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# The Chilean National English Test: The Years 2001 - 2014 (English Edition)

## THE CHILEAN NATIONAL ENGLISH TEST



THE YEARS  
2001 - 2014

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BAKER

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### Description :

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Preparation begins with understanding the past, and making adjustments for the future. Yet beyond these considerations, there is the historical aspect. In today's globalized world, it seems we forget things that happened only a decade ago. Thus, we repeat the mistakes of the past, unnecessarily. This book plays a role in remembering what we have done in the past, especially in English Language Teaching, Testing Learning. Yet, is this book able to make a contribution? Does it provide new knowledge, new insights?

Despite the hasty generalization that socioeconomic factors explain why poor students don't do as well as rich students, I believe this book has something new to say, the ability to shed a fresh light, from a different, closer perspective than what we have been provided thus far. I am talking about the view from the classroom, the teachers unheard voice to what has been left unsaid. Yes, the public, worldwide, is often led to believe that poor children can't learn. They go to "bad schools", are taught by "bad teachers". Little wonder when poor students have low hopes and low self-esteem, are hopeless and helpless. (This is the hasty generalization of a complex problem) Yes, we know, this is what worldwide is usually the case for the underprivileged masses. We expect them to fail, because they are poor... To exemplify, Carolina Schmidt, the current Minister of Education, here in Chile, said, (I paraphrase in my own words): The situation here in Chile is that learning English is a socioeconomic privilege. I strongly urge you to read this book. Reading this book will provide you with a different way to view the teaching, learning and testing of any foreign language... Presentation de l'auteur Who is to blame for poor test results? Is it always, ultimately, the teacher? Read this book for a comprehensive view of this enigma. Read this book for a new perspective as to who is responsible: Is it the teacher, the student, or the system? Most people would say it must be a combination of all three factors, 1. the teacher, 2. the students, and 3. the system. So, you might ask: "Why this book?" This book is written by a teacher, for teachers and learners of languages, not only English, but worldwide. It deals implicitly and explicitly with questions of interpreting test results properly, how tests affect teaching (washback), and the inevitable, how to prepare for the next international exam (regardless of type).

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