and why things are the way they are”. The qualitative research provides insights into a
problem and allows the researcher to go in deep on a specified topic.

Furthermore, in the qualitative investigation, researchers have a better comprehension of the
context and the participants as they get more involved in the environment where the phenomenon
takes place. One of the main objectives for this study was the recognition and understanding of
the perceptions students have about tests in their learning process, and the identification of the discourses underlying those perspectives. This acknowledgment is simpler to achieve when the investigators are in the context and interpret from the context.

**Type of study**

This research intends to describe a phenomenon, occurring inside the English classes. It is contemplated the way in which testing affects the procedures inside the English classroom. It is for that reason, that the project is presented as a case study. According to Merriam, S (1988), a case study "is an intensive, holistic description and analysis of a single instance, phenomenon or social unit". (cited in Merriam 2006).

To consider a phenomenon as a case, it should have a boundary, it means it needs to have a limit. Merriam explains how a case could be a person, a group of people, a class, a program, etc. that should be specific. For instance, in this research, the event under study is the role of the ICFES inside the English classes. It is limited to an English class in an eleventh grade with 32 students and it is limited to the ICFES test and not testing in general.

Although the case study has to be limited as its studies a specific instance, it also lights up about a general problem. This type of examination is an interpretation in context, we study a problem within a specific setting, and with a particular number of participants, but it gives us ideas of aspects and variables that can describe a problem and that can be constant in other environments. Indeed, with this research, even though, it is focused on a specific population and
in the effect of a particular test, it intends to illuminate about the general process of testing in education.

**Setting**

Colombia has an eleven-year system of education, five years of primary school, and six years of secondary school. These levels are mandatory and free in the case of public education.

Schooling in this country is regulated by the Ministry of education. The Ministry monitors and controls institutions, either private or public, to make sure they fulfill the basic quality standards for teaching and learning. Besides, it establishes the learning objectives and curriculum each level of education must have. However, institutions can modify part of it, to make it more adjustable to the goals established in their PEI, (Institutional educational project).

For the purpose of this study, the experimentation and data collection took place at a public school in Bogotá. It is an institution oriented to the integral formation of the students through the research and the building of the life project. It is known for the good results obtained in the ICFES test Saber 11 in the last few years. The institution promotes an integrated environment, for which it is a mixed gender school. It offers the two main groups of schooling, primary and secondary education. It also offers two different times, morning schedule and afternoon schedule.

The selection of the school was made through a mix between purposive and convenience sampling. Convenience sampling is a technique where researchers select the place or participants to study taking as criteria aspects such the easy access, the geographical proximity,
the availability or the willingness to participate. (Etikan, I, 2015, p. 2) This method is affordable and seeks to facilitate and speed up the process of research.

However, in the selection of the school, we also tried to find one institution with characteristics that could be typical in others so it can work as a general illustration of what was happening in other instances. We certainly chose the school because of the easy access we got, as we were doing our practicum there, but also because of the characteristics it held.

**Participants**

Observations and interviews were carried out in an eleventh-grade classroom. The course was composed of thirty-two students, 18 girls, and 14 boys, of which fifteen did the interview. Students were between fifteen to eighteen years old. They all belonged to a middle-class social status. This group had three hours per week of English class. The observations were made at least two hours per week.

For selecting the participants, we used a nonprobability sampling known as purposive sampling, also used to select the school. The purposive sampling is a technique in which the choice of the participants is intentional, calculated and carefully studied. The participants have certain characteristics that make them suitable for the investigation. (Etikan, I, 2015, p. 2). In this study, it was essential to work with eleventh graders as they are the ones who take Saber 11 test, and as they are close to finish school.

Moreover, the teacher in charge of English classes was well informed about ICFES testing process what also motivated us to observe this specific classroom as the main purpose of the
study was to depict the influence the exam could have on teaching methodology and material development for English class.

**Research question**

- How may Saber 11 test influence teaching methodology and decision making for the development of English class?
- What are the perceptions students have about the test and its role in their learning process?

**Research objectives**

- To understand the role of standardized tests on English teaching and learning practices.
- To understand the way in which the importance given to tests may influence the decision-making for every process within the classroom.
- To know and highlight students’ perspectives about the test.
- To raise awareness about the implications standardized test may have in the learning process.
Data collection methods

A key step in a research project is the gathering of data. The procedures carried out to collect it, depend on the objectives and type of study. The purpose of this case study in part was to understand, describe, and explain the impact Saber 11 test may involve in English teaching and learning practices, and in part to recognize and depict the perspectives students have about this examination on their process of learning. For that reason, the methods used for collecting the data in this project were observations and interviews.

Observations allow gathering information by directly observing the phenomenon. They provide knowledge about the context, the participants, and behaviors, which will help to understand better the problem and may function as a reference to know what further step to take in the investigation. (Merriam, 2009. pp. 119-122). The observation must be intentionally and systematically applied to address a research question.

In this case, the study sought to answer and explain how the Saber 11 test may affect English classes teaching and learning. Thus, when doing the observations, we acquired a passive role to ensure the quality and reliability of the information gathered, by not interrupting the natural pace of the classes. We observed the content, materials and development of each class.

On the other hand, interviews were used as a way to identify and describe the ideas and interpretations students had about the role of the exam in their classes and in their learning process. Interviewing aims at decoding feelings, perspectives, interpretation or actions that are
not possible to understand with the mere observation. Interviews enable the researcher to get information from the voice of the participants. They allow having another perspective of the case under study. (Merriam, 2009 p. 88).

Therefore, considering the kind of information expected to get from interviews, we selected the semi-structured type. Semi-Structured interviews are flexible and allow the inquirer to respond to the situation at hand. The researcher counts with a list of questions, but these questions do not have a specific order, they can be modified. The investigator is free to avoid or add more questionings depending on the ideas emerging at the moment.

The data was collected during five months. Three months before taking the test and 2 months after the test. The schedule was as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Instrument</th>
<th>Who</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 24</td>
<td>Survey</td>
<td>32 Ss</td>
<td>Previous knowledge about the ICFES</td>
</tr>
<tr>
<td>May 24</td>
<td>Observation</td>
<td>Researchers</td>
<td>Class development</td>
</tr>
<tr>
<td>May 31</td>
<td>Observation</td>
<td>Researchers</td>
<td>Class development</td>
</tr>
<tr>
<td>June 7</td>
<td>Observation</td>
<td>Researchers</td>
<td>Class development students’ participation</td>
</tr>
<tr>
<td>June 17</td>
<td>Interviews</td>
<td>15 Ss</td>
<td>Perspectives about the test</td>
</tr>
<tr>
<td>June 17</td>
<td>Observation</td>
<td>Researchers</td>
<td>Class development students’ participation</td>
</tr>
<tr>
<td>July</td>
<td>data analysis</td>
<td>Researchers</td>
<td>First stage of data analysis</td>
</tr>
<tr>
<td>August 5</td>
<td>Observation</td>
<td>Researchers</td>
<td>Class development students’ participation</td>
</tr>
<tr>
<td>August 19</td>
<td>Observation</td>
<td>Researchers</td>
<td>Class development students’ participation</td>
</tr>
<tr>
<td>October 14</td>
<td>Observation</td>
<td>Researchers</td>
<td>Class development students’ participation</td>
</tr>
</tbody>
</table>
The instruments designed for collecting data were elaborated based on Bailey’s model on the washback effect, where we identify the different relation among participants, processes and products, paying special attention to the test-takers and procedures.

**Objectives: Classroom observation**

- Identify content and materials used in classroom
- Identify the methodology
- Characterize students’ participation and interaction in classroom.

**Interviews:**

- Identify students’ perspectives about the test.
- Characterize students’ perspectives.

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>When introducing and explaining a topic</th>
<th>When developing activities</th>
<th>When evaluating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
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<tr>
<td>------------------------</td>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students-teacher interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter Four

Data Analysis and Findings

This chapter illustrates the process of data analysis. It shows the different strategies used, the findings and the relation to the literature. This section also shows some extracts and evidence from the original data used to determine the findings.

The analysis was carried out through an inductive approach so that we could group the data and look for relations. For grouping and interpreting the data, we used a descriptive coding technique. Descriptive coding tries to “summarize in a word or short sentence the basic topic of a passage of qualitative data”. (Saldaña, 2010, p. 70). This technique helps to synthesize and organize the information in a more simple way to find categories and, themes for the final explanation and theory.

We collected and analyzed the information, focusing on four different aspects; agenda organization, classroom procedures, students' participation and students voices. In that way, the data collection tools were designed to identify and describe those aspects. On the other hand, in the analysis, first, we determined codes for each piece of highlighted information inside the data. Then, we established relations that could allow us to formulate categories and themes and finally,
we answered the research question providing a clear explanation and description of the phenomenon.

The following tables present the generated codes from the most relevant excerpts in the observations.

<table>
<thead>
<tr>
<th>Descriptive coding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation 1</strong></td>
</tr>
<tr>
<td><strong>Excerpt</strong></td>
</tr>
</tbody>
</table>
| Teacher presents the topic relating it with the mother tongue in order that the students get a better understanding (grammar translation) | - Translation.  
- Mother tongue use |
| Students were playing a game to practice wh questions. Then, once the game was finished teacher proceeds to explain them some other grammar topics:  
  - ing  
  - would like  
  - Possessives  
Most of the explanation is made in spanish. | - A lot of grammar topics.  
- Focus on grammar.  
- Mother tongue use. |
| As the students were not writing the teacher decided to give the instruction.  
She also reminds them, these topics will be in the Saber test. | - Highlighted topics  
- Topics in the test  
- Focus on the test.  
- concern about the test |
| Students get excited about the idea to know more about what is going to be in the exam | - Interest in the test.  
- Motivation to know test. |
| She tells students that they may remember she does not teach them anything that is not in the ICFES. | - Reinforcing the test importance.  
- Teaching to the test. |
| Teacher involves students in the class by asking them for examples related to the topic. | - Students motivation  
- Students involvement |
She also motivates them to ask if they have any questions.

<table>
<thead>
<tr>
<th>Descriptive coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Codes</th>
</tr>
</thead>
</table>
| Students are developing an essay about public transport. Teacher tells them, it is possible the ICFES starts to implement open question on the exam, so that is important to practice. | - Highlight test  
- Practice for the test.  
- Focus on the test |
| Teacher includes cultural knowledge on the development of the essay by doing a comparison of the use of transportation in different countries. | - Culture knowledge |
| She shows students two videos about transportation in other countries. Then, she gives examples in how to start the essay. She gives predetermined sentences for students to use in their own essay. | - Technological resources.  
- Predetermined structures. |

<table>
<thead>
<tr>
<th>Descriptive coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Codes</th>
</tr>
</thead>
</table>
| Students are carrying on the week E (week E special week were the school looks for alternatives to encourage students reading) . This is a week in which students develop different reading activities. This week activity was created and imposed by the secretary of education as a | - Reading programs  
- Improve test results.  
- Practice to the test. |
Teacher expressed "I do not know why they do this. They come an interrupt all our normal activities to develop this other one, when the institution already have a reading program. But that's ok we have to do it".

Students developed two activities. Students have to read and answer some questions. The exercises include the different type of questions students may face in ICFES Saber 11 test.

Students seem to be bored with the activity. Some of them say: This again.

**Descriptive coding**

**Observation 4**

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class starts with the socialization of grades. the students must re-organize the classroom because they have to take the Martes de Prueba</td>
<td>Grades socialization.</td>
</tr>
<tr>
<td>Students develop Martes de Prueba. They are habituated to the process that the teacher does not need to tell them what to do</td>
<td>Practice to the test.</td>
</tr>
<tr>
<td>The teacher express that most of the students do not need a lot of supervision because with the “training” They already know basic test skills. She says “La mayoría de estudiantes ya no necesitan supervisión para esta actividad, debido al entrenamiento que han tenido desde 9no grado”.</td>
<td>Training to the test.</td>
</tr>
</tbody>
</table>
She also expresses “es bueno que ellos aprendan habilidades básicas para responder un test, ellos saben que deben hacer y que no” She explains that saber 11 is not the only exam students must present along their lives she also lists some others. So, she says it is important to be ready and practice.

- Acquiring Testing skills
- Practice to the test.
- Testing is a long life.

Students were told they receive an extra grade for the results in “Martes de Prueba”. Students also remind the teacher they supposed to get an extra grade for the mock they took. They were told that if they get a good results they were going to receive points for the final grade of the term. So they were asking for that as that helps them to increase the grade.

- Importance of grades
- Ss motivation for grades..

Also, always they have as homework to correct the “Martes de prueba”.

- Test practice
- Test content.

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Codes</th>
</tr>
</thead>
</table>
| Students are not taking more “Martes de Prueba” as they already took the ICFES test. So, they have a presentation about celebrations. Most of the presentations are made in spanish. Teacher does not say anything about it. | - No more “Martes de Prueba”  
- Agenda changing.  
- Mother tongue use |
### Descriptive coding

#### Observation 7

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Codes</th>
</tr>
</thead>
</table>
| There is not a clear objective in the class. Teacher starts picking up an activity. Then, she gives students some riddles to guess. The rest of the class is spent on the riddles. Students seem to be more relaxed. They are enjoying the activity. | - Not specific purpose  
- Class changing.  
- No grammar topics  
- More relaxed environment. |

#### Observation 8

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Codes</th>
</tr>
</thead>
</table>
| Teacher is socializing the grades of the term. Students who have not presented something, have the opportunity to do it. Students are organizing and finishing activities they have not done. | - Socializing grades  
- wrapping up course. |

The previous tables showed the different elements observed in English classes. We could evidence a noticeable change among observations 1-5 from observations 6-8 which were
developed in different stages. Observations one to five were done before students took test and observations six to eight were done after the presentation of the test.

In the next table, we can evidence the students opinions and the codes used to analyze the information collected to solve the research question. The chart also shows a summary of the problem, The research question, the categories emerged from the data analysis, the theoretical support and some conclusions.

<table>
<thead>
<tr>
<th>CODING ANALISIS</th>
<th>SAMPLES OF DATA (Direct transcription of learners’ interviews)</th>
<th>THEORETICAL SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH QUESTION</td>
<td>How may Saber 11 test influence teaching methodology and decision making for the development of English class?</td>
<td>Meaning of the Saber 11 test</td>
</tr>
<tr>
<td>Gate opener</td>
<td>yo creo que esta sobre valorado “ según eso las universidades van a mirar pues que tienes tú de conocimiento te ganas una Beca no</td>
<td></td>
</tr>
</tbody>
</table>


### GENERAL OBJECTIVE:
To understand the role of standardized tests on English teaching and learning practices.

<table>
<thead>
<tr>
<th>Meaning of the</th>
<th>que es súper importante que eso va a definir tu vida</th>
<th>Moscovici (2000) our mind is conditioned by the culture and predetermined set of beliefs, ideas and practices shared inside the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saber 11 test for families.</td>
<td>ponle las ganas a eso</td>
<td>This examination as a relevant tool for the government to measure and control the quality of education has become a factor capable of modifying the ways teacher decide to teach, students decide to study and administrators organize the agenda (Shohamy, cited in Bailey 1999)</td>
</tr>
<tr>
<td>Family pressure</td>
<td>tu carrera depende del resultado</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test and preparation</th>
<th>Los profesores nos ayudan a corregir el martes de prueba.</th>
<th>These activities remind important just when the test preparation is a must, but once they get to the test they do not see it necessary. (Sukyadi, 2011).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing the test.</td>
<td>Nos enseña los tipos de preguntas</td>
<td>Shohamy (2006) it may be the result of focusing the goals of the teaching and learning in evaluation.</td>
</tr>
<tr>
<td></td>
<td>Con el martes de prueba nos ayudaron.</td>
<td></td>
</tr>
</tbody>
</table>
### Role of the test in the learning process.

- Schools focus on test.
- Learning more than a test

| Role of the test in the learning process. | la prioridad siempre es pues para los colegios sacar pues bien esto el tema del ICFES nos enseñan matemáticas pero no a pensar y opinar. nos enseñan a presentar un examen pero no nos enseñan como a trascender un poco. | The Saber 11 test influenced on what the teacher taught, the rate and sequence of teaching, the kind of activities, and the attitudes participants had to the content, activities and the exam (Bailey 1999). It seemed it was more relevant to practice the test that having language classes. (Bailey, 1996). |

### GENERAL CONCLUSIONS

- The saber 11 test influenced the materials used in classes.
- Limitation in content and activities
- The test has a positive impact on students’ study habits.
- Teaching for testing since 9 grade.
- Social factors influence students thoughts
- Standardized test shape education
<table>
<thead>
<tr>
<th>RESEARCH QUESTION</th>
<th>SAMPLES OF DATA (Direct transcription of learners’ interviews)</th>
<th>THEORETICAL SUPPORT</th>
</tr>
</thead>
</table>
| How may Saber 11 test influence teaching methodology and decision making for the development of English class? | yo creo que esta sobre valorado  
según eso las universidades van a mirar pues que tienes tú de conocimiento  
te ganas una Beca no | Some authors consider that: 
This pressure, generates nervousness, anxiousness and fear to the test, as like mentioned by Shohamy (cited in McCallum 2016) and that  
“More opportunities for student participation and student questioning; diagnosis of individual students weaknesses; and the combination of self-study with revision in class” (Alderson and Harto cited by Bailey 1999). |
| Meaning of the Saber 11 test. Gate opener. | que es súper importante que esove a definir tu vida  
ponle las ganas a eso  
tu carrera depende del resultado | Moscovici (2000) our mind is conditioned by the culture and predetermined set of beliefs, ideas and practices shared inside the community  
This examination as a relevant tool for the government to measure and control the quality of education has become a factor capable of modifying the ways teacher decide to teach, students decide to study and administrators organize the agenda (Shohamy, cited in Bailey 1999). |
| Meaning of the Saber 11 test for families. Family pressure. | Los profesores nos ayudan a corregir el martes de prueba.  
Nos enseña los tipos de preguntas  
Con el martes de prueba nos ayudaron. | These activities remind important just when the test preparation is a must, but once they get to the test they do not see it necessary. (Sukwadi, 2011).  
Shohamy (2006) it may be the result of focusing the goals of the teaching and learning in evaluation. |
| Test and preparation. Knowing the test. | la prioridad siempre es pues para los colegios sacar pues bien esto el tema del ICFES nos enseñan matemáticas pero no a pensar y opinar  
nos enseñan a presentar un examen  
pero no nos enseñan como a trascender un poco | The Saber 11 test influenced on what the teacher taught, the rate and sequence of teaching, the kind of activities, and the attitudes participants had to the content, activities and the exam (Bailey 1999)  
It seemed it was more relevant to practice the test that having language classes. (Bailey, 1996). |
| Role of the test in the learning process. Schools focus on test. Learning more than a test. | The saber 11 test influenced the materials used in classes. Limitation in content and activities  
The test has a positive impact on students’ study habits.  
Teaching for testing since 9 grade  
social factors influence students thoughts  
Standardized test shape education |
In the previous sample table, we identified different opinions about the test, finding similarities, correlations, and ideas reinforced by each one of the participants. The following table (Table 17), shows the identified themes and final coding, of the observations and interviews, based on the repetitiveness of initial codes and the relations among them. These findings are also divided into two different stages of the research. Before and after the test.

Table 17. Themes and final coding.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Final Coding</th>
</tr>
</thead>
</table>
| **School agenda**               | - School focus on the preparation for the test.  
- More intensity in eleventh grade.  
- Reading programs are implemented to reinforce the preparation.  
- Classes are interrupted for the implementation of “Martes de prueba”  
- Focus on grades.  
- Contents are according to the saber 11 test.  
- “Martes de prueba” becomes part of classes.  
- “Martes de prueba” becomes part of the evaluation.  
- Teaching and practicing for the test.  
- Focus on grammar.  
- Focus on reading.  
- Teachers focus on grades.  
- There are not clear learning objectives in classes.  
- No more implementation of “Martes de prueba”  
- Presentations and speaking activities are implemented.  
- No more grammar topics.  
- Reduction on the number of activities developed in class.  
- Organization and socialization of grades.  
- Most of the classes are developed in the mother tongue. |
<p>| <strong>Class Procedures and development.</strong> |                                                                                                                                                |</p>
<table>
<thead>
<tr>
<th>Students’ role and participation inside the classroom.</th>
<th>Students’ perspectives about the test and test preparation.</th>
<th>Findings and Discussion</th>
</tr>
</thead>
</table>
| - Most of the classes are developed or translated to the mother tongue.  
- Ss are motivated for the test preparation.  
- Ss are encouraged to practice for the test.  
- Motivated for grades.  
- Nervousness when taking “Martes de prueba”.
- Concern about the test. | - More relaxed environment.  
- Ss are motivated for grades.  
- Ss participate in activities. | - Test as gate opener for study opportunities.  
- Not relevant.  
- Test preparation helps to reinforce knowledge.  
- Test preparation is a motivation to study.  
- Motivation for grades.  
- Test as way to recognize knowledge.  
- There is pressure to get good results  
- Nervousness and fear affect results.  
- Teachers decrease the stringency.  
- Test results are important for grades.  
- Not recognition of personal component.  
- Not recognition of other knowledge |
| - Test preparation gives more learning.  
- Test preparation since ninth grade.  
- Opportunities.  
- There is fear and concern about the test.  
- Test in classes help for grades.  
- There is pressure to get good results  
- Test has life importance.  
- It downplays other aspects of education: culture, opinions. | - Test as gate opener for study opportunities.  
- Not relevant.  
- Test preparation helps to reinforce knowledge.  
- Test preparation is a motivation to study.  
- Motivation for grades.  
- Test as way to recognize knowledge.  
- There is pressure to get good results  
- Nervousness and fear affect results.  
- Teachers decrease the stringency.  
- Test results are important for grades.  
- Not recognition of personal component.  
- Not recognition of other knowledge |
After analyzing the data, we could identify four main components. These four aspects are the result and focus of data collection and the coding process. The findings helped to answer the research question and to describe the case under study.

**School agenda**

In facing the Saber 11 test, the school modified the agenda in order to guarantee good results. This could be evidenced both in the observation and the interviews. The school implements different activities inside and outside classes to help in the practice of the test. They have programs such as the “Martes de prueba”, the reading reinforcement and activities such as the bimestral evaluation, which design and implementation seek to help with the ICFES examination.

This interest and concern to prepare students for the exam might rely on the fact that the institution is known for being a high test achiever, it means the school has obtained good results in the Saber 11 test in previous years. It may also be a result of what the test outcomes mean for schools, as besides getting a categorization as high or low level schools, they may get funds or on the opposite, it might mean potential cuts in programs and funding (Sukyadi, 2011).

However, these kinds of activities and programs were constant in the initial part of the year when the students were closed to present the test, but once the students took the examination the intensity and application of these programs was reduced. These activities remind important just when the test preparation is a must, but once they get to the test they do not see it necessary. (Sukyadi, 2011).
In this way, it is important to know that after students take the test, there are two or more months to finish the school year. Nonetheless, according to what was observed and what students mentioned in the interview, for many teachers to prepare students for the presentation of the Sacer 11 test was one of the most important goals in eleventh grade and therefore its presentation represented almost the end of the course. As mentioned by Shohamy (2006) it may be the result of focusing the goals of the teaching and learning in evaluation.

**Class procedure and development**

In response to the research inquiry, observations and interviews showed how most of the decisions taken inside the classroom are influenced by the test. We have three main components affected by it: content, activities, and evaluation. The content taught is enclosed by what is going to appear in the test. In this way, teacher remarked how she taught the grammar topics appearing in the exam. Likewise, she trained students in reading and writing skills. This last one, possible to appear in the new format of the exam. In spite of this, the main competences worked in classes were reading and grammar as these are the skills evaluated in the exam.

About the activities, although the Martes de prueba seemed to be an extra activity aimed to help students to be ready for the exam, it was included as a main activity in English classes, as after they presented it, they had to correct it; then they compared it and they discussed the answers with the teacher. Sometimes, taking Martes de Prueba was the only activity students had in classes. It seemed it was more relevant to practice the test that have language classes. (Bailey, 1996).
Even so, they had some other activities which try to help students with the acquisition of skills and habits that could help them in the presentation of the exam. They had, different reading exercises with questions that shared a similar structure to the one of the test, they had grammar focus activities, and sometimes they had writing activities.

On the other hand, besides the use given to “Martes de prueba” as a major activity in class, it was also taken as part of the evaluation. Students got a score for the correction of the exercise and extra points for the results of it. This happened also with the presentation of the Saber 11 test. Once students took it, teachers gave them extra points for the final grade of the subject. Also, students had bimestral exams that were designed with a similar structure to the one in the Saber 11 test.

In terms of the methodology, it was not possible to identify if the decision to use mother tongue and grammar translation was made on the basis of facilitating the process of learning or if it was selected on the basis of better practicing the test. However, and as mentioned before there was a greater focus on the grammar and reading skills, which are the main component on the test.

Another important situation manifested when observing the classes, and when interviewing students, was the importance given to grades which also reinforce another aspect observed that was the emphasis and importance given to the process of evaluation. When developing the classes the central objectives seemed to be oriented to learn and understand more about the test.
and what was going to be on it. The teacher was teaching to the test and students were preparing to get good results on the test.

Although all of this was true before the test, it changed a bit after students presented the examination. After taking the test, the activities developed in classes changed. They stopped taking “Martes de prueba” and started to develop more free activities and speaking presentations. The teacher did not cover more grammar topics and sometimes it was not clear the purpose of the lesson.

What remained as a constant, was the use of the mother tongue and the emphasis and importance given to grades. When developing presentations or participating in class, students used Spanish with no correction or calls of attention from the teacher. It seemed that the important part was students doing the activity more than how the activity was presented. Moreover, grades were part of classes, too. Students were always very concerned about it and teacher gave a prudential time to socialize and organize them.

**Students’ participation inside the classroom.**

When it comes to students participation, it seems that testing practices motivated students to study more. For students it was important to get good results this as a consequence of what teachers told them about the test. For that reason, they tried to be really attentive when they got the chance to know more about what this test involved, they took the “Martes de prueba” seriously and some of them took extra courses to practice and be more ready for the Saber
examination. Furthermore, practicing the test and getting good results was a motivation because of the scores and extra points that helped them in the final grade of the subject.

Nevertheless, when practicing for the test through a simulation as it was Martes de Prueba, students got nervous and anxious. The idea of this test being important, for school, academic future and study opportunities generates a sort of pressure on students that was reflected on their behaviors inside the classroom.

**Students’ perspectives about the test and test preparation**

Different to what was expected to happen, students perception about tests and test preparation did not vary much in the two stages of investigation. In general, for students doing well in the test was very important as they consider this test to be a gate opener that will help them to ensure academic future. Most of them had the believe that universities accept students on the basis of the result on the test, which is not entirely true, since most of the universities in Colombia either public or private have their own examination. The real requirement is to have presented the exam but results are not a factor for the acceptance in academic programs.

However, there are some public universities which indeed accept students on the basis of the results of the test, as well as there are programs which give scholarships based on the outcomes of the examination. Programs such as the one mentioned by the students of Ser pilo paga. Ser Pilo Paga is a program impulsed by the government, that seeks that students with low economic resources can access to higher education institutions accredited in high quality, having as main
requisite to achieve a high score in the ICFES Saber 11 test⁴.

These kind of opportunities could be the factor for students to consider the examination a relevant aspect to start their higher education because as some of them mentioned, their families pressure them to get good results as they may not have the resources to pay a private university. This pressure, according to students came also from teachers, who remarked them the importance to obtain good results, not just for them but also for the institution, as this school has always been a High achiever institution,

This pressure, generates nervousness, anxiousness and fear to the test, as like mentioned by Shohamy (cited in McCallum 2016) there is the belief that “tests can create winners and losers, successes and failures, the rejected and the accepted”. Students were always concerned about the test and testing practices. They saw the results on the practices as a reflection of what they could get on the real test. Some of the participants mentioned, how this fear to the test caused them to be really nervous and affected them on the final results.

This situation may be leading students to have a misconception or what the objective of education is. Some of the participants seemed to understand it as being prepared to get good results on the test and achieve good grades in a subject. This conception may be problematic especially if we analyze it in the context of English classes. English teaching should be focus on helping students in the acquisition of skills to communicate in a foreign language. As described in the government guide, Basic standards of foreign language competencies:English. (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés), where it is explained and

⁴ Colombia Aprende. http://aprende.colombiaaprende.edu.co
established the bilingualism program⁵.

Nonetheless, for some of the students test preparation helped them and motivated to study more. They considered that doing exercises as Martes de prueba, allowed them to review other topics they did not know and encouraged them to discover the reasons for using determine topic, as when they got wrong answers they had to correct them. They also said, that a great motivation was the grades they received when preparing for tests. It implies that tests provide “more opportunities for student participation and student questioning; diagnosis of individual students weaknesses; and the combination of self-study with revision in class” (Alderson and Hamp cited by Bailey 1999).

On the other hand, there were some other students, and especially after taking the test, who described it as just a tool to recognize knowledge and to recognize what they did in the eleven grades in school. Moreover, they said that this test did not recognize other kinds of knowledge or personal skills, and that the test preparation in some cases downplayed other aspects of education, as the promotion of critical thinking, and culture.

The different opinions and comments reported here allowed us to peek the influence of other people's discourses in the participants' perceptions. It happens because as explained by Moscovici (2000) says that our mind is conditioned by the culture and predetermined set of beliefs, ideas and practices shared inside the community. In this case, the culture imposed is the cultures of testing, with the idea and the belief that doing well on the test is important. This idea

is spread by the institution and reinforced by parents, who always emphasized the vital role results play in the academic future.

The information reported in the study allowed determining the presence of washback effect in English classes. The Saber 11 test influenced on what the teacher taught, the rate and sequence of teaching, the kind of activities, and the attitudes participants had to the content, activities and the exam (Bailey 1999). This examination as a relevant tool for the government to measure and control the quality of education has become a factor capable of modifying the ways teacher decide to teach, students decide to study and administrators organize the agenda (Shohamy, cited in Bailey 1999).

It helped us to identify two main faces of the washback effect, one not so positive, and another one to be considered positive. The not so positive face of the washback in this study was the little relevance that working with topics not related to the test but more related to boosting of language skills, had. In all the observations done, there were few opportunities in which we could see a communicative activity, speaking was barely practiced and listening skills seemed to be completely forgotten. To this face, we could add other aspects such as the importance given to grades and the feeling of anxiety generated in the students.

Differently, the positive aspect of the washback effect was the motivation it generated on students to learn more and to be attentive to what they did in English classes. This motivation was extended to activities outside the classroom where students created practices of self-study. These practices included going to the library, looking for information on the internet, and reviewing activities worked in class.
Chapter Five

Conclusions

Based on the findings of the current study, we could identify the importance that tests have on English classes to the extent of modifying aspects such as the organization of the agenda, the lessons content, the activities and in some way the objectives of teaching and learning. The Saber 11 test as High-stake test is important for measuring the school progress and processes, providing students with more opportunities to access higher education, not being this the only means. For this reason, the institution sees the need to help learners in their preparation to take the test and obtained good results. This training is more significant and profound, but not restricted, to eleventh grade, since according to students they start to get prepared, since the ninth grade.

This research also showed how although most of the students involved in this study had a positive perception of The Saber 11 test, they shared a concern and sense of worryness towards this examination. It in response to the opinions families have and the discourses teachers managed inside the classroom about the importance to do well on the exam. In the same way, students saw the test preparation as an important aspect in their education, as it was a motivation to study, because they understood it was a good way to improve results on tests, and a way to review and learn about more topics they did not know.
These identified perceptions and observed factors allowed us to understand the major role standardized testing and evaluation process are playing in education taking into consideration that the students are not the only involved in the process; the results most of the time gets a repercussion on national status and standards for the schools as far that the schools which are not between the regular results are considered as a not very good places to encourage young learners to succeed in their lives, then all the school academy gets involved.
Chapter Six

Limitations And Further Research

The results of the present study showed that high-stake tests, such as the Saber 11 test, are powerful tools, which may be used as such, these cannot be taken as unique factors of development inside classrooms. The use and way to present the exam in classes can shape the way students understand its function and role in the education.

As it was observed in classes, the tests in many cases motivated students to study more. However, it will be important to check and analyze, what are the things that students are studying, because if it is based on just the content of the test, speaking and listening skills will be left aside. It will be really useful to conduct a research project in which test preparation, not just for Saber 11 test but also for English certification tests, can be used as a tool to improve English proficiency in all the areas of language.

Finally, this study was carried out in a classroom in an eleventh grade, taking just one case for the length of the investigation. It would be good to do the study in other courses to spot the length and depth of the effect. It will also be useful to study more than one course because in that way the investigation could have more data to compare and identify if the decision inside classroom are teacher make or are generated from schools administrators.
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### Observation format sample

<table>
<thead>
<tr>
<th>Class Learning objectives</th>
<th>To review the different structures by the time to make questions</th>
<th>When introducing and explaining a topic</th>
<th>When developing activities</th>
<th>When evaluating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>The teacher use basic classroom materials</td>
<td>Basic classroom materials</td>
<td>Students use basic materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Board, marker</td>
<td>Boar marker pieces of papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td>The teacher present the topic relating it with the mother tongue in order that the students get a better understanding (grammar translation)</td>
<td>All focus on the formulation of questions</td>
<td>The teacher explains and interact with the students all the time, the teacher ask and the students answered her Communicative approach</td>
<td>The teacher evaluates the students through the correct uses and formulation of the constructions and if the students formulate the wrong question the teacher corrects them. The students only get a point when they follow the game’s rules.</td>
<td>The teacher address that this topic will be in the exam ICFES As the students were not writing she decided to give the instruction in order that they recap and complement the information they have about it.</td>
</tr>
</tbody>
</table>

Maria’s brother
Maria’s in the house
Maria’s been in the USA
Ending ado, edo, ido
Would Iria
### Students- teacher interaction

**“Types of interaction and roles”**

- The teacher tries a double communication canal where while she is talking she is also asking questions to the students in order that they participate and keep a good interaction helping them to remember some important topics that she know are going to appear in the “Saber 11”

- The teacher purpose activities. The students always ask for extra information or in order to clarify pronunciation. The teacher motivates students to speak and participate even they make mistakes.

- The teacher keeps in mind all the different participation, the pronunciation also she ask to those students that does not talk too much. the students talk ask and if it is needed verify the uses of some words or the

### Classroom environment

- Students organize the classroom so fast when the teacher is talking most of them are paying attention or if they have doubts they ask.

- Teacher and most of the students are really committed in that way the activities are easy to develop and allow the opportunity to communicate and explore new words. The students were very concentrated.

- The students are not aware about how they are evaluated but the teacher create some question and seems interested on helps them to speak in an accurate way.

### Interview transcript

**General details**

**Previous to the exam**

**Interview # 1**

**Date**

**Participants:**

- Interviewer 1: I1 Yudy Andrea Ardila
- Interviewer 2: I2 Viviana Garcia
- Interviewee 1: p1
1. I1: Primero que todo cuanto llevas acá en el colegio?
2. P1: Ehh como 7 años
3. I1: 7 años
4. I1: Ósea ya todo tu bachillerato lo has estudiado acá?
5. P1: Sí
6. I1: Bueno: Que significa el ICFES para ti?
7. P1: Mm pues creo que el ICFES es la base fundamental de lo que va a suceder en mi vida de ahora en adelante. Pues, se supone no. porque pues dicen que depende de eso los promedios o para la universidad o para lo que yo quiera estudiar
8. I2: Quien dice esto
9. P1: Los profesores y todo los, todas la personas que he. digamos fui a las universidades y todos siempre se basan en el ICFES
10. I1: Pero digamos en tu opinión personal
11. P1: No se pues depende porque es que digamos que en el ICFES a uno le puede ir mal sabiendo que uno puede tener conocimientos diferentes entonces, debería haber una evaluación diferente dependiendo de lo que uno quiera estudiar
12. I1: Actualmente la prueba saber 11 es considerada uno de los exámenes más importantes a nivel nacional ¿qué opinas de esto y qué opinan tus familiares?
13. P1: Pues, por lo mismo yo creo que sí es importante por lo mismo en cuanto a mis familiares la verdad aun no he hablado con ellos sobre el tema
14. I2: De pronto ellos no se sienten preocupados porque tu tengas un buen nivel en el ICFES para poder acceder una universidad?
15. P1: Sí, obviamente me dicen que me esfuerce lo más para poder tener una beca porque pues no estamos con los recursos para pagar una universidad una carrera.
16. I1: ¿La preparación para los exámenes y el desarrollo de tus clases deben estar ligados o es mejor si se trabajan por aparte?
17. P1: Como así?
18. I1: Sí digamos que te deben preparar en el colegio aquí solo para el ICFES y aparte para lo que te enseñan en ciencias deben estar ligados deben estar ir de la mano.
19. P1: En ciencias
20. I2: En cualquier materia por ejemplo los profesores saben que van a aparecer ciertas preguntas en el ICFES por ejemplo el tema del ADN tú crees que es importante que ese tema que es el ADN este también enseñado con el tipo de preguntas del ICFES.
21. P1: Sí porque uno a veces digamos en los marte de prueba uno presenta y a veces se aturde porque las preguntas lo confunden a uno no sabe qué responder porque hay preguntas que son opcionales entonces es complicado a veces
22. I2: Okey
23. I1: Ósea que te preparan aquí en el colegio para la prueba 11. Si te reparan?
24. P1: Sí, pues más menos. Solo los martes de prueba
25. I1: Solo los martes de prueba
26. P1: Pues digamos que a mí no me parece suficiente porque yo creo que si es tan importante se debería darle la tal importancia y en una hora presentar una prueba cada semana osea no tiene nada porque en las evaluaciones a muchos les va mal
27. I1: Listo, y que es el martes de prueba
28. P1: El martes de prueba es una evaluación que nos da Milton Ochoa que se debe responder en una hora 35 preguntas y ahí se basa ciencias naturales química todas las materias y pues de eso van sacando promedios y dependiendo de esos le suben la nota o le bajan la nota
29. I2: En la materia como tal
30. P1: En la definitiva, pues todavía no se ha bajado siempre han subido pero eso ya es de comisión
31. I1: y el martes de prueba lo aplican a todos los cursos?
32. P1: no creo que a... es que la verdad no sé pero creo que a noveno quinto décimo y once
33. I1: listo, sabías que tu colegio se encuentra entre uno de los mejores puestos a nivel nacional en las pruebas saber?
34. P1: sí
35. I1: crees que esto te beneficiar y porque?
36. P1: Mm no no sé si me beneficie porque eso ya es prácticamente personal eso ya depende de cómo a uno le valla para que al colegio también le vaya bien
37. I1: Cuáles son los beneficios que se obtienen al presentar esta prueba
38. P1: Pues creo que becas o si me imagino que becas y una oportunidad de tener un mejor futuro

**Martes de prueba**
If you're the kind of person who enjoys an internet radio experience rather than just tuning in to music played at home, you're in luck. Luckily for you, today's technology allows you to do both more easily than ever. With a few clicks, you can control your radio stations and also listen to your favorite music or speak with friends in the Wizard of Oz.

There are excellent systems for this which require very little technical knowledge. If you can control a sound system or play music yourself, you can access a global audience.

A. select
B. listen
C. watch

A. everywhere
B. everywhere
C. when

A. near
B. toward
C. like

A. they
B. them
C. than
PROGRAVACION
1. Verbos Regulares e Irregulares
2. Cuadrado Comparativo de tiempo
3. Problema de vida y uso del tiempo libre
4. Conectores
5. Expresión oral medio ambiente y salud
6. Voz activa y voz pasiva
7. Participios Pasados
8. Pronombres en los textos y escritos
9. Phrasal Verbs
10. Auxiliares
11. Lectura y interpretación de gráficas
12. Ensayo, Clases, lecturas y comprensión
13. Presente, pasado, imperfecto
14. Relative Clauses who - what - which
15. Vocabulario
16. Preposiciones de tiempo y lugar
17. Adverbios de tiempo, lugar, modo y frecuencia
18. Cohesión y Coherencia
19. Expresión oral a través de actividad artística

BRUJAS DE SALEM

Una noche, en la pequeña ciudad de Salem, Massachusetts, en la playa de un alboroto, una historia sobre un grupo de chicas que viajan a través del tiempo para explorar la vida del pueblo, se convierte en un viaje lleno de temores y sorpresas. A medida que la historia prosigue, se da cuenta de que existen fuerzas mágicas que pueden dirigir el destino de las personas. Por eso, es importante que cada una de ellas sepa las historias que deben vivir y cómo deben actuar para enfrentar los desafíos que se les presentan. En el transcurso de las historias, se dan cuenta de que la magia no es solo para las mujeres de Salem, sino que se ha extendido a todos los habitantes del pueblo. A medida que la historia avanza, se da cuenta de que la magia es un camino hacia la verdad y el amor, y que todos los que la usan deben hacerlo con responsabilidad y respeto. En el curso de los hechos, se dan cuenta de que el único camino hacia la libertad es la justicia y la verdad. En este viaje hacia el pasado, se dan cuenta de que el camino hacia la libertad es solo el camino que lleva a la felicidad y el amor, y que todos deben seguir la verdad hacia el futuro.
Standardized Tests and School Procedures

selection of concepts from a constantly changing _ ___ of geographic information (996).
Old maps provided _ ___ information about what was known in past times, as well as
the philosophy and cultural basis of the map _ ___ were often much different from
modern cartography. Maps are one means by which scientists distribute their ideas and
pass them on to future generations (Merriam 996).

___ ___ is the art and science of making maps. The oldest known maps are presumed
on Babylonian clay tablets from about 2300 B.C. Cartography was considerably

in ancient Greece. The concept of a spherical Earth was well known _ ___ Greek
philosophers by the time of Aristotle (ca. 380 B.C.).

Greek and Roman cartography reached a culmination with Claudius Ptolemaeus (Ptolemy,
about A.D. 150 A.D.). ___ ___ “world map” described the Old World from about 90°N to
90°S latitude. He wrote a monumental work, Guide to Geography (Geographike Hypsographia),
which remained as reference for world geography ___ ___ the Renaissance.

A. continuous B. spoken C. written D. graphic
A. According to B. Due to C. Except for D. Rather than
A. distance B. percentage C. average D. information
A. more B. many C. much D. any
A. where B. which C. what D. who
A. Archaeology B. Geography C. Cartography D. History
A. elegant B. bright C. insufficient D. inadequate
A. anyone B. nobody C. behind D. along
A. huge B. huge C. for D. until

Segunda Sesión
Simulacro
MS-4

Para responder este examen dispone de 270 minutos en total.

Sociales y Ciencias - Ciencias Naturales
Matemáticas - Inglés
Preguntas 118
Tiempo 4:30 Hrs

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Sociales y Ciudadanas - Ciencias Naturales
Matemáticas - Inglés
Preguntas 118
Tiempo 4:30 Hrs

Usted debe recibir un cuaderno con preguntas, una hoja de respuestas y una hoja de
operaciones. Antes de empezar a responder, lea cuidadosamente las instrucciones
de la persona que entrega el material.

NO ABRIR ESTE EXAMEN HASTA QUE SE LO INDIQUEN.
Format for being part of the study

FORMULARIO DE CONSENTIMIENTO

El siguiente documento ha sido creado con el fin de invitarlo (a) a hacer parte de un trabajo de investigación. Este proyecto ha sido desarrollado con el fin de conocer e interpretar las ideas y percepciones de los estudiantes en cuanto a su proceso de aprendizaje en relación a la presentación de la prueba saber 11.

Por consiguiente si usted se compromete a participar en este estudio, sus trabajos en clase serán usados como fuente de información para la investigación. Esto implica que será observado y entrevistado, con el fin de usar los pensamientos, ideas y percepciones recolectados dentro del desarrollo normal de la clase. Esto también con el fin de conocer las diferentes metodologías y procesos vividos dentro del aula, especialmente de la clase de inglés.

De igual forma los nombres de los participantes y los de la institución educativa se mantendrán en absoluta reserva y no serán publicados por esta razón, serán usados sobrenombres con el fin de proteger la identidad de los participantes. Si en algún momento del proceso de investigación usted decide no seguir participando, está en completa libertad de hacerlo.

Por otro lado posterior a la culminación de este proyecto los resultados serán publicados bajo la modalidad de monografía como requisito para la obtención de grado. Cualquier duda o inquietud que surja frente a este proceso puede acercarse a Yudy
Andrea Ardila Pérez y Martha Viviana García Duarte, quienes están encargadas de este proyecto.

**Consentimiento del estudiante:** se me ha informado acerca de este estudio y el motivo de mi participación es el mismo. De igual forma soy consciente de que no me encuentro en la obligación de participar del mismo y por ende tengo la libertad de abandonar el proceso en el momento que lo crea conveniente. Así mismo tengo claro que ante de cualquier duda o inquietud puedo acercarme a Yudy Andrea Ardila Pérez y Martha Viviana García Duarte personas encargadas del proceso de investigación.

Por otro lado mis padres tutores y/o acudientes saben que se me ha pedido participar en el presente proyecto

Usted recibirá una copia del presente documento, independientemente de su aprobación.

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**POR FAVOR, FIRME EN LA PARTE DE ABAJO SI USTED NO ESTÁ DE ACUERDO CON PARTICIPAR EN ESTE PROYECTO**

___________________________________________________
Firma del estudiante

Firma
Fecha

LISTA DE LAS PERSONAS AUTORIZADAS PARA OBTENER LA NO APROBACIÓN

___________________________ ____________________________
Nombre parentesco

Teléfono
POr favor, firme en la parte de abajo si usted está de acuerdo con participar en este proyecto.

____________________________
Firma del estudiante
Fecha

Lista de las personas autorizadas para obtener la no aprobación

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Parentesco</th>
<th>Teléfono</th>
</tr>
</thead>
</table>

Data analysis coding samples

<table>
<thead>
<tr>
<th>Student 1</th>
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<tbody>
<tr>
<td><strong>Topic Questions</strong></td>
</tr>
<tr>
<td>The exam for families</td>
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<tr>
<td>-----------------------</td>
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<tr>
<td><strong>7 Obviamente me dicen que me esfuerce lo más para poder tener una beca porque pues no estamos con los recursos para pagar una universidad una carrera.</strong></td>
</tr>
<tr>
<td><strong>8 Study Opportunities</strong></td>
</tr>
<tr>
<td><strong>9 los marte de prueba que hacemos en clase. El martes de prueba es una evaluación que nos da Milton Ochoa que se debe responder en una hora 35 preguntas y ahí se basa ciencias naturales química todas las materias y pues de eso van sacando promedios y</strong></td>
</tr>
<tr>
<td><strong>10 Test as part of evaluation.</strong></td>
</tr>
<tr>
<td><strong>11 Pues la parte donde abren las puertas. Importante en la vida, para ciertos trabajos.</strong></td>
</tr>
<tr>
<td><strong>12 Family pressure.</strong></td>
</tr>
<tr>
<td><strong>13 Study Opportunities</strong></td>
</tr>
<tr>
<td><strong>14 Pues la parte donde abren las puertas. Importante en la vida, para ciertos trabajos.</strong></td>
</tr>
<tr>
<td><strong>15 Job opportunities.</strong></td>
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<tr>
<td><strong>16 More topics</strong></td>
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<td>Student 2</td>
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<tr>
<td><strong>Topic Questions</strong></td>
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<tr>
<td>Meaning of the Saber 11 test</td>
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<td>The test for families</td>
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<tr>
<td>Saber 11 test Role in classes</td>
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<tr>
<td>Test and test preparation relevance</td>
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<td>-------------------------------------</td>
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<tr>
<td>normalmente como nos como que normalmente nos hacen charlas bueno charlas donde nos dicen cómo es o también la herramienta del martes de prueba nos hacen varias pruebas a si pregunta abierta y múltiple respuesta y eso entonces si, nos preparan.</td>
</tr>
<tr>
<td>30 Pues beneficio sería sacar un buen resultado y sería entrar más fácil a la universidad o algo así ese sería un beneficio del ICFES ¿ no?</td>
</tr>
<tr>
<td>Role of the test in the learning process.</td>
</tr>
<tr>
<td>13 Sí, claro porque normalmente lo corregimos y ampliamos los temas. uno como que aprende más o también pues uno aprende así cuál es la respuesta más acertada si como que si no es solo llegar haya al ICFES y decir cómo es esto con el martes de prueba ya tenemos como una capacitación.</td>
</tr>
<tr>
<td>32 Uno se ponía a estudiar porque todos eran que el ICFES, que el ICFES, entonces uno estimaba más.</td>
</tr>
</tbody>
</table>
### Student 3

<table>
<thead>
<tr>
<th>Topic questions</th>
<th>Before</th>
<th>Codes</th>
<th>After</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning of the Saber 11 test.</td>
<td>35 yo creo que esta sobre valorado digamos umm, osea claro que es importante no porque digamos que 3 según eso las universidades van a mirar pues que tienes tu de conocimiento y te van a recibir con más aceptación o no de pronto 8 te ganas una Beca no solo las de ser pilo paga hay muchas Becas, como que Guau 36 esto va a definir mi vida eso 37 influye mucho en la mentalidad de las personas al ir a presentar el ICFES entonces se van super asustados y no joder pues esto va a definir mi vida y pues como decirlo super nerviosos y en verdad la embarran ahí y efectivamente al decir que eso va a definir su vida efectivamente hacen de eso una realidad aunque no debería ser así</td>
<td>35 Overrated test. 3 University expectations. 8 Study opportunities.</td>
<td>14 Yo creo que es un examen que de cierta forma me va abrir muchas puertas o no. hmmm de cierta forma depende el hecho de que entre una buena universidad con beca y me va abrir las puertas dependiendo el resultado.</td>
<td>14 Gate opener</td>
</tr>
<tr>
<td>Meaning of the Saber 11 test for families.</td>
<td>37 que es super importante que eso va a definir tu vida que osea 7 ponle las ganas a eso. le meten a uno básicamente mucho miedo obviamente lo hacen con buena intención</td>
<td>37 Fear about the test. -Test pressure. 7 Family pressure. 38 Academic</td>
<td>32 Pues como yo había dicho ellos eran 7 con ese afán de que tenía que estudiar y estudiar y pues ya que lo presente y me fue bien pues están como mas</td>
<td>32 Motivation to study. 7 Family pressure</td>
</tr>
</tbody>
</table>
si, le meten a uno en verdad muchísimo miedo con ese tema y pues opinan que es muy importante pero que también depende pues mucho de tu carrera profesional según este examen.

future.

tranquilos.

Test and test preparation relevance.

con el martes de prueba los profesores también están porque con los martes de prueba nos ayudan a corregir y nos dicen el porqué de la respuesta. por ejemplo la profesora de inglés es muy enfática en los tipos de preguntas que vamos a ver pues en esa área de inglés en el ICFES así que si si se han visto muchas cosas sobre el tema.

9 Preparation in classes

39 Test structure knowledge.

Con el martes de prueba nos ayudaron bastante porque era como un mini ICFES y ya uno iba un poco mentalizado a lo que se iba a enfrentar.

29 Test practice help.

40 Knowing the test.

Role of the test in the learning process.

pues yo pienso muy distinto con respecto a ese tema osea, claramente la prioridad siempre es pues para los colegios sacar pues bien esto el tema del ICFES y sacar una buena promoción y un buen puntaje pero ahí sí no se

más bien el problema de la educación es que nos

41 Schools focus on test.

42 Learning more than a test

43 Mechanical learning.

Pues creo que yo ya lo había dicho y es que se deberían tener en cuanto muchos más cosas en la educación no solo, sumar restar y todas esas cosas.

42 Learning more than basic things.

Estudiar y prepararse para el examen es bueno pero osea a veces necesitamos más cosas.
enseñan matemáticas nos enseñan cifras nos enseñan y opino yo muchas bobadas porque lo que hacen es osea si aprenderlas pero no son capaces de entenderlas entonces uno va y habla con un estudiante cualquiera y se da uno cuenta que no saben nada que no saben opinar no, no, no osea se dan cuenta de que todo lo que uno aprendió esas matemáticas se aprendió la tabla periódica pero en verdad no opinan si, no nos enseñan a pensar no, nos enseñan a presentar un examen por ejemplo o cosas así pero no nos enseñan como a trascender un poco.

44 No critical thinking.  
45 Mechanical teaching.

<table>
<thead>
<tr>
<th>Student 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Questions</strong></td>
</tr>
</tbody>
</table>
| **Meaning of the Saber 11 test.** | 1 Es un examen que define dónde voy a estar de aquí a mañana.  
38 Los que no tenemos recursos esto nos puede | 1 Important for life.  
38 Academic Future. | 46 No lo evalúan a uno como persona, sino lo que uno debe saber en el nivel que uno está. | 46 Downplay personality. |
<table>
<thead>
<tr>
<th>Student 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic Questions</strong></td>
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<td><strong>Role of the test in the learning process.</strong></td>
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Encouraging testing.
Pressure Impact
Nervousness

Recognize weaknesses.
Reinforce Knowledge
Gate Opener.

Recognize Knowledge
Recognize weaknesses.

-Test topics.
-Increase Knowledge.

Si me sirvio mucho porque como te dije antes uno sabe en qué está mal en esa prueba.

Recognize Knowledge.
Recognize weaknesses.
<table>
<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>Meaning of The Saber 11 test</td>
<td>Es el examen de estado para certificar sus estudios. Para la universidad.</td>
<td>-Certify studies.</td>
<td>No le doy la bastante relevancia como para que marque un punto importante en mi vida. me sirve para medir mis conocimientos.</td>
<td>-Not relevant. -Measure Knowledge</td>
</tr>
<tr>
<td>Meaning of The Saber 11 test for families</td>
<td>es algo muy importante, pues no te define el futuro, pero pues es algo muy importante para acceder a la universidad para ir planeando tu futuro.</td>
<td>-Study Opportunities.</td>
<td>que si es muy importante para acceder a la universidad.</td>
<td>-Academic expectations</td>
</tr>
<tr>
<td>The role of test in Classes</td>
<td>Desde noveno te están diciendo en cada clase, como, esto les va salir, y también pienso que a uno le meten como miedo. Miran los resultados de los martes de prueba para ver como vamos avanzando.</td>
<td>-Preparation in classes. -Control of results. -Fear for the test.</td>
<td>El nivel de rigurosidad ha cambiado un poco. Ha bajado un poco.</td>
<td>-Decrease in the level of stringency</td>
</tr>
<tr>
<td>Test and</td>
<td>No es la prueba en sí,</td>
<td>-Recognition</td>
<td>Es fundamental</td>
<td>-Measure</td>
</tr>
<tr>
<td>Test preparation relevance</td>
<td>Sino el ver lo que uno aprendió en estos once años.</td>
<td>Knowledge</td>
<td>Porque va medir el conocimiento de otros periodos, y ya va a que enfrentar, ligado a lo que va al simulacro.</td>
<td>Knowledge</td>
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<td>---------------------------</td>
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</tr>
<tr>
<td>Role of test in learning process</td>
<td>Son los conocimientos de once años.</td>
<td>Recognition of Knowledge</td>
<td>En mi previa formación aquí en el colegio. ya que se le da mucho enfoque al ICFES.</td>
<td>School focus on test</td>
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