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A STUDY ON VOCABULARY CONTENT ALIGNMENT
BETWEEN THE ENGLISH LANGUAGE NATIONAL CURRICULUM
AND THE STANDARDIZED TEST TOEIC BRIDGE

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ABSTRACT

The purpose of this study is to evaluate the way in which alignment can be established between the English Language National Curriculum (ELNC) and the SIMCE Inglés test. To that purpose, alignment is analysed by observing how much of the content of vocabulary established in the ELNC is covered in the SIMCE Inglés assessment tool. The vocabulary content takes the form of 250 word families taken from the General Service List (MINEDUC, 2009), and four Semantic Fields to which vocabulary can be related. In order to assess the alignment between this content and an international standardized test, the alignment methodology proposed by Webb (1997) was applied within the domain of Depth of Knowledge. A specimen of the TOEIC Bridge test was chosen to apply Webb's methodology and see whether alignment could be established. Results of the study indicated a low degree of alignment between ELNC and TOEIC Bridge test within the domain of vocabulary. Most importantly, the study also revealed important design problems of the ELNC regarding the way in which it establishes expectations regarding the teaching of vocabulary content. These problems make the evaluation of lexical content in ELNC very difficult. To overcome some of these problems, an *ad hoc* procedure was designed by the researchers that responded to the design features of the lexical content in the ELNC.

Results from this procedure confirmed the design problems of the ELNC, reflected in a very small degree of alignment between the ELNC and the TOEIC Bridge test specimen analyzed. Based on these results, suggestions are proposed to improve the design of the Chilean curriculum in order to properly assess its contents and the degree of alignment it must have with its corresponding assessment tool.

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Chapter 1: Introduction

According to Crystal (2003), the English language can be considered as a global language (p.3). The author stated that a language acquires global status when it develops a special role that is recognized in every country (Crystal, 2003, p.3). This ‘special role’ is given by countries that decide to integrate the language in their communities, even though they may not have mother-tongue speakers of target language (Crystal, 2003, p.4). In the Chilean context, English is classified as a foreign language, i.e., a language that does not have official status, but it is considered a priority in a country’s foreign-language teaching (Crystal, 2003, p.4). For this reason, English is taught throughout primary, secondary and even college education. In primary and secondary level, schools must follow the English Language National Curriculum (ELNC) of each corresponding level and the Objetivos Fundamentales y Contenidos Mínimos Obligatorios de la Educación Básica y Media (OF-CMO), both documents created by the Ministry of Education (MINEDUC, 2009).

At a national level, English language learning is tested through The Sistema de Medición de la Calidad de la Educación (SIMCE). SIMCE Inglés evaluates the contents and abilities stated on the ELNC. Based on those results, MINEDUC guides its educational policies and pedagogical practices. There are four other SIMCE tests regarding the subjects: Language and

Communication; Maths; Science; History and Geography. However, SIMCE Inglés is the only test not designed in Chile. SIMCE Inglés was bidden and later adapted in Chile (Agencia De Calidad,2016, p.56-57).

As SIMCE Inglés is an adapted version from the international standardised test TOEIC Bridge, it opened room to question the validity of the results obtained with this instrument. This questioning was justified by the understanding that, because of their standardised nature, international standardised tests do not respond to the contents specified in any national curriculum. Indeed, the usage of an international standardised test to assess a national curriculum may not reliably depict learning of the contents in educational institutions.

Looking at the ELNC, and considering the increasing priority status English has acquired in Chile during the last years, it seems important to study the degree to which standardised tests acting as SIMCE Inglés are in a condition to adequately assess content established in the national curriculum. In other words, the importance of validating the decisions as to which tests are selected as SIMCE implied the necessity to observe the level of alignment between the contents in the curriculum and the contents assessed in the tests.

After a cursory revision of both the ELNC and the TOEIC Bridge test (an example of a test used as SIMCE Inglés) by the researchers, a

general degree of misalignment (or mismatch) could be observed in important aspects of the expectations established in the curriculum. Firstly, the ELNC for Tercero Medio expects the development of active and receptive skills in the use of English (MINEDUC, 2009, p.9). It thus focuses on oral and written skills, as well as on reading and listening comprehension. However, TOEIC Bridge test is designed to measure only receptive skills: listening and reading comprehension (ETS, 2016, p.2).

Secondly, The ELNC for Tercero Medio establishes the fundamental objectives and minimum mandatory content students should learn, but it does not refer to any English proficiency level expected. Thus, the ELNC does not mention any English level defined by the Common European Framework, henceforth CEFR (Council of Europe). The CEFR sets levels of language proficiency for learners of English as a second language that range from A1 to C2, facilitating the comparisons between curriculums and tests. The TOEIC Bridge test, on the other hand, was specifically designed for beginning and mid-level learners of English (ETS, 2007, p.3). Thus, the test specifically measures the proficiency English levels defined by the CEFR as A1, A2, B1 and B2, which cannot be matched to the curriculum because of its lack of definition in this respect.

Finally, another aspect of mismatch observed between curriculum and test was the fact that the TOEIC Bridge test was designed for those who seek to learn English as a second language, such as: students at high school

level and people who needed English for professional and recreational purposes (ETS, 2016, p.3). However, the ELNC designed the OF-CMO considers, naturally, only secondary education student's as their target audience.

All the above raised reasonable concerns about the use of the standardised tests in general and TOEIC Bridge to assess the ELNC. A lack of alignment between curriculum and SIMCE Inglés at specific levels can be considered as a critical source of invalidation for the selected test for SIMCE Inglés and the system that uses it.

Lack of alignment between curriculum and curriculum assessment is critical, as noted by Case, Jorgensen and Zucker (2008) since the results of standardised tests influence educational institutions and learners as well (p.10). Moreover, what pushed alignment studies forward was that 'educators increasingly recognized that if policy elements are not aligned, the system will be fragmented, will send mixed messages, and will be less effective' (Webb, 1997, p.9). Webb suggested that alignment studies are relevant not only as a tool of validity between curriculum and standardised testing but also to language policy makers, students and educators, since the consequences of misalignment results in wrong interpretations of test scores.

The main goal of the study reported in this thesis is to analyse the alignment between the ELNC and the TOEIC Bridge Test. Specifically, the vocabulary content of the ELNC presented in the form of a selection of 250

word from the General Service List and four thematic units (MINEDUC, 2009, p.35-39, 148). To this purpose, the vocabulary content was cross examined with the vocabulary present in a specimen of the TOEIC Bridge test, using the methodological procedures indicated by Norman Webb (Webb, 1997) in the form of *content focus* (as defined in 2.3.3 below).

The present thesis is organised as follows: in Chapter 2, a review of the constructs of curriculum, standardised testing, methods of alignment consulted, and vocabulary is offered, concluding with the presentation of the objectives of the study reported in this thesis. Chapter 3, describes and explains the methodology procedures used to develop the study. Chapters 4 and 5 deals in turn with the results of the alignment analysis and the discussion of such results in the light of the issues discussed in Chapter 2. Finally, Chapter 6 a summary of the findings of the study is offered, as well as a discussion of the limitations to the study, suggestions for further research, and a final comment regarding the contribution of the study to the area of language curriculum assessment.

Chapter 2: Literature Review

The purpose of this study is to evaluate the way in which alignment between the English Language National Curriculum (ELNC) for Tercero Medio and the SIMCE Inglés test can be assessed. The topic of curriculum alignment is framed within the areas of language curriculum design and language assessment and as such it involves issues related to curriculum, standardised testing, methods of alignment assessment and vocabulary assessment.

As explained in 2.1 below, curriculum is a tool that presents the purposes of teaching-learning programs, standardised tests are tools to measure whether the contents of the curriculum are achieved or not, and methods of alignment allow to evaluate if the curricula contents are synchronized with standardised tests. The focus of this study is the alignment of vocabulary content between curriculum and SIMCE Inglés, which is the standardised test that is used to evaluate achievement of the objectives of the national curriculum.

This chapter provides a review of the main constructs related to curriculum, standardised testing, the assessment of alignment between. This is followed by a review of vocabulary acquisition and description and a

discussion of its importance in a language curriculum. A discussion of the Chilean curriculum and its vocabulary content is then provided. Finally, a critical evaluation is offered of the problems that the evaluation of alignment between the curriculum and a standardised test as SIMCE seem to present.

2.1 Curriculum

The problem of evaluating the alignment of a language curriculum and a test based on that curriculum can be explained by considering the relation between the curriculum and the assessment included in that curriculum. Curriculum is a tool that seeks to present clear definitions of the purposes of a teaching-learning program; to provide guidelines for teachers, learners, and materials; to help provide a focus for instruction; and to describe important and realizable changes in learning (Richards, 2001, p.120). In this respect, the goals and outcomes of a language program mainly because of three reasons: people feel more motivated when having a specific goal; the use of goals implies an improvement in the effectiveness of teaching and learning, and finally, a program will be effective to the extent that its goals are clearly articulated (Richards, 2001, p.112).

In addition to the purposes, Richards (2001) proposes that a language curriculum is organised based on five structures namely: teaching materials, course structure, course planning, instructional blocks and the underlying

ideology of curricula. An explanation of each of these components is offered to understand the role of lexical content in the curriculum.

2.1.1 Teaching Materials

Teaching materials are important in language programs because, as proposed by Cunningsworth (1995, p.7, in Richards, 2001, p.251), they constitute a resource for presenting materials; a source of activities for learner practice and communicative interaction; a reference source for learners and a source of stimulation for classroom activities, a syllabus and a support for less experienced teachers (Dudley-Evans and St. John (1998, p.170-171) in Richards (2001, p.251). Teaching materials can take the form of: printed products such as books, workbooks, worksheets, or readers; nonprinted items such as audio materials, videos, or computer-based materials; and tools that comprise both print and nonprinted sources such as web material.

2.1.2 Course Structure

According to Richards (2001), the structure of a course is the basis for teaching. First, course structure is needed to define the syllabus. A syllabus consists of the major elements of a program and it works as the basis for the focus and the contents of the program. Secondly, the structure of the course implies the establishment of the syllabus framework. For the

development of a syllabus framework, in turn, it is necessary to state the knowledge and beliefs, researches and theory, common practices, and trends that will articulate the program.

2.1.3 Course Planning

Course planning determines what and how things are going to be taught in the classroom. Course planning is based on the ideology of a curriculum and establishes its aims and objectives. The first part of course planning is describing the course rationale: this is conformed by the set of beliefs values and goals that underlie a program. It guides the planning of the program. Secondly, the entry/exit levels are defined. These correspond to the levels of proficiency that are expected from learners at entering and leaving the program. The proficiency expected from the learners may be observed on the following skills: reading, listening, writing, speaking, and cultural knowledge.

Finally, the course content is defined as the contents that are going to be part of a program. There are various methods to determine the course contents to be implemented. Some actions that can be performed for this purpose are: checking other similar programs looking for key elements, asking professionals in the subject about the main necessities, and finally, performing an analysis of students' problems and needs (2001, p.145-149). The educational program needs to be built around specific topics, as well as

possessing specific units, and setting the skills that are going to be improved. A technique that can result useful to start delimiting the topics and skills of the program is the brainstorming of ideas.

2.1.4 Instructional Blocks

In the design of a curriculum, instructional blocks constitute sections of self-contained learning with its own goals. Examples of instructional blocks are units and modules. The quality of an instructional block is measured through its length, development, coherence, pace and outcome. The development of instructional block is the previous step towards the design of teaching materials.

2.1.5 Ideology

The aims of a curriculum, as well as its contents and objectives are reflected and determined by its ideologies, and how the school should seek to realize these ideologies. The aim of ideologies is to justify the directions in which a curriculum is designed. Therefore, curriculum considers the present and long-term needs of learners and of society as well as the planner's beliefs and ideologies about schools, teachers and learners (p.119). The range of possible ideologies that may underlie a curriculum includes the following:

2.1.5.1 Academic rationalism

Academic rationalism stresses the value of the subject matter and its role in developing learner's intellect, humanistic values and rationality. Its major achievement is to provide access to the insights and achievement of a culture. This ideology justifies courses such as American or British culture, or courses on literature (p.114).

2.1.5.2 Social and Economic efficiency

Social and economic efficiency highlights the practical needs of learners and society. It relates the learners with their role in society as economically productive people. The ideology stresses the economics needs of society as justification for the teaching of the English language (p.116).

2.1.5.3 Learner-centeredness

This ideology stresses the needs of the learners, the role of their experience, and the need to build awareness, self-reflection, critical thinking, learner strategies and other skills for them to develop (p. 117).

2.1.5.4 Social reconstruction

Social reconstruction emphasizes the importance of roles of schools, teacher and learners can and should play in addressing social injustice and inequality. The aim is to study the problems in society to address them (p. 118).

2.1.5.5 Cultural pluralism

Cultural pluralism claims that schools should prepare students to participate in other cultures and not only prepare them for the culture in which they are growing. The aims are to seek to redress racism, and to raise the self-esteem of minorities among others (p.119).

2.2 Assessment: Standardized testing

A critical component of a curriculum is the assessment processes and tools that are used to obtain evidence of the attainment of curriculum objectives. In the case of high-stake assessment schemes, the use of standardised testing is an established practice among educational institutions and governments. Popham (2003) defines standardised testing as ‘any assessment device administered and scored in a standard, predetermined manner’(p. 215). Furthermore, Fulcher (2010) distinguishes two types of standard testing: norm referenced testing and criterion referenced-testing.

On the one hand, a criterion-referenced test evaluates whether a test taker can accomplish a pre-specified criterion or standard, that is necessary to make decision context (Fulcher, 2010, p. 31). On the other hand, the author explains that norm-referenced testing is the manner in which usually tests are perceived. This paradigm establishes that the scores obtained by the test takers locate them in relation to each other, that is, above or below another test taker. According to Fulcher (2009), ‘This was the historical basis for testing, and remains the paradigm for many externally mandated high-stakes tests’(p.31). National curricula in general require standardised testing to evaluate its contents and the learning process of students.

In addition, Bachman (2011) defines that the archetypical norm-based test is the standardised test. Standardised tests are based on content that does not vary from one test form to other. Successively, the procedures of test taking are normed and scored, not varying from one test to other. Standard tests have three features according to Gronlund (in Fulcher,2010): reliability, validity and test score (p.74). A normed test will achieve the category of standard when the test provide reliability and validity has been investigated (p. 74). Tests are reliable when they are equated statistically to assure that scores are consistent. Moreover, a test will achieve validity to the extent in which it measures what it claims to measure. Finally, test score distribution norms will be achieved when they have been established (Bachman,1990, p. 74).

In a nutshell, a standardised test must be carefully elaborated in terms of reliability, validity and test score distribution to be proven valid to employ. Part of its validity will depend crucially in the extent to which it can measure the learning objectives of the curriculum. As it has been explained in 2.1, objectives are formulated as the learning of some specific contents. It thus follows that a crucial feature of the assessment tools of a curriculum is that it covers the contents that have been established in it. This coverage of curriculum content in a standardised test is one of the aspects of what is known as alignment. Methods for the evaluation of curriculum alignment are discussed in what follows.

2.3 Evaluation of curriculum alignment

Webb states that alignment is ‘the degree to which expectations and assessments are in agreement and serve in conjunction with one another to guide the system toward students learning what they are expected to know and do’ (1997, p.3). Curriculum alignment methods were developed because a need was identified to ensure the agreement between students test scores, their performance and curriculum expectations (La Marca, 2001). The three best established alignment methods are the Achieve Method, the Surveys of Enacted Curriculum (SEC) model and Webb’s methodology (Matone & Sireci, 2009). As explained below, these methods have in common that they all discuss alignment in an assessment level. The main differences among them lie on the analytical approach to the observation of alignment

(quantitative, qualitative or both), and the standards included in the analysis, for instance: expectations, assessments and/or instructions. The three methodologies are briefly summarised below.

2.3.1 Achieve Method

The Achieve method consists of a qualitative and quantitative alignment comparison of state's assessments to its related standards. It was introduced by Rothman and colleagues in 2002 (as cited in Martone & Sireci, 2009). It is composed by two stages, the first one being a verification of the test's blueprint with an item-by-item analysis. The second one, via a team of SMEs (Subject-matter experts), defines consensus through the degree of match/alignment between standards and assessments based on a specific criterion. The qualitative data provides a thorough understanding of the degree of alignment.

Item-level analysis: The first step consists of an item-by-item analysis in which the degree of centrality of the item, rated with a 5-scale, is determined according to its objectives and the degree of clarity in which the objectives are presented. The methodology looks to match every item with at least one objective of the state standards. The requirement for this matching is the item to address the contents of the standard. It is possible thus for an item to match with multiple objectives, in which case primary and secondary matches are defined. In case an item does not match with any standard, the

item is not analysed furtherly. Additionally, the level of cognitive demand of the item is established according to four levels, namely:

- Level 1: Recall or basic comprehension
- Level 2: Application of skill or concept
- Level 3: Strategic thinking
- Level 4: Extended analysis

The methodology analyses also the *source* of challenge. Source of challenge is the degree of clarity of an item, looking for technical flaws. An expert group analyses sentence structure, vocabulary and organization. The rating system uses 1 and 0, where 1 is a properly explained item, and 0 for an inappropriate source of challenge.

Set-of-items analysis: After matching the items with the provided standards, categorising them in terms of their centrality to these standards, and determining their level of cognitive demand, a holistic analysis is carried out. The items listed on each standard are evaluated together to look for the level of cognitive demand of the standard as present in the test.

Subsequently, the level of balance of the items is determined. Balance in the Achieve methodology, through the SME group, evaluates how assessed or under-assessed each standard is. It is similar to Webb's balance criterion,

only differing on the type of analysis, Webb being quantitative, and the Achieve method, qualitative.

Finally, SMEs analyse the assessment, considering its standards to determine the degree of success at measuring the standards' contents. Strengths and weaknesses are pointed out, providing insights about the quality of the assessment. Findings are then delivered to the state in a policy level report.

2.3.2 Surveys of Enacted curriculum (SEC method)

The Surveys of Enacted Curriculum (SEC henceforth) alignment methodology, developed by Porter and Smithson in 2001, has as main objective to help people involved in the education process. This method compares quantitatively degrees of alignment for standards, assessments and instructions across schools and states. The procedure is built on a content validity approach that also measures the instructional content taught in class (Porter & Smithson, 2001).

The SEC method compresses alignment analysis of standards, assessments and instructions by using a common content matrix that allows comparisons across schools, districts and states. As Martone and Sireci (2009) explain, the method starts with a coding process where the content and cognitive levels of the evaluated material are regulated for the standards, assessment items and the instructional focus. The frameworks need to be

coded at the smallest unit possible. Assessments are coded at the individual item level. People familiar with the frameworks like content experts and teachers, code both the standards and assessments (Martone & Sireci, 2009).

There are the three main alignment dimensions in the SEC method: content match, expectations for students' performance and instructional content. The method uses also a content matrix of two dimensions: content topic and expectations for students' performance (Porter & Smithson, 2001). The task for SMEs is to review items and match them with the topic contents and type of thinking required in the matrix. The previous dimensions mentioned are discussed below:

- *Content match:* In the content matrix for mathematics, there is a list of topics across the different institutional levels. One disadvantage of this method is the large number of topics that manages. However, the benefit is that it allows for an exhaustive view of all the contents. This method provides similar information to traditional content validity studies, but at a more micro level. This can help to better inform instructional and curricular changes (Porter & Smithson, 2002).
- *Expectations for students' performance:* Items, standards and instructions are coded based on expectations for students. The SEC method uses five levels of cognitive demand for students' performances: memorize, perform procedures, communicate

understanding, solve nonroutine problems, and conjecture, generalize and prove (Porter, 2002). These levels were chosen to be more behaviourally oriented to indicate knowledge and skills required for students. This is meant to help teachers to describe the cognitive expectations they hold for their students (Porter & Smithson, 2001). Porter & Smithson (2001) also advise to use the same cognitive levels for each area of analysis in order to accurately make comparisons across the institutional content, standards and assessments.

- *Instructional content:* Unlike Webb's and the Achieve method, the SEC model includes a measure of instructional content. Through surveys, teachers code the instructional content as they think about a preselected target class. Then, they estimate the emphasis showed to that topic for each of the cognitive areas. Finally, this is summarized to determine the proportion of each topic relative to the total instructional time (Porter, 2002).

The SEC methodology provides a snapshot of practice during a period of time. For this reason, it is useful to determine the extent to which teaching reflects standards and assessments (Porter & Smithson, 2001). The result of the SEC coding across standards, assessments, and instructional content is separated in cells. Each cell in the two-dimensional matrix represents a proportion of content, assessment or standards in that cell. These three elements in each cell are compared to determine the degree of

alignment among standards, assessments, and instructional content. Finally, each area matrix is compared to another to determine the degree of alignment. The results of the alignment analysis show gaps in the assessment, the curriculum or the instruction. This can be used as a guide to additional discussion needed to develop the necessary steps to address those gaps (Porter & Smithson, 2001).

2.3.3 Webb's Method

Webb's alignment methodology, described in his 1997 monography, focuses on two fields; mathematics and science. The discussion of alignment is based on two elements of educational policy:

a) *Expectations* of what students should know about mathematics and science and what they can do with that knowledge.

b) *Assessments* used to increase achievement in mathematics and science. Assessments also indicate if curricular expectations are being fulfilled. The results of assessments can thus be used to formulate different educational policies.

Webb defines two alignment components within the system that help to create agreement between expectations and assessments:

- *Horizontal alignment*: How, at the policy level standards, frameworks and assessments work together within the education system (Webb, 1997).
- *Vertical agreement*: The degree to which elements among an educational system, i.e.: textbook content, classroom instruction, professional development and students' outcomes, are aligned and in agreement with outside forces, i.e.: national standards, public opinion and workforce needs (Webb, 1997).

There are three methods to determine whether the documents involved in education are aligned with expectations and assessments: sequential development, expert review, and document analysis.

1. *Sequential development*: Policy elements are developed as blueprints for subsequent elements. The order of the documents can vary, and the documents are exposed to periodic revisions (Webb, 1997).

2. *Expert review*: A panel of experts review the policy elements and judge on their alignment. This process may vary; it can be an open process with committees formed by the community or committees formed by external panels (Webb, 1997).

3. *Document analysis*: The alignment is reviewed through analysing the documents that convey expectations and assessments, for instance, an analysis of the curriculum (Webb, 1997).

The main goal for alignment is to have a fully functional educational system. This system must work towards facilitating students' learning process. To measure that students are learning what they need, Webb purposes the following alignment criteria:

1. *Content focus*: To show that expectations and assessments are focused on developing the students' knowledge of mathematics and science, both will have to share the next attributes:

a) *Categorical concurrence*: It is accomplished if the same or consistent categories of content appear in both expectations and assessments, i.e., a comparable amount of topic headings and subheading topics of content are in both elements.

b) *Depth of knowledge consistency*: Cognitive demands of what students should be expected to know and how well they transfer knowledge to different contexts. This sub-criterion applied to expectations or assessment schemes requires students to manage connections of concepts and ideas to produce a response at the necessary reasoning level.

c) *Range of knowledge correspondence*: Time limitations, scoring costs, availability of instruments and other issues on assessments limit the

full measurement of content or performance expectations of students. An assessment system must be designed to measure the full range of expected knowledge by increasing the correspondence between the assessed range of knowledge and the expected knowledge.

d) *Structure of knowledge comparability*: The concepts of science and mathematics knowledge in expectations and assessments agree. Students should have a collection of concepts and skills to solve problems and apply them in other fields.

e) *Balance of representation*: Expectations and assessments must cover different topics with the same emphasis in depth and breadth. This is based on a common understanding on how knowledge is organized.

f) *Dispositional consonance*: When expectations include more than the common learning conception, i.e., moulding a student attitudes and beliefs about science and mathematics, assessments should support this.

2. *Articulation across grades and ages*: as students' knowledge grow over time, expectations and assessments should review how students develop and what the best way to help them learn at different developmental stages is. This view should be based on:

a) *Cognitive soundness determined by best research and understanding*: Expectations and assessments should build the students'

knowledge development on the research done about learning mathematics and science.

b) *Cumulative growth in content knowledge during students' schooling:* Expectations and assessments should consider the growth of students' knowledge linked by underlying rationales of mathematics and science as content areas.

3. *Equity and fairness:* When expectations require that students learn to high standards, aligned assessments must give every student an opportunity to prove what is expected from them. Well aligned expectations and assessments will demand equally high standards in the educational system and fairly provide means for students to show the expected learning process.

4. *Pedagogical implications:* As classroom practice has an influence on what students learn, expectations and assessments should have a strong impact on these practices. Critical elements to judge alignment in this sub-criterion include:

a) *Engagement of students and effective classroom practices:* Traditional forms of students' assessments may impose limits on their acquisition of knowledge. So, expectations and assessments need to work together to provide information to teachers, administrators and others about the goals of learning activities.

b) *Use of technology, materials and tools*: Students should be able to manage all the technologies available to improve their learning. Expectations and assessments need to encourage students to use new technologies.

5. *System applicability*: Even if expectations and assessments aim for high expectations on students' performance, they also need to be realistic programs and manageable in the real world. Expectations and assessments are aligned when all actors in the educational system are able to understand the documents, see how they relate with each other and believe that they are feasible.

It follows from the study and practice of alignment assessment reviewed that the evaluation of the degree to which the component of vocabulary in a language curriculum will depend on the analytical criteria that is used to define alignment. These analytical criteria will depend crucially on the way in which the concept of vocabulary is operationalised in the curriculum.

The next section summarises current knowledge about vocabulary acquisition and assessment in order to address the very nature of the content that is the focus of this thesis.

2.4 Vocabulary

This section deals with what has been studied regarding assessment of vocabulary in language testing, the importance that vocabulary has in second language acquisition; and the value of vocabulary lists based on frequency corpora as a support for the establishment of vocabulary content in the curriculum.

2.4.1 Importance of vocabulary in language acquisition

Language researchers, teachers, students, material writers and researchers can agree that learning vocabulary is essential to be fluent in a second language (Schmitt, 2010, p.4). The main evidence to support this idea is focused on the high correlations between tests of vocabulary and tests of language proficiency. For instance, Laufer (1992, in Schmitt, 2010, p.4) found a close relationship between vocabulary size and reading comprehension with correlations ranging between .50 - .75. Laufer and Goldstein (2004) also found that knowing the form-meaning link of words accounted for 42.6% of the whole variability in the grades of the participants in a class. Considering that the language class grades reflected performance on reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency, the above percentage indicates that vocabulary knowledge contributes greatly to language success.

Furthermore, people naturally use language to communicate. Therefore, vocabulary is a key factor in the communication process, and how much of it is necessary to enable communication. A person needs a great amount of vocabulary to talk, however. For that reason, if someone wants to achieve native-like proficiency, then presumably it is necessary to have a vocabulary size like native speakers (Schmitt, 2010, p.6).

According to D'Anna, Zechmeister, and Hall (1991, p. 6 in Schmitt 2010), a group of university students knew a little under 17,000 of the headwords in the 1980 *Oxford American Dictionary*. In another study, D'Anna et al. (1995, p.6) found similar results. A group of university students knew around 16,000 headwords, a group of junior high school students knew around 11,836 headwords and retired adults knew an average of 21,252 words. However, native speakers will always vary the number of vocabulary they manage to some extent, depending on the manner and the amount of time they use their mother tongue (Schmitt, 2010. p.7).

Schmitt (2010, p.7) states that second language learners do not need to achieve a native-like vocabulary size to communicate in English. Moreover, a more reasonable goal for these learners is to acquire the necessary amount of lexis to enable the various forms of communication in English (2010, p.7). Nation (as cited in Schmitt, 2006, p.7), using word lists based on Wellington Corpus of Spoken English, estimated that 6,000-7,000 word families are needed to achieve a good level of communication.

In order for students to acquire the necessary communication skills, learners should focus their efforts on acquiring the most commonly used words. Frequent vocabulary are the words most likely to be met in discourse. Consequently, learners generally tend to acquire more frequent vocabulary than less frequent lexis. Frequency is fundamental to determine how lexical items are employed in discourse. For instance, more frequent words tend to have less register marking, which allows them to be used in a variety of contexts (Schmitt, 2010, p.63).

As Schmitt explains, the most common distinction of frequency is high and low frequency words. High frequency words are essential words in a language, so they will be necessary for any communicative purpose. Low frequency words have been defined in different ways. Sometimes, it is considered as all words beyond '2,000 academic vocabulary', so the number of necessary words for communication is unspecific. However, studies that considered low frequency words as beyond '2,000 academic vocabulary' have been questioned by a recent research made by Nation (2006). His analysis concluded that 6,000-7,000-word families (i.e. groups of words directly related morphologically) are required in a spoken English environment, and about 8,000-9,000 families for a written context (as cited in Schmitt, 2010, p.69).

The mid-frequency category of vocabulary, which ranges from 2,000 to 8,000-9,000 words, is important for pedagogical contexts. Schmitt states

that the classical advice has been to teach and learn the first 2,000 words from a selected frequency list. Therefore, low frequency vocabulary is disregarded mostly as it does not appear enough in language use to justify the time and effort that means to teach it or learn it (Schmitt, 2010, p.70).

If Nation is right and the learning target should be from 6,000 to 9,000-word families to have the necessary basis to communicate in a L2, it is not realistic to expect that learners acquire beyond 2,000 words without having the necessary guidance. In this sense, vocabulary in curriculum should aim to provide above 6,000 words in order to enhance the students' communication abilities. Thus, if the target learning keeps aiming for 2,000 words as vocabulary goals, students' oral skills will not improve as much as expected in the curriculum. Nation (2006) suggests that all people involved in the learning process (learners, teachers, material writers and researchers) must focus attention on mid-frequency vocabulary. In this sense, learners will be able to acquire many vocabulary items and it will not represent a problem for the student (2010, p.70).

2.4.2 Vocabulary tests

Schmitt (2010) discusses two types of vocabulary tests: discrete and embedded. The first are focused on vocabulary knowledge while the second measure vocabulary in tests of general linguistic proficiency. The lexical items measured by a test can also be divided into two categories: selective

and comprehensive. *Selective vocabulary* is a list of specific lexical items that will be evaluated in the test. *Comprehensive vocabulary* takes into account all the vocabulary the learner knows, and it evaluates all the lexical items that are part of a test. Comprehensive vocabulary is significantly more difficult to measure because it includes a significant amount of knowledge to be evaluated (Schmitt 2010, p. 79).

The items on vocabulary tests also vary between *context-independent* and *context-dependent* questions. Both types of questions provide different information about learners' knowledge of lexical items. In both cases also, vocabulary questions should avoid problems related to the understanding of the instrument. Test instructions and definitions should be made with lexical items known by the test taker to measure the target vocabulary. In other words, the test itself should allow participants to answer the questions in the test. To ensure this, higher-frequency words are used in the design of the item instructions.

The adequate design of test items is important for the validity and reliability of the evaluation. According to Schmitt (2010), validity is the extent to which a test “actually measure what they purport to measure” (p.181) but it involves other factors as well. Validity is also related to the accurate interpretation and use of the results of the test (Bachman 1990, p.238).

As well as valid, the results of a test should also be reliable. In other words, there should not be a great variation between the participants' results. If a test is applied in different occasions, the outcome should be the same. From this perspective, it follows that reliability is thus fundamental to give validity to a test.

Validity and reliability can be hard to accomplish in an assessment instrument. For that reason, an already validated test can be chosen as instrument to gather the information needed for a specific purpose. This can be used to ensure the quality of a test, but it may involve other issues as well. For example, even if the participants seem to have the same characteristics such as age or gender, each population of learners is different. Therefore, their performance in the test will also vary. For that reason, reliability should be established according to the specific participants of a test and their context (Schmitt, 2010, p.184).

2.4.3 Vocabulary in the curriculum

Curriculum and vocabulary research have been influenced by corpora studies, which have produced evidence of the frequencies with which words are used in any language. Crystal (1991) stated that corpora is a collection of linguistic data that can be organised in the form of written texts or transcriptions of recorded speech (1991, p.117). As Schmitt states, nowadays it is hard to think about any area of vocabulary research that would not value

corpus analysis (Schmitt, 2010, p.307). For that reason, corpora have taken an essential role in the development of ELT materials that can assist teachers in making informed choices about curriculum development, vocabulary selection and lexical testing (Karjka, 2007, p.36). In addition, corpus data can be used as a starting-point of linguistic descriptions or as material for language research.

The use of pre-existing corpora to implement curricula, to develop pedagogical materials, and/or to carry out research, is a frequent option for institutions and governments as corpus compilation can be expensive and time consuming. For this reason, only organizations with financial power can put together larger corpus bases and spend large amount of money in the process. Additionally, corpus compilation takes a considerable amount of expertise as linguists that work on major corpora are often full-time specialists. Finally, if there are already a considerable number of corpora available to use, it is not necessary to spend more time developing new ones (Schmitt, 2010, p.308).

2.4.3.1 Vocabulary frequency lists

Since frequency is highly important in the acquisition of vocabulary, vocabulary frequency lists have been developed. Vocabulary frequency lists identify the highest frequency words from the English language and, thus they can be useful curriculum design, as they implement criteria that can

guide the choice of words to be taught and learned. In this context, using different corpora, several vocabulary frequency lists have been created, such as:

- *British National Corpus*: Leech, Rayson, and Wilson in their book *Word Frequencies in Written and Spoken English* and website of the same topic (Schmitt p.345), provide vocabulary frequency lists for both spoken and written components based on British National Corpus (BNC). The website also gives frequency lists of each part of the speech. These lists were created through a specific classification system. This system allows less word-tagging errors, therefore the BNC is considered among the most relevant lists of frequency words (Schmitt, p.345).
- *SUBTLEXus*: the *SUBTLEXus* frequency lists were created by the Department of Experimental Psychology at the University of Ghent. These lists use 51 words from American Movies as their corpus. The *SUBTLEXus* frequency lists can also be found online in the University of Ghent website (Schmitt p.345-346).
- *Academic Word List (AWL)*: The AWL was created by students as part of a Master's degree dissertation. The list is subdivided into 10 lists. Each list is formed by a head word and its derivations. There are also two other lists. One of them created only with headwords and the other one with the most frequent words (Schmitt p.346).

- *Academic Formulas List (AFL)*: The AFL lists was created by Simpson-Vlach and Ellis (Schmitt p.347). It lists common three-to five-word formulaic sequences (formulas). The AFL has two major lists. One lists 200 formulas usually used in written discourse. The other one, ranks 200 formulas habitually used in spoken academic discourse 2007. At the same time, they recognize formulas used in both previously named lists of formulas (Schmitt p.247).
- *General Service List (GSL)*. The original GSL was designed back in 1953 by Dr. Michael West. It included over 2,000 of the most frequent words in English. In the 60th anniversary of the GSL's original publication, Dr. Brent Culligan, Joseph Phillips, and Charles Browne announced the reshape of the *General Service List*. *The New General Service List* was designed using a bigger corpus than the GSL with the premise of increasing its validity (Browne, 2013).

2.5 Vocabulary Content in the curriculum

The Chilean government, through the ministry of education (MINEDUC), sets up the fundamental objectives and minimum mandatory content for primary and secondary education in an official document called *Objetivos Fundamentales y Contenidos Mínimos Obligatorios de la Educación Básica y Media (OF-CMO) (2009)*.

According to the OF-CMO, the aim of the Chilean curriculum is to establish a common teaching base in every educational institution of the country (2009, p.1). This document standardizes the contents students should learn during their school life. The standardization of contents through a curriculum is needed to ensure equality in the learning process. In other words, the curriculum establishes the contents, abilities and aptitude students should acquire to move from one educational level to another. As stated in the OF-CMO, the curriculum defines *contents* as the concepts, historical information and procedures the student should know; *abilities* as the capacity to perform complex acts related with the study area and *aptitudes* as the disposition towards personal and social development (MINEDUC, 2009, p.9-10). Additionally, the curriculum is used to determine and organize both the levels of education and the areas of learning from preschool to secondary education.

The levels of education describe stages in students' development that include primary and secondary education, while the areas of learning are categories of knowledge with specific contents (Objetivos Fundamentales y Contenidos Mínimos Obligatorios de la Educación Básica y Media, MINEDUC, 2009, p.10).

The Chilean educational system divides schools in: Scientific-Humanist, Vocational and artistic schools. In the case of secondary level of education, the curricular specifications change according to the type of

school. Scientific-Humanist and Vocational schools impart different courses; therefore, they need curricular guidelines. On the one hand, Scientific-Humanist schools teach subjects such as: Language and communication; Mathematics; Science; History and Geography; and English. On the other hand, Vocational schools have subjects such as: electricity, administration, mechanics, among others. In both cases, the curriculum sets the minimum mandatory contents for every subject, including the vocabulary content for their English language objectives.

Besides the minimum mandatory contents, the curriculum also gives some freedom to the educational institutions. It allows schools to adapt or create their own programs and class plans to fulfil the requirements of the school community. All the educational programs proposed by schools should be aligned with the minimum mandatory content of the government.

(Objetivos Fundamentales y Contenidos Mínimos Obligatorios de la Educación Básica y Media, MINEDUC, 2009, p.5)

The OF-CMO describes several instruments used by the curriculum to achieve its goals. First, a mandatory curricular framework defines the expected learning of the students and it guides the class plans. The class plans state weekly planifications of the hours the students should dedicate to a specific subject or activity. In the same line, maps of progress describe the growth of students' fundamental competencies at different educational levels. School texts also provide students with activities and information

used to support learning both inside and outside the classroom. Finally, the curriculum uses the results of standardized tests implemented in schools to gather information about students' learning (MINEDUC, 2009, p.5)

2.5.1 English language National curriculum for Tercero Medio

The SIMCE Inglés test, which is the standardised test used to evaluate fulfilment of English learning objectives and contents, is only applied to the third level of higher education (*Tercero Medio*). The Tercero Medio ELNC was developed with the purpose of helping improve the necessary skills to use the English language as a tool to access information and communicate through oral and written abilities. Additionally, it is aimed at developing the capacity to appreciate other life styles, traditions and ways of thinking (MINEDUC, 2009).

For these reasons, the curriculum based its construction on two different ideologies from the range proposed by Richards (2001) in section 2.1.5 above, namely: Social and economic efficiency and cultural pluralism (2001). First, the curriculum highlights the importance of learning English as a practical tool in a globalized society. Second, it emphasizes the importance that students get in touch with other cultures and world visions. In relation to vocabulary, the Tercero Medio ELNC proposes that vocabulary to be learned

should be related to four semantic fields, namely, *work, culture, and health and modern life*.

The English program for humanist-scientific oriented schools, the general formation requires 3 weekly mandatory hours of English. The minimum time to differentiate formation is 9 weekly hours, where English may be an option (Objetivos Fundamentales y Contenidos Mínimos Obligatorios de la Educación Básica y Media, MINEDUC, 2009, p.16).

There are four optative modules that schools can offer to complement the general English National curriculum and attend the needs of the students from different schools. The characteristic of the optative modules will vary depending on the resources of each educational establishment. Therefore, the ELNC states that students can choose a more suitable option for their personal interests (MINEDUC, 2009). The four optative modules available in humanist-scientific oriented schools are: Inglés científico y tecnológico (English for Science and Technology, EST), Inglés cultural-literario (literary and cultural English), Inglés social comunicativo (socio-communicational English) and Inglés vocacional (English for vocational purposes).

- *English for science and technology* (EST): this option allows students to know and explore the main demonstrations of scientific and technological discourse. They are able to develop the needed linguistic competences for their future performance in academic and professional areas, in a society where science and technology

increase their importance. This program is divided in four thematic units: First, an introductory unit, second, minds at work unit, third, the impact of science and technology in human life unit and finally, on process unit. These are divided in lessons were examples of activities are given to provide with a guide to the teachers (Idioma Extranjero: Inglés Científico-Tecnológico Programa de Estudio Tercer o Cuarto Año Medio, MINEDUC, p.33, 40, 69,113).

- *Literary and Cultural English*: this option emphasizes the development of receptive skills like listening and writing comprehension. This module allows students to explore cultural manifestations of different countries and improve their linguistic competences through exploring the textual characteristic from different genres (MINEDUC, 2009, p.5-7). This program is divided into two nameless thematic units, with five lessons in the first one, and nine lessons in the second one. Each lesson contains sample of activities that teachers can take as a guide (MINEDUC, 2009, p.5).
- *Socio-communicational English*: this module allows students to develop oral and writing skills in diverse communicative situations, which answer to their own interests and the necessities of each region in Chile. So, it delivers the possibility to integrate all the previous knowledge to the class work, counting with the four abilities (listening, reading, speaking and writing). This choice of linguistic learning provides an opportunity for teachers to use a communicative

approach, using multiple technological and pedagogical available resources (Social Comunicativo, p.5). This program is divided in two nameless units, with three lessons each. The lessons contain sample activities that teachers can use and take as a guide to develop more material for the class (Social Comunicativo, p.5)

- *English for Vocational Purposes*: this option allows students to know and explore different vocational alternatives and work realities. Its purpose is to expose students to authentic written documents that inform about different aspects of the working world and possible options of insertion to the labour field. This module goes in depth with reading comprehension and writing skills (Idioma Extranjero: Inglés Vocacional, p.5). It is divided in two nameless units, with five lessons in the first one, and thirteen lessons in the second one. Each lesson counts with sample activities that teacher can take as examples to develop more exercises (Idioma Extranjero: Inglés Vocacional, p.5).

The English program for vocational schools, the general formation requires two weekly mandatory hours of English. The minimum time for differentiate formation is twenty-two weekly hours (Plan de Estudio, 2017, p.1-2). However, the Formación Diferenciada Técnico-Profesional de la Educación Media (EMTP), constitute an initial preparation to work life, so its main purpose is to provide an integral formation for different occupational fields. This preparation develops the competencies for each

specialization that students are required to choose in Tercero Medio. These specializations may be: administration, agriculture and livestock, feeding, confection, construction, electricity, graphs, hotel industry and tourism, wood industry, maritime, mechanical industry, mining industry, chemistry and industry, health and education, and technology and communications. For this reason, in vocational schools, English is only presented in the general formation program (Formación Diferenciada Técnico-Profesional, 2013, p.7).

The English program for artistic-oriented schools, the general formation requires nineteen hours, without specifying the number of hours that each subject has. The minimum time for differentiate formation is twenty-one hours (Plan de Estudio, 2017, p.1-2). However, the Formación diferenciada Educación Artística offers to students the possibility to emphasize their interests, aptitudes and artistic talent. So, they can acquire the necessary competences to specialize in different areas of art. These specializations may be: music, art, theater or dance. For this reason, in artistic-oriented schools, English is only presented in the general formation (MINEDUC).

The general formation program of English, mandatory for all schools, counts with more detailed material in the MINEDUC webpage. The English program of study for Tercero Medio counts with four thematic units: *My first job*, *Custom and traditions*, *Health and modern life*, and *Voluntary work and*

entrepreneurship. Each unit has an introduction where the purposes, contents and attitudes of each one of them are explained. The purposes for the for different thematic units are the same: *Listening comprehension, Reading comprehension, Oral expression* and *Written expression*. The contents required for each unit varies according to what is expected that students learn. They are divided into morpho syntactic and lexical aspects. The attitudes students should have towards English and the development of the classes are the following: showing confidence in himself/herself and a positive attitude towards life (MINEDUC, 2009), showing interest in developing the abilities and skills to use them in the future (MINEDUC, 2009), and using his/her communicative abilities to expose his/her ideas, feelings and emotions in a coherent way.

Even though the ELNC is implemented according to the orientation of the educational institution, there are no specialized tests to assess the English programs that each school offers. The same standardized test is thus used to assess the fulfilment of the objectives of the curriculum in the country's educational system. More specifically, the general formation program of English, mandatory for all schools, is evaluated through the SIMCE Inglés (Sistema de Medición de la Calidad de la Educación).

2.5.2 The SIMCE Test

In Chile, a National system to measure the learning achievement of students was created by MINEDUC in 1988. In this context, a test was designed with two major objectives: to provide enough information for parents to choose an educational institution for their children and to decentralize schools through the supervision of the results. (Informe Equipo de Tarea para la Revisión del SIMCE, MINEDUC, 2014, p.9). The Sistema de Medición de la Calidad de la Educación (SIMCE) started its implementation in primary education. The results of SIMCE Inglés are used to guide educational policies and pedagogical practice (MINEDUC, 2014, 56).

According to the Agencia de calidad(2016), SIMCE evaluates the contents and abilities defined by the national curriculum of education. It is applied in every school of the country in different levels of education. In primary education, SIMCE is implemented in four levels: Segundo básico, Cuarto básico, Sexto básico and Octavo básico. In secondary education, it is applied in Segundo y Tercero Medio. There are five different tests, regarding the subjects of the curriculum. Language and Communication; Maths; Science; History and Geography; and English. (Agencia de Calidad, 2016). SIMCE also includes questionnaires of quality of education. These documents gather information about the school and family of each student.

According to EducarChile (2005), the design of Language and Communication; Maths; Science; and History and Geography SIMCE tests involves professionals from several areas, such as teachers, psychologists, among others. Each item created is selected and carefully tested to ensure the validity of the test. SIMCE team, the Unidad de Curriculum from MINEDUC, teachers and students, work together to ensure the tests fulfil its objectives. Experimental trials are carried out before the official implementation takes place. All the above to ensure the alignment between the Curriculum and the test. SIMCE Inglés is not created in Chile, therefore there is not a design process as for the other SIMCE tests, but adapted to the curriculum fundamental objectives.

2.5.2.1 SIMCE Inglés test

SIMCE Inglés aims to assess the corresponding fundamental objectives and the minimum contents to the English Foreign Language subsector presented in the Curriculum for Tercero Medio. SIMCE Inglés was created through the adaptation of the TOEIC Bridge test (Agencia de la Calidad ,2016, p.56). It was assessed for the first time in 2010.

According to the *Orientaciones para la Medición SIMCE Inglés* published by the MINEDUC (2010), SIMCE Inglés is applied every two years to all students enrolled in Tercero Medio. Schools must seek for attendance on the day of the test, since it is important that all the students of

Tercero Medio take SIMCE Inglés. If an important number of students are absent, the results will represent a subset of the students, affecting the representativeness of the results (MINEDUC, 2010, p.6). In correspondence to the *Consejo Nacional de Educación*, SIMCE Inglés must be applied every two years. Therefore, it was applied in 2012 and 2014.

SIMCE Inglés results help parents to know their student's achievements, allows students themselves to be responsible of their learning in this area and they could lead to the certification of students' English level. Students that achieved levels A2 and B1 of the Common European Framework of Reference (CEFR) receive a certificate issued by Cambridge English Language Assessment. According to the Informe Técnico 2014, the certificate accredits the level of proficiency of SIMCE Inglés through the CEFR (2016, p.55). The creation of such a framework allows Europe to be aligned in terms of learning objectives in language courses and also promotes the mutual recognition of qualifications among European countries.

The instrument developed by the Educational Testing Service (ETS) was selected as the SIMCE Inglés test for the years 2010, 2012, 2014 and 2016. The test applied was TOEIC Bridge, since it assessed a low and mid-level of the English language, and because it is an objective and internationally validated tool (MINEDUC, 2010, p.6).

The test consists of two subtests, the Listening and Reading test and Speaking and Writing test. The Listening and Reading section consists of one hundred questions each, separated in sections. The Listening section involves parts such as photographs, question-response, short conversations and talks and account for one hundred questions. The Reading part is made of items involving incomplete sentences, error recognition and reading comprehension texts and these account for one hundred questions. These sections are designed to increase its difficulty as you answer each question.

The test attempts to assess written and oral comprehension production in the English language (MINEDUC, 2010, p.7). Oral and written production are not assessed although they are presented as relevant contents in the current Curriculum (Informe Técnico, MINEDUC, 2014, p.55). The areas of grammar and vocabulary are not directly evaluated in SIMCE Inglés, but they are assessed on a transversal manner, since their domain allows a better performance of the students. In this respect, students have to demonstrate their knowledge and skills in those areas, recognizing, understanding and using grammatical structure, words and phrases (MINEDUC, 2010, p.7).

2.6 Objectives of the study

In this chapter, it has been explained what a curriculum was, its contents and ideologies. Later, standardised testing was described.

Subsequently, alignment evaluation methods were displayed: the achieve method, surveys of enacted curriculum and Webb's method. The relation between vocabulary assessment and curriculum for English (ELNC)

As explained in the *Informe Técnico SIMCE 2014* (Agencia de la Calidad, 2016), the test developed as the SIMCE Inglés instrument is selected by means of a public bid. This means that the design of SIMCE Inglés, unlike the situation of other subjects in the curriculum, was not performed by the same organisation that developed the curriculum. As Webb (1997) suggested in relation to his methodology, people who design tests should also be involved in the process of assessing those tests. In this way alignment between expectations and assessments can be fully develop and guaranteed.

Since a standardised international test (in this case, the TOEIC Bridge) is not designed in line with the ELNC, it seems reasonable that the test may have an important margin for misalignment with the curriculum's OF-CMO. An evaluation of the ways in which the degree of such alignment can be observed becomes thus necessary to clarify this point. However, there are no published studies or reports that address the criteria or procedures to establish the alignment between the curriculum and TOEIC Bridge (the selected SIMCE Test). This of course applies to the published literature on the coverage of the curriculum lexical content in the test.

In this context, initial observations of misalignment between curriculum and the TOEIC Bridge test used between 2010 and 2016 test can be easily established. For example:

National curriculum discriminates educational institutions depending on their specialisations. The curriculum of Formación Diferenciada Técnico-Profesional de la Educación Media (EMTP) and artistic-oriented schools consider less effective hours of teaching English than humanistic institutions. However, the General Formation Program of English was mandatory for all educational institutions regardless their specialisations. Consequently, it can be expected that the orientation of TOEIC Bridge, which is towards English used for working purposes, may not be necessarily suitable for artistic-oriented school students.

Additionally, the abilities and levels of proficiency are also misaligned between the ELNC and the TOEIC Bridge test. The ELNC focuses on the importance of receptive and active skills. However, the TOEIC Bridge test format is designed to assess only listening and reading comprehension. Moreover, the Tercero Medio ELNC does not specify the level of English proficiency students should have according to the Common European Framework (CEFR). The TOEIC Bridge test was designed for English beginners and medium levels (ETS, 2016, p.3). Thus, the TOEIC Bridge test measures the English proficiency levels that range from A1 to B2 in the CEFR classification.

In view of these general evidence of misalignments, it seems important to have evidence of the degree of alignment between the curriculum and the test at a more specific level, especially in relation to critical objectives and contents, such as that of vocabulary teaching and learning. This thesis reports on a study that attempts to provide evidence as to the type of procedure that may help in observing alignment between the curriculum for English and the SIMCE Inglés test.

The objective of the study was to measure the extent to which the alignment of the vocabulary content of the ELNC and SIMCE Ingles test could be observed by using standard methods for the analysis of curriculum alignment. The study was thus guided by one general research question, divided into two more specific research sub questions stated as follows:

Research Question 1: To what extent is it possible to establish criteria to evaluate alignment between the lexical content of the ELNC and an international standardised test of English (such as the TOEIC Bridge test)?

Research Question 1.1: What is the extent of the alignment of the vocabulary content in the ELNC expressed in terms of the words selected from the General Service List and the TOEIC Bridge test according to Webb's methodology?

Research Question 1.2 What is the extent of the alignment of the vocabulary content in the ELNC expressed in terms of semantic fields

aligned with the vocabulary content of the TOEIC Bridge test according to Webb's methodology?

The next chapter explains the methodological procedures and criteria for the collection and analysis of curriculum and assessment data performed to answer these research questions.

Chapter 3: Methodology

The present thesis reports on a quantitative and qualitative study concerning the alignment of the lexical content of the English Language National Curriculum against SIMCE Inglés. The methodology used in the study is an adaptation of the model proposed by Webb (1997) to determine the alignment between standards in an educational curriculum (in areas such as mathematics and science) and state-mandated assessment of that curriculum. In the case of Chile, alignment expectations are represented in the English Language National Curriculum for Tercero Medio students and assessment is represented by SIMCE Inglés (as explained in section 2.5.1). The data about lexical content expectations in the curriculum was obtained and gathered from the TOEIC Bridge test and the SIMCE Inglés technical report.

The present chapter presents a description of the data collection process, the materials used as data sources, the procedures and criteria applied to organise and establish alignment between curriculum and test. This description distinguishes between the application of two procedures. First, one that follows Webb's (1997) methodology and, second, an *ad hoc* procedure developed by the researchers in view of the limitations of the results obtained with the application of Webb's methodology.

3.1 Data collection

The data used for this study consisted of the contents of vocabulary established in the national curriculum, as registered in the current educational English Language National Curriculum for Tercero Medio (MINEDUC 2009). The data here consisted of two types of content. The first vocabulary content takes the form of a list of words which corresponds to part of the General Service List (West, 1953), a standard corpus-based list based on frequency (see section 2.4.3.1 above, for a description of this list). The second corresponded to a general orientation of thematic areas or semantic fields to which words at the Tercero Medio level should be related. Go to appendix section, Programa de Estudio Tercer Año Medio (ELNC): Vocabulary Content, to see how vocabulary content is presented in the ELNC. Alignment between these two types of data was observed in relation to the content of a specimen of the TOEIC Bridge. Alignment was first observed following Webb's (1997) methodology of alignment (see section 2.3.3 above and 3.2.1 below for a description of the methodology) and later by applying an ad hoc procedure designed by the researchers. In both procedures, contents established in the curriculum was observed in the test by considering the words used and tested in the TOEIC Bridge specimen in search of coincidences and matches.

3.1.1 Data collection procedures

The vocabulary content in the curriculum was found in the English Language National Curriculum for Tercero Medio (MINEDUC, 2009). As explained in section 2.5.1, it sets the Minimum mandatory content for Tercero Medio in terms of reading, writing, listening and speaking skills.

There are two areas of contents in the curriculum: morphosyntactic contents and lexical contents (MINEDUC, 2009). The focus of the present study was observing the area of lexical contents provided on the Tercero Medio curriculum. The vocabulary coverage of the ELNC was discreet and presented in two ways. The first one consists of a corpus-based frequency-list of words: The General Service List (Inglés Programa de Estudio Tercer Año Medio, MINEDUC, 2009, p. 148) and the second one of four semantic fields to which words taught should be related. The fields are established as follows: *My first job*, *Customs and traditions*, *Health and modern life*, and *Voluntary work and entrepreneurship*. Both types of content are described in the next sections.

3.1.1.1 General Service List

The words that are expected to be learned by Tercero Medio students according to the ELNC were taken and adapted from the General Service List (GSL). This list gathers two thousand of the words more frequently used

in English for second language learners. A New General Service List was created in 1995, and it organized words according to their frequency in a corpus of 2,000 words by means of frequency. A section of 250 words from this list was used in the curriculum as part of the lexical content of the Curriculum for Tercero Medio (see more details in section 2.5.1 above).

In Table 1 below, the complete list of words from the General Service List introduced in the ELNC is presented.

Table 1:List of words from the GSL presented in the English National Curriculum.

List of Words from the GSL presented in the ELNC

Persuade	Neat	storm
Certainty	Weekend	ton
Cloth	Treasury	desert
Eager	Overcome	allowance
Deserve	Cat	servant
Cure	Sacrifice	hunger
Trap	Complain	conscience
Puzzle	Elect	bread
Mankind	Roar	crash
Glad	Sake	tip
Blame	Temple	proof
Whenever	Self	generous

List of Words from the GSL presented in the ELNC

anxiety	Compete	sir
bus	Nurse	tonight
sacred	Stuff	whip
glory	Stomach	tongue
golden	Repair	Mill
merchant	Ruin	courage
coal	Introduction	actor
belt	Disappoint	flood
stir	Flame	excuse
package	Joke	insect
punish	Bless	ocean
reflection	Corn	ceremony
breathe	Shell	decrease
anywhere	Tempt	prize
amuse	Supper	harm
dull	Destruction	insure
fate	dive	verse
net	Anxious	pot
fault	shine	sincere
furniture	cheap	cotton

List of Words from the GSL presented in the ELNC

beam	dish	leaf
pencil	distant	rub
border	greet	medicine
stroke	lonely	scratch
Bit	Admission	composition
Lung	stupid	broadcast
drum	swear	borrow
resist	sugar	owe
neglect	bury	funeral
absent	wipe	ambition
passenger	Faint	mixture
adventure	Creature	slope
beg	Tail	criminal
Beard	Wealth	seldom
bold	Translate	map
meanwhile	Suspicion	spin
devil	Noble	praise

List of Words from the GSL presented in the ELNC

cheer	Inquiry	spare
Nut	Journey	plow
split	Hesitate	telegraph
meal	Extraordinary	barrel
straighten	Creep	Brave
scarce	Sweat	seize
lunch	Gay	convenient
slavery	Stiff	horizon
moderate	Salesman	nest
complicate	Nail	grind
dig	Tap	spell
course	Eastern	plaster
weigh	Possession	arch
priest	satisfaction	Swell
excessive	Behave	friendship
quarrel	Mercy	bath
widow	Scatter	bundle
modest	Objection	grateful
dine	Silver	crown
politician	Tent	boundary
custom	Saddle	Nowhere

List of Words from the GSL presented in the ELNC

educate	Wrap	asleep
clock	precious	pretend
boil	wander	dismiss
altogether	ugly	delicate
lend	reputation	despair
holiday	ticket	awake
tea	shirt	warmth
false	bargain	decisive
fortune	Leather	vessel
cap	rail	pity
thread	butter	steam
haste	dot	pin
Bare	inquire	bound
		companion

The Generative Service List (GSL) was created in 1995 and it has not been updated recently. Although it is established in the curriculum that the list corresponds to an adaptation of the GSL, the ENLC provides no information regarding the details of the adaptation(s) applied. No information is provided either about the method of selection for the 250

lexical items from the GSL used for curriculum. Nevertheless, it can be observed that, in comparison with the GSL, the curriculum list has removed six words, namely: *sympathetic, tremble, strengthen, fellowship, pipe* and *earnest*. Finally, no explicit relation is established in the curriculum between the words selected from the GSL and the semantic fields proposed in the ELNC.

3.1.1.2 Semantic Fields

Lexical content in the ELNC is also presented in terms of four semantic fields. These semantic fields are *My first job, Customs and traditions, Health and modern life, and Voluntary work and entrepreneurship*. The curriculum provides words and expressions related to each field as examples of the lexical content the students should learn. The contents required for each unit varies according to what is expected that students learn; the contents are divided in two aspects: morphosyntactic and lexical. The description of each field is then characterised as follows:

- My first work lexical content: words and expressions related to my first work, such as: according to..., nice to meet you, talk about, get sacked/fired, tricks of the trade, break your back, part/full-time job, apply for a job, hire, vacancy, position, resign, resignation, application, curriculum vitae, resume, experience.

- Custom and traditions content: words and expressions related to custom and traditions, like black tie event, old fashion, go with the flow, culture shock, bow, chopsticks, foreigners, heritage, custom, traditional, manners.
- Health and modern life lexical content: words and expressions related to health and modern life such as: bad shape, go on a diet, gain/lose weight, keep fit, non-smoker, feel well/great, exercise, control, healthy/unhealthy, anxiety, smoking, insomnia, stress, obesity, nutritional.
- Voluntary work and entrepreneurship lexical content: words and expressions related to voluntary work and entrepreneurship such as: help you, sign up, count on, at all costs, community, fundraising, generous, join, improve, motivate, effort, elderly, people in need, orphans.

3.1.1.3 Vocabulary in the TOEIC Bridge test

The test used to apply the alignment assessment procedures of this study was a specimen of the TOEIC Bridge test (ETS, 2016, p). The TOEIC Bridge test was selected for the study as it was the test bidden by MINEDUC as the SIMCE Inglés test in Chile (Agencia de la Calidad, 2016, p.57-57). As such, TOEIC Bridge was applied nationwide in the years 2010, 2012, 2014 and 2016.

As explained in the Examinee Handbook (2016), the TOEIC Bridge test aims to evaluate the English proficiency of learners from beginning to lower intermediate level and it focuses on students. It contains a hundred questions divided into listening and reading as well.

The TOEIC Bridge test specimen used in this study was retrieved from *Achieve TOEIC Bridge™* (Rilcy, 2010). This book is an official test preparation guide designed for people who want to take the TOEIC Bridge. It includes general information about the test, strategies, three mini tests with samples of the questions and two full-length practice tests. The practice tests have the same type of questions and sections of the official exam. The first practice test was randomly selected as the sample used for the study.

The format of the test (ETS, 2016, p.2) includes 100 questions divided into two main sections. The first section is Section of Listening. In this part, test takers listen to statements, questions and conversations in English. They then have to answer 50 questions based on these listening in no more than 25 minutes (ETS, 2016, p.p.2). The second section is Reading, and it also consists of 50 questions. In this section test takers are required to read single sentences and texts and answer the questions based on those texts. This second part of the test is designed to take approximately 35 minutes. The TOEIC Bridge test is structured as follows:

Table 2: Organisation of the TOEIC Bridge test

Photographs (Part I)	Listening Comprehension	Question 1 to 15
Question-Response (Part II)	Listening Comprehension	Question 16 to 35
Short conversations and short talks (Part III)	Listening Comprehension	Question 36 to 50
Incomplete Sentences (Part IV)	Reading comprehension	Question 51 to 80
Reading comprehension (Part V)	Reading comprehension	Question 81 to 100

The TOEIC Bridge test is a general language proficiency test. For that reason, there is not specific section focus on evaluate vocabulary. The assessment of vocabulary is embedded in the evaluation of the other components of the test.

3.2 Data collection tools

The identification of the lexical items of the curriculum in the TOEIC Bridge test was made using the *AntWordProfiler* software (2014). This software was created by Laurence Anthony and is available for online download at <http://www.laurenceanthony.net>. The software gives the possibility of uploading a text and analysing the frequency of word families in it. It allows the use of specific lists of word families or the use of lists of frequency presented by the program for the analysis of the target text. The software also provides statistical information about the vocabulary frequency in texts and organizes the data in the form of a chart containing the list of lexical items matched and their frequency of occurrence. Additionally, the software identifies the number of lines, words and word families contained in the input text.

The output of the software is organised into three categories: *tokens*, *types*, and *groups*. Milton (2009) defines tokens as the total number of words a text possesses counted indiscriminately and types as the number of lexical items a text has without considering repetitions of the same word. The category of groups correspond to what is known as a *word family*, i.e. a group of words morphologically related.

3.3 Data Analysis

This subsection contains a description concerning two procedures applied to observe alignment between the ELNC and TOEIC Bridge regarding the lexical content of the curriculum. The first procedure applied was Webb's alignment evaluation methodology (introduced in 2.3.3 above). The second procedure applied was an adaptation of Webb's model. This second procedure was required because the results from the first one proved to be unsuitable to observe alignment regarding the data observed in the ELNC (as explained in 3.2.1 below).

The description of the two alignment procedures and analysis criteria for alignment are explained in what follows.

3.3.1 Procedure 1: Webb's alignment methodology

As explained in section 2.3, there are three established methodologies to analyse curriculum alignment: The Achieve method, the SEC model and Webb's method. For this study, the researchers chose to apply Webb's model for piloting purposes mainly because it is designed with the special purpose of observing alignment between curriculum expectations and assessments (as explained in 2.3.3 above). According to this methodology, alignment can be evaluated adopting one of three different scopes to assess

curricular documents: sequential development, expert review, and document analysis (as explained in 2.3.3 above).

The researchers worked with four aspects of Webb's methodology. First, as Webb proposed, the discussion of alignment of the English Language National Curriculum was centred in two educational policy elements: *expectations* and *assessment*. *Expectations* of what students should know about the target field, English, and what they can do with this knowledge. *Assessments* to increase achievements in the target field and to indicate whether the expectations are being fulfilled.

Second, the study was also focused on observing one of the alignment components defined by Webb, vertical alignment: the degree to which elements among an educational system agree within the system and with outside standards (as explained in 2.3.3 above). Tools provided by the Minister of Education were thus observed as a general framework for the interpretation of data in this study. These tools included the English textbook content and students' outcomes as well as outside forces such as national standards and public opinion.

Third, for the analysis of alignment of vocabulary content expressed in the form of vocabulary belonging to the semantic fields proposed in the curriculum, the researchers adopted Webb's procedure called expert review focus. According to this procedure, the researchers acted as experts and determined whether expectations in the curriculum regarding vocabulary

belonging to the four semantic fields (see 3.1.1.2 above) were aligned with the vocabulary content included in the specimen of TOEIC Bridge.

Finally, even though Webb's method is a complete model to analyse alignment, this study only took in consideration one sub-criteria from one category of the five different dimensions in which alignment may be examined, namely, *categorical concurrence*. This dimension was considered relevant to the study as it is focused precisely on the agreement between expectations and assessment of a program (see 2.3.3 for details of the other dimensions in Webb's model). Within this dimension, alignment was accomplished when there was a match between the contents of the curriculum (i.e. words in the GSL-based list and words belonging to one of the semantic fields proposed in the curriculum) and the appearance of those contents in the assessment (i.e. words included in the TOEIC Bridge specimen observed in the study).

Three out of five contents provided by the ELNC were chosen. The contents selected were the use of will as a grammatical structure for future, vocabulary and linking words. These three contents were selected due to their simplicity and discreteness, which made them easily discriminated within TOEIC Bridge test.

The pilot alignment analysis was applied to the first part of the specimen, Listening Comprehension (see 3.1.1.3 for details of the structure

of the test). From each section of this part, only the first five questions were selected to carry for analysis.

Evidence of alignment was obtained by matching the contents established in the ELNC with TOEIC Bridge test as explained in section 3.2.1 above. In the pilot test, each researcher had to look for the words in the test that matched the words indicated in the curriculum. Each match (or *hit*, in Webb's terminology) was registered. The hits were registered in a grid as a tick beside a content-category each time one or more of the three contents from the ELNC (lexical items, connectors and the use of will as a future structure), appeared in the TOEIC Bridge test specimen.

The analysis showed very low levels of alignment between contents selected from the curriculum and the TOEIC Bridge test through the application of Webb's method. In particular, results indicated negligible amounts of hits regarding two contents: *linking words* and *will* as a structure for future. Regarding lexical items, a difficulty to analyse this content appeared. There were doubts about which lexical items could be considered aligned with the curriculum's contents. In this context, it was observed that the curriculum did not provide a clearly defined statement of what the vocabulary content should be for every thematic unit of the year or at the end of the course. This prompted a discussion regarding the discreteness and appropriateness of vocabulary in the curriculum as a possible source of the important misalignment observed.

Thus, it was decided to examine alignment between the content of vocabulary in the ELNC, which was established in the form of a list of words taken from the General Service List and four semantic fields: *My first Job, Custom and traditions, Health and Modern Life and Voluntary work and entrepreneurship* (as explained in 3.1.1.2 above). The researchers tried to match the four semantic fields with the GSL and no correspondence between both was found. One reason for this lack of correspondence was that the four semantic fields were not discrete enough to be identified in the test, as the curriculum did not provide an operational definition of what words were supposed to belong to the semantic fields proposed by the curriculum.

The criterion to decide whether there was alignment or not was given by Webb (1997). The author stated that having a 0.63 coefficient of alignment would validate the alignment between curriculum and assessment. The alignment coefficient meant that at least 63% percent of the questions analysed included the three contents of the curriculum. A coefficient smaller than 0.63 would not account for alignment under Webb's methodology. Two contents considered in the ELNC were indicated as *linking words* and *will as a future structure*. However, neither of those two contents in the curriculum, *linking words* and *will as a future structure*, had hits on the first attempted analysis. These results were interpreted as an indication that Webb's model was not applicable to the data observed in the curriculum and/or the test. It was thus concluded that the contents of vocabulary in the English National

Curriculum were not specific enough for the implementation of Webb's method to assess alignment.

To observe the degree of alignment between the ELNC and TOEIC Bridge test, a new procedure of analysis was designed and applied. This *ad hoc* procedure was characterised by the adoption of more flexible criteria for the identification of hits and the lexical content in the test.

3.3.2 Procedure 2: Adaptation of Webb's methodology

The second *ad hoc* procedure of curriculum alignment was designed by the researchers. This alternative method considered some characteristics of Webb's procedure while implementing new categories and criteria that could respond more efficiently to the lack of definitions observed in the ELNC (as explained in 3.2.1 above).

The procedure included the use of Webb's methodology (1997), the ELNC (2009) and a test specimen from *The Achieve TOEIC Bridge* book. Additionally, the AntWordProfiler software was used to collect data in the form of word families organised by frequency (see 3.1.2 above for an explanation of AntWordProfiler). As in the first procedure, Webb's methodology was selected as the most suitable method to assess alignment between the curriculum's vocabulary content and the standardized test TOEIC Bridge. The *Achieve TOEIC Bridge* Book was necessary also to analyse a complete version of the TOEIC Bridge test. The tool

AntWordProfiler was required to identify the vocabulary included in the test specimen and organise it in terms of frequency of occurrence within the test.

Specific data from each material was selected for the study. As it was previously explained, from Webb's methodology, two criteria were chosen: the Expert Review and the Content Focus criterion (Webb, 1997, p.14).

To evaluate the functionality of the Chilean educational system, the content focus criterion was selected since it is oriented to show whether expectations and assessments are focused on developing student's knowledge (as explained in 2.3.3 above). Categorical concurrence was still the dimension observed as the study was focused on evaluating the consistency of vocabulary that appeared in both, expectations and assessments (as observed in the English National Curriculum and the TOEIC Bridge test).

For the preparation of the materials and data, first, the TOEIC Bridge sample test was converted to a digital format. An optical character recognition (OCR) process was applied to obtain the digital format. This procedure allowed the test to run in a vocabulary profiling software. The test was modified to match the required software's format by removing capital letters, numbers, and punctuation.

Since the instructions of the test were not part of the evaluated vocabulary, they were also eliminated. Since the words from the GSL

presented in the ELNC could appear in different forms, a new list with the respective families of each word was created. This idea is supported by Schmitt stating that knowing the families of each word is a necessary basis to communicate in a L2 (2010, p.7-8). Therefore, the new list considered every family word (if existent) from each lexical item that appeared in the GSL.

3.3.2.1 Procedure 2: Analysis criteria

For the study, two types of approaches were applied. To perform the analyses, and taking into consideration the construction of the TOEIC Bridge test, two approaches of analysis were adopted.

Restricted Analysis. Under this criterion, only the words in the questions of the test were considered to check for hits, thus leaving out the additional written or oral material that is part of the test.

Broad Analysis. Under this criterion, all the vocabulary inside the test was considered in its richness of hits, i.e. including both the questions and the supporting material present in the test.

Both broad and restricted perspectives were considered necessary for the study as they involved different sources of validity to the study. The restricted analysis aimed for a conservative interpretation of alignment as it looked for the vocabulary that was truly assessed and that was necessary to

answer the questions. The broad analysis perspective, in contrast, allowed for a more exhaustive observation of lexical data. This exhaustive view was considered relevant as it considered additional texts that required to be also understood as part of the test and so vocabulary included in them is also being assessed in the test, although very indirectly.

For the broad and restricted analysis of the GSL-based family word list, alignment was observed between the word families represented by the list provided in the curriculum and the vocabulary contained in the TOEIC Bridge test specimen.

The vocabulary indicated as belonging to semantic fields in the curriculum was observed in the test specimen by identifying which words fell within the four semantic field categories. The expert review criteria for the analysis was again applied and so, the same as in the first procedure, the researchers acted as panel of experts and classified the vocabulary in the test into one of the four semantic fields proposed in the curriculum. The panel then observed the hits (i.e. word families' common to the curriculum and the test) as an indication of alignment.

For the categorisation of lexical items from TOEIC Bridge test into semantic fields, only content words were analysed, not considering functional words. This distinction was made as functional words are not possible to be categorised according to meaning. All the lexical items from the TOEIC Bridge practice test, depending on their meaning, were added to

one or more of the four semantic fields of the ELNC for Tercero Medio students. As explained in 3.1.1.2 above, the semantic fields were: *My first job*, *Customs and traditions*, *Health and modern life*, and *Voluntary work and entrepreneurship* (MINEDUC, 2009, p.35). The lexical items not unanimously classified in a semantic field by the researchers were categorized under the label “No field”. The results were tabulated and organised according to the number of lexical items that were present in each question, item and the entire test.

In order to have an alternative perspective regarding alignment evidence, the 100 questions in the test were also categorised into one or more of the four semantic fields proposed in the curriculum. This perspective was adopted to incorporate the context in which words were being used and assessed in the test, as opposed to the recognition of hits observed in decontextualized vocabulary appearing in the test. Lexical items analysed in isolation carry different information when analysed in context. Therefore, analysing TOEIC Bridge test at the level of its questions could provide results validated in the observation of vocabulary in use.

The question-level analysis was also divided into a broad and a restricted approach (as explained in 3.2.2.1 above). In the case of the restricted approach, it involved all the questions, but prompts were not considered as context for them. This division was necessary, as the

additional texts could influence the categorisation of questions into the different semantic fields.

In the examination of the 250 lexical items from the GSL given at the end of the ELNC, a hit was found when the same or consistent categories of content appeared in both expectations and assessments. Alignment was also identified when at least three vocabulary items from the GSL were present in the ELNC and in the TOEIC Bridge sample test (following Webb's (1997), criteria as explained in section 2.3.3).

After the classification process was completed, the percentage of occurrence of words grouped into the four semantic units of ELNC was obtained. Webb's method stated that at least 0.63% of correlation was required to demonstrate alignment (1997, p.3-4). Therefore, alignment was evaluated in relation to the fulfilment of that 63% standard.

In the next chapter, results obtained in the study are presented and interpreted in the light of the issues discussed in the Literature Review chapter and as guided by the research questions of the study.

Chapter 4: Results

The purpose of this chapter is to report the results obtained from the analysis of the degree of vocabulary alignment between the lexical content established in the ELNC and the vocabulary assessed in a specimen of the TOEIC Bridge test. The chapter is organised as follows: Firstly, the results of the analysis of the semantic fields are presented (see Appendix section, Table 13 and Table 14, for the complete alignment Analysis under the broad and restricted-approach on Vocabulary Content between TOEIC Bridge test and III Medio English curriculum). Secondly, followed by the results obtained from the observation of the GSL vocabulary established by the curriculum in a TOEIC Bridge specimen (see Appendix section, tables 15, 16, for the Statistics broad and restricted-approach analysis of the GSL modified, and tables 17 and 18, for the Not found words in base lists broad and restricted analysis). In each case, results are reported making the distinction between what has been labelled restricted and broad approaches (see section 3.2.2.1 above).

4.1 Alignment of lexical content according to semantic fields

As explained in the section 3.2 above, the analysis of semantic fields was carried out by applying two procedures. The first procedure was based

on a broad view of the data in the test, in which all words from the test were analysed, including questions and additional texts. A second procedure was based on a restricted perspective where only words from the questions were considered. Results from each procedure are now presented.

4.1.1 Analysis of semantic fields: broad-perspective procedure

As explained in 3.1.1.2 above, four semantic fields are presented in the ELNC to explain the kind of vocabulary that must be learned by students. Vocabulary found in the test specimen was thus categorised into these four groups. Additionally, a fifth category was included: *No Field*, to indicate that a vocabulary item could not be classified into the four established categories.

Table below shows the overall results obtained in the analysis of the vocabulary defined by the ELNC semantic fields in the TOEIC Bridge specimen. The *Questions* row contains the number of questions that were classified by its context within the corresponding semantic fields (as explained in section 3.2.2). The numbers in the cells refer to the questions and words classified in each Semantic field proposed in the curriculum.

Table 3: Classification of questions and words into the four semantic fields proposed by the curriculum

Overall results	My first job	Custom and traditions	Health and modern Life	Voluntary work and entrepreneurship	No field	Total
Questions	21 (19,09%)	2 (1,81%)	56 (50,90%)	2 (1,81%)	29 (26,36%)	110
Words	85 (7,59%)	15 (1,34%)	205 (18,31%)	3 (0,26%)	811 (72,47%)	1119

The results displayed in Table 3 indicate that the most frequent semantic field addressed in the questions of the test was *Health and modern life*. This accounts for the existence of 56 questions dealing with the fields of *Health and Modern life* within the test. In contrast, only two questions were categorized within the semantic fields of: *Custom and traditions* and *Voluntary work and entrepreneurship*. This suggests that questions related to *Health and Modern life* and *My first job* were addressed in the test, with 77 out of 110 questions. Overall, a relation can be observed between the number of questions and lexical items labelled in each semantic field. In particular, the number of lexical words related to each field follow a similar frequency pattern as the questions; Most of the words are classified in *Health and modern life*, followed by *My first job*. However, one difference is shown regarding the *No field* category; in lexical items, this category has

more representation than any other semantic field. Additionally, the semantic field of *Voluntary work and entrepreneurship* overlaps with *My first job*.

More specifically, as shown in the *Words* row, 811 out of 1,119 words are labelled as *No field*, which represents the 72% of the total number of lexical items analysed in the test. The second highest percentage concerning semantic fields is *Health and Modern Life* with 205 out of the 1,119-total amount of words. It represents the 18% of the lexical items in the TOEIC Bridge sample test. The semantic field with less number of words classified in it is *Voluntary work and entrepreneurship* with 3 out of 1,119 lexical items analysed. This suggests that the GSL vocabulary of the ELNC is but minimally aligned with the TOEIC Bridge test.

Table 4 below shows the overall results obtained in the distribution of the ELNC four semantic fields as part of the five parts of the TOEIC Bridge test. The table shows that the four semantic fields were present in the questions of at least some part of the test, especially the field of Health and Modern Life. Figures in the cells refer to the questions classified in each semantic field proposed by ELNC.

Table 4: Classification of the questions regarding the five parts of the TOEIC Bridge test into the semantic fields proposed by the ELNC.

TOEIC Bridge Sections	My first job	Custom and traditions	Health and modern life	Voluntary work and Entrepreneurship	No field
Part I	2	0	9	0	5
Part II	4	0	11	0	8
Part III	4	1	11	0	1
Part IV	3	1	13	0	13
Part V	8	0	12	2	2

As shown in Table 4, 56 questions addressed the field of *Health and Modern Life*, indicating an important degree of alignment between curriculum and test in this field. Both *Custom and traditions*, *Voluntary work and entrepreneurship* semantic fields appears only two times, respectively and the frequency of *My first job* is relatively very low in comparison with that of *Health and modern life*.

Table 5 below shows the overall results obtained in the classification of each lexical item of the TOEIC Bridge test into the four-semantic field proposed by the ELNC and a *No field* created for the study. The classification is divided in the five parts of the TOEIC Bridge test.

Table 5: Classification of lexical items into Semantic Fields per part of the TOEIC Bridge test

TOEIC Bridge Sections	My first job	Custom and traditions	Health and modern life	Voluntary work and Entrepreneurship	No field	Total
Part I	8	6	24	0	124	162 (14,47%)
Part II	6	0	23	0	97	126 (11,26%)
Part III	24	7	50	0	203	284 (25,37%)
Part IV	14	2	16	0	140	172 (15,37%)
Part V	33	0	92	3	247	375 (33,51%)

It can be seen in table 4 that most of the words belong to the *No Field* category, which represents 72.4 % of the total percentage of the semantic fields classification. Part 5 contains 33.5% of the lexical items, where 22% belongs to *No Field* and 11.5% corresponds to the semantic field *Health and Modern Life*. The parts of the test with more coverage of the semantic fields are part 4 and 5. *Voluntary work and entrepreneurship* has the lowest occurrence in the test, only 0.2% of the total percentage of the semantic fields classification. Finally, most of the words were classified as *No Field*. Overall, the evidence presented confirms the impression that alignment between the semantic fields and the TOEIC Bridge is low.

4.1.2 Results under the restricted-approach procedure

Table 6 below shows the overall results of the classification the questions and words of the TOEIC Bridge test into the four semantic fields proposed by the ELNC and a *No field* created for the study.

Table 6: Classification of questions and words in the four semantic fields proposed by the curriculum

Overall results	My first job	Custom and traditions	Health and modern life	Voluntary work and Entrepreneurship	No field	Total
Questions	19 (18%)	2 (1.9%)	56 (53%)	1 (0.9%)	27 (25%)	105 (12.2%)
Words	60 (7.9%)	11 (1.4%)	135 (17.9%)	1 (0.1%)	546 (72%)	753 (87.8%)

Results in Table 5 shows that questions from the test are more frequently related to the field of *Health and Modern Life* (53,3%) . In contrast, in the classification of *Words*, the category *No field* has the highest percentage per lexical item, 72.5% from the total of word families present in the test. The category of *Voluntary work and entrepreneurship* has the less frequent occurrence from both the question and the lexical perspectives. Altogether, the results indicate there is partial alignment between the ELNC and the TOEIC Bridge test regarding the content of *Health and Modern Life*.

However, the category *No Field* is more frequent in a relationship of 1/3 against the words that were classified within at least one of the fields.

Table 7 below shows the overall results obtained in the classification of each lexical item of the TOEIC Bridge test into the four-semantic field proposed by the ELNC (plus a *No field* category created for the study). The table shows how many questions in each part of the test was related to the corresponding semantic field (columns).

Table 7: Classification of lexical items into Semantic Fields per part of the TOEIC Bridge test.

TOEIC Bridge Sections	My first job	Custom and traditions	Health and modern life	Voluntary work and Entrepreneurship	No Field
Part I	8	6	24	0	122
Part II	6	0	24	0	96
Part III	16	3	28	0	63
Part IV	14	2	14	0	141
Part V	19	0	45	1	123

Table 7 reveals that most of the words are again classified as *No Field*. The words classified in *No Field* are 546 out of the 756 total words, being a 72,2% of the total. *Health and Modern Life* has 135 out of the 210 words classified under any of the four semantic fields proposed by the

curriculum, being the 64,2% of the total words. That is to say, *Health and Modern Life* has again the highest number of occurrences. On the contrary, *Voluntary work and entrepreneurship* do not present any lexical items until Part 5, where one occurrence is observed. This suggests that, in general terms, there is no alignment between the ELNC and the TOEIC Bridge test since most of the lexical items are not classified in the four Semantic Fields proposed by the curriculum. Still, results also confirm that the test is minimally aligned with the curriculum when it comes to the semantic field of *Health and modern life*.

Table 8 below shows the questions of each part of the TOEIC Bridge test categorised in relation to the semantic fields proposed by the ELNC and the category *No Field* created for the study.

Table 8: Classification of the questions regarding the five parts of the TOEIC Bridge test into the semantic fields proposed by the ELNC.

TOEIC Bridge Sections	My first job	Custom and traditions	Health and modern life	Voluntary work and Entrepreneurship	No field
Part I	2	0	9	0	5
Part II	4	0	11	0	8
Part III	4	1	8	0	3
Part IV	3	1	17	0	9
Part V	6	0	11	1	2

In the chart, *Health and modern life* is the most represented semantic field, exceeding, for example, the 50% of all questions in Parts 1, 4, and 5. *No Field* category presents similar numbers to *My first Job* field, except for Part 4 where *No Field* triples *My First Job* occurrences. Finally, *Voluntary work and entrepreneurship* shows the lowest coverage among semantic fields, with only a single occurrence in total. This confirms the general picture of misalignment between the curriculum and the test regarding vocabulary content.

4.2 Alignment between curriculum, GSL and TOEIC

Bridge

As described in 3.2.2.1 above, the analysis of alignment between the GSL and the TOEIC Bridge test was also divided into a broad analysis, that considered additional texts in the count of words, and a restricted analysis, in which additional texts were not considered. These analyses were carried out using the program AntWordProfiler. By comparing the words from the TOEIC Bridge test with the words from the GSL, a list of words was designed: Base List 1. This list was elaborated by the researchers using the selection of GSL provided by the ELNC as the basis. Words from GSL were ordered alphabetically, and word families from each lexical item were added.

4.2.1 Analysis of GSL vocabulary: broad-perspective procedure

Table 9 below summarises the frequency of occurrence of *groups* of vocabulary (as explained in 3.1.2 above) expressed as percentages of the total occurrence of the corresponding category.

Table 9: Frequency of occurrence of groups from the modified GSL in the TOEIC Bridge test.

Level	File	Group	Group%
1	list.txt	24	2.89
0	-	807	97.11
total	-	831	-

Table 9 shows the results for *groups*. The number of *groups* in the file are 24. It represents the 2.89% of the 2699 total tokens from the file used as input. From the total amount of words in the analysis file, 2.89% of them are taken from the Base List 1. These results indicate that the alignment between the modified version of the GSL and the TOEIC Bridge test fell short from what was expected.

Table 10 below summarises the total frequency of occurrence word families (*groups* in terms of the software) listed in the curriculum as they appear in the test.

Table 10: Frequency of groups from the GSL-based vocabulary in the curriculum in the TOEIC Bridge test specimen under a broad-perspective procedure.

Group	Frequency
When	13
Bus	12
No	9
Any	8
Man	8
Week	6
Warm	4
Map	3
Decrease	2
Excuse	2
Nest	2
Sir	2
Allow	1
Borrow	1
Ceremony	1
Clock	1
Dinner	1

Group	Frequency
East	1
Furnish	1
Lend	1
Pack	1
Passenger	1
Political	1
Serve	1

Table 10 shows that there are 8 word families (*groups*) from the modified GSL with a frequency over 1 in the test. Such families are repeated from three to thirteen times, i.d., 30% of the groups appear more than three times. The families *when* and *bus* appear more than 10 times. Half of the groups from the modified GSL appeared one single time. These results suggest a very small degree of alignment between the curriculum and the test regarding the words listed in the curriculum.

4.2.2 Analysis of GSL vocabulary: restricted-perspective procedure

Table 11 below shows the percentage of the occurrence of *groups* of vocabulary expressed in percentages in relation to the modified GSL and the TOEIC Bridge.

Table 11: Frequency of groups from the GSL-based vocabulary in the curriculum in the TOEIC Bridge test specimen under a restricted-perspective procedure.

Level	File	Group	Group%
1	list.txt	18	2.84
0	-	615	97.16
Total	-	633	-

Table 11 shows very low percentages of *groups* (2.84%) of the GSL-based list in the test. This low percentage can be interpreted as indicating a very small, almost negligible, degree of alignment between the curriculum and the test regarding the words listed in the curriculum.

Table 12 below summarises the total frequency of occurrence word families (*groups* in terms of the software) listed in the curriculum as they appear in the test.

Table 12: Frequency of groups from the GSL-based vocabulary in the curriculum in the TOEIC Bridge test specimen under a restricted-perspective procedure.

Group	Frequency
When	11
Bus	10
Men	8
Week	6
Any	4
No	4
Warm	4
Decrease	2
Map	2
Nest	2
Borrow	1
Clock	1
East	1
Excuse	1
Pack	1
Passenger	1
Political	1
Sir	1

Table 12 shows that the TOEIC Bridge contained five word families from the list in the curriculum with a frequency over 1, namely *when* (11), *bus* (10), *men* (8), *week* (6) and *any* (4). Additionally *borrow*, *clock*, *east*, *pack*, *passenger*, *political* and *sir* are only present once in the test questions. These results indicate a very low, almost negligible, level of alignment between the curriculum and the test regarding the words that appear only in the questions of the test.

In the next chapter, a discussion of these results is provided in consideration of the objectives of the study, its research questions and the theoretical and methodological issues introduced over this thesis so far.

Chapter 5: Discussion

This section presents a discussion of the results reported in the previous chapter. The purpose of this chapter is to interpret the results obtained in the analysis of alignment of the lexical content of the national curriculum for English and a specimen of the TOEIC Bridge test in the light of the theoretical and methodological issues discussed in this thesis. The discussion is organised following the order in which results were presented in the previous chapter. This means that results are discussed in the following order: alignment between curriculum and test regarding lexical semantic fields (under a broad and a restricted perspective) and alignment between curriculum and test regarding the General Service List-based vocabulary of the curriculum.

5.1 Alignment between curriculum semantic fields and TOEIC Bridge

The analysis of questions, under the scope of the broad criterion, showed that there is alignment between the ELNC and the TOEIC Bridge test. 73% of the questions were classified in one of the four semantic fields presented in the curriculum. According to Webb's methodology, a minimum of 63% of hits are required to consider alignment between expectations and assessments.

However, the results of the questions from the broad-perspective analysis are also a reflection of having considered all the vocabulary used in the TOEIC Bridge test specimen. This means that much of the vocabulary related to the semantic fields of the curriculum that could be identified in the test is not actually being assessed in the prompts, but are present as part of the supporting texts of the test. This means that, although such words appear in the test, they may be considered as less related to the assessment purpose of the test than those found in the restricted-perspective analysis.

Health and Modern life and *My First Job* where the semantic fields that had more representation in the categorization of the questions (see 4.1.1). This particular result can be interpreted as an effect of the wide range of lexical meanings involved in this semantic fields. A wide range of vocabulary in the test was likely to be classified within the field of *Health and modern life*. But this may not be an effect of alignment as such but it could also be that the category is so wide and unspecific that many words could be considered under its scope. In contrast, the other two semantic fields, *Custom and traditions* and *Voluntary work*, which are arguably more specific in the range of vocabulary that they can cover, only had two questions each. Additionally, *Voluntary work* could have been included in the semantic field of *My first job*, as both refer to the same content: work.

It can thus be inferred that the high level of alignment observed in the test question topics under a broad-perspective analysis reveals a false

positive result. Therefore, under a macro perspective examination of the results, it seems that the questions of the test were aligned with the semantic fields of the curriculum, with a 73% of representation (see 4.1.1 above). However, from a micro-perspective of the lexical vocabulary results, the number of words classified into one or more of the four different semantic fields revealed a much lower percentage of alignment, with only a 27.5% of representation. Additionally, 71.5% of the words were classified as *No Field*. This is since questions evaluated in context can represent a semantic field, but the vocabulary involved in that question can be related to a different semantic field, or even belong to the category of *No Field*. For this reason, vocabulary does not necessarily correspond to the specific semantic field that is related to a question, because lexical items out of context are difficult to classify.

For instance, in part IV of the TOEIC Bridge practise test 1, question 73 says:

73. Mark and Hilary visit a new _____ country every year.

- a) Foreign
- b) Foreigner
- c) Abroad
- d) Out of

Here, the question was classified as *Health and modern life* because it refers to an important part of our modern society, i.e. travelling around the world and tourism. However, the lexical items in the question and the answers (a, b, c and d) were classified as *No Field* because, out of context, they did not represent any of the four semantic fields of the ELNC.

As explained in 2.5.2.1, the design of the TOEIC Bridge test is organised in such a fashion, that the difficulty of each question increases as you move forward in the test. Due to this organization, it was possible to observe that Part I of the test has fewer questions classified in a semantic field than parts II, III, IV and V. This is related to the fact that parts III, IV, and V substantially increase their number of words because of the complementary texts. These added texts specifically introduce prompts that help the test takers to answer these three parts of the test. This affects the classification of the vocabulary items under the broad scope of analysis. Therefore, Parts III, IV and V of the TOEIC Bridge test have more aligned lexical items than Parts I and II.

Regarding the semantic field classification of questions under the restricted criterion, there was no variation with the results obtained under the broad criterion analysis showed in the results (see 4.1.2). As a matter fact, the proportion of questions classified into the different semantic fields are very similar for both approaches. This confirms the idea that there is no

difference between including or not the additional material to evaluate alignment between the ELNC and the TOEIC Bridge test.

Regarding the vocabulary items in the restricted criterion (see 4.1.2), the sample analysed showed less lexical items than the broad criterion and, naturally, the number of words classified in each semantic field was also smaller than in the broad-perspective results. However, results from both perspectives were similar in the distribution of words within the four categories used, so most of the lexical items were classified as *No field*. *Health and modern life* was the most representative semantic field of the ELNC present in the test. This suggests that vocabulary representation for this category can be observed mainly because *Health and modern life* is the most broad and unspecific semantic field.

Results indicate a higher alignment percentages, for both questions and words, in Parts III, IV and V rather than I and II, as an effect of the additional texts that included more vocabulary and complexity in their answers. Texts provided context for questions, affecting their categorisation. Additionally, the format of the test also affected these results, as the test is designed to increase its difficulty throughout each section.

The broad-perspective analysis was developed under the assumption that the additional texts and (and the words in them) provide valuable context to answer the different questions of the test and so they could be considered as covering curriculum content. At the same, time it was also

expected that the alignment between the curriculum and test would be increased as number of words would also be increased by the inclusion of more words into the analysis. However, as results from both analysis are very similar results suggest that the distinction made in the study between broad and restricted perspectives regarding the data is not significant. This may be because both imply the same type of categorisation and so results will vary mainly in magnitude as an effect of the amount of text analysed under each criterion.

5.2 Alignment between curriculum GSL, and TOEIC

Bridge

In the analysis of the GSL presented in the ELNC and its presence in the TOEIC Bridge test, under the broad and restricted criterion. Results range from 27.5% to 27.4% under the broad and restricted analysis respectively. Of the 248 families of the GSL, only 8 families showed agreement with the criteria of appearance that was expected, the criteria of content focus developed by Webb. The content of vocabulary, in this case, the GSL, proposed by the ELNC was not measurable through TOEIC Bridge test. Therefore, the results regarding the alignment of the vocabulary list content showed a very low alignment percentage. Specifically, results here represented 2.89% from a list with 2699 words.

Overall, the results of the alignment analysis of the modified GSL's lexical items between the curriculum and the TOEIC Bridge test, in both restrictive and broad approach, demonstrate that there is no alignment between those lexical items in the standardised test. These results were expected, as the analysis of words did not consider the contextual factor to categorise them. In isolation, the meaning of words is more specific, which leads to a more discreet categorisation.

As presented in the results section, the overall statistics results of *tokens, types, families* and groups' frequency of the broad analysis are presented. These results show that 24 words families from the modified GSL proposed by the curriculum were present in the TOEIC Bridge test. According to Webb's methodology mentioned in section 2.3.3, a word should have a frequency of at least three times to be considered aligned. In this respect, results indicate that that only 8 out the 24 total word families from the GSL modified from the curriculum were aligned with the standardised test analysed. Results show that the 24 words families represent 83 words (tokens) from which only 63 have a frequency that makes them aligned according to Webb's criterion. These indicate a clear misalignment between the lexical items from the GSL modified proposed by the curriculum and the TOEIC Bridge test since 63 out of 2,699 represents a 2,3% of alignment. This suggests efforts should be undertaken to align the components of the ELNC and the TOEIC Bridge test. On the one hand, as TOEIC Bridge is a bidden test, it is developed abroad by an international

testing organisation. On the other hand, the ELNC is designed in Chile by a work team appointed by MINEDUC. TOEIC Bridge test was not created to assess the curriculum contents, for that reason the ELNC should redesign its components in order to fit with this standardised test, in order to use it as an evaluation tool. Otherwise, alignment between both instruments will not be possible

Results provide the statistical information from the restricted approach. The number of word families from the GSL modified proposed by the curriculum in the TOEIC Bridge test is 18. From those 18 word families, only 7 appear three or more times. In other words, 47 lexical items from GSL modified is aligned with the standardised test because the other 14 words appear twice or less. Since 47 out of 1792 words represents a 2.6%, a lack of alignment can be observed. This result is consistent with the one obtained through the broad perspective, which means that besides the considerably less amount of analysed text, the misalignment between the GSL modified proposed by the curriculum and the TOEIC Bridge test is evident.

As it was mentioned in section 2.4.1, Nation (2006) in Schmitt (2010) states that the acquisition of 6,000 to 9,000 word families is required in spoken and written English contexts, that is why a list with the words families of the lexical item from the GSL modified was created to analyse the TOEIC Bridge test (see section 3.2.2). As results in this study show, in

both the broad and restrictive approach, some of the most frequent words from the GSL-based list in the curriculum were aligned with the TOEIC Bridge test. These are words that just appear in one form, such as: *the*, *bus*; *no* and *when*. In other words, the most frequent lexical items from the list present in the TOEIC Bridge test are cognates, functional words or words that just appear in one form. Considering what Nation (2006) states, these lexical items should not be the focus of the evaluation. This supports the idea that, in order for the results of alignment to be meaningful, not only the percentage of representation of the lexical items should increase but the quality of words aligned should improve as well.

5.3 Is the ELNC aligned with the TOEIC Bridge test?

Under the analysis in this study, it is thus possible to verify that the content of vocabulary presented in the ELNC is not evaluated in the TOEIC Bridge test. As it has been discussed, results of both analysis criteria showed a minimum percentage of representation regarding vocabulary content. Therefore, the four-semantic field on the ELNC are not aligned with the TOEIC Bridge test, as Webb's method indicates that a minimum of 63% of hits are required to consider alignment.

Nation estimated that 6,000-7,000 word families are required to achieve a good level of communication (as cited in Schmitt, 2006, p.7). The

GSL used in the ELNC consisted in 2,000, from that list 250 words were selected and presented in the ELNC. The results showed alignment between the GSL in the ELNC and the TOEIC Bridge test was less than 3.5%. Thus, the GSL vocabulary content taken from the ELNC was not measurable with the TOEIC Bridge test, as it was explained in section 5.2.

This may be because, firstly, the vocabulary selected by MINEDUC for the ELNC has no relation with the four semantic fields presented in the curriculum. Secondly, as the test is not designed in Chile, it only responds to its standard development. However, the ELNC agrees with contextual necessities of the country, thus its standard format falls short in comparison to the test. Thirdly, standardized test such as TOEIC Bridge covered list of words more frequently used for learners of English as a second language as a whole, and not a section of them as the one presented in the ELNC. Finally, the words taken from the GSL correspond to a 1995 version. Therefore, there is no certainty whether the lexical items in the list are covered by the TOEIC Bridge test as there are more updated databases like NBC (Schmitt, 2010, p.345).

The standardised TOEIC Bridge was already validated by foreign agents, therefore the alignment problem was given because of the ELNC design. The vocabulary content was not specific enough and not consistent with its appearance to be evaluated in a standardised test as TOEIC Bridge is. Vocabulary content from the ELNC was expressed through unspecific

thematic units as the case of *Health and modern life* and *My first work*; the broadness of such units open room for ambiguity as the ELNC does not provide definitions to guide the vocabulary classification. For this reason, the researchers, through expert review criteria, had to act as a panel of experts to analyse and classify the lexical vocabulary in the test into the four semantic fields. Therefore, a discussion was opened to classify in an accurate way each lexical item of the test.

In conclusion, it is not possible to evaluate the vocabulary content of the ELNC in the TOEIC Bridge test because the previous results and discussion point out that there was no representation of the GSL nor the semantic fields in the TOEIC Bridge test.

In Chapter 7, the conclusions to the study are presented, including a summary of the main findings and an evaluation of the limitations to the study and challenges for future research.

Chapter 6: Conclusion

This chapter is divided into five sections. The first one summarizes the results presented in the Results chapter. Secondly, the limitations of the study are presented. Following, a series of suggestions for further research in the subject is mentioned, projections of the present study and a section of final comments.

6.1 Summary of the results

The analysis carried out indicated that the semantic fields were largely in no alignment with the standardized assessment. Evidence indicates that, in the broad analysis, the most frequent category of lexical item analysis was *No Field* with 811 instances of this classification. Following the same line, the most frequent category for the classification of questions was *Health and Modern life* with 56 instances within the test. Regarding the restricted analysis, lexical items were present in *No field* category with a 546 figure of frequency and questions were mostly classified as *Health and Modern life* with a final number of 56 apparitions. This was interpreted as a false positive result since questions seemed to be aligned with the semantic fields proposed in the ELNC, but the semantic field *Health and modern*

life was considered too broad and unspecific to obtain reliable results of alignment.

In the case of the analyses using the GSL, low levels of alignment were obtained. The percentage of the aligned word (*tokens*) from the GSL present in the test in the broad analysis was 2,3 %, being 63 words from 2699. The 83 total words found conformed 24-word families. As for the restricted analysis, the percentage of aligned tokens from the GSL was of 2.6%, being 46 from a total of 1792 words. The 61 total words found summed up a total of 18-word families. As both showed similar outcomes, this suggests that there was no difference between carrying out an evaluation with a broad and restrictive approach. Overall, the evidence in this study showed that neither the GSL vocabulary nor the semantic fields of the ELNC were aligned with TOEIC Bridge test.

6.2 Limitations

6.2.1 Deficiencies of the information related to the ELNC

One of the first limitations of the study was related to the lack of knowledge regarding the process of creation of the ELNC. There was no documented information regarding how the different governments influence the educational curriculum, who oversees the curriculum update or the criteria of adaptation for the GSL. Access to such details of the curricular

process could have provided important information to interpret the results observed regarding the vocabulary content presented in the ELNC. Nevertheless, the study focused on the alignment between the contents given by the ELNC and the TOEIC Bridge test, which adequately fulfilled the descriptive nature of the study.

Another limitation of the study was that not all the contents given in the ELNC were analysed but only vocabulary. It can be assumed that a more comprehensive analysis of the contents and objectives not considered in the study could have led to different results regarding the level of alignment of the ELNC and the TOEIC Bridge test specimen analysed. This limitation is, however, compensated by the possibility of exploring the characteristics of the alignment under evaluation in depth.

The lack of precision in the definition of the curriculum contents was also a limitation of the study, especially for the validity of the categorisation part of the analysis. The semantic fields proposed by the curriculum were not discreetly identifiable due to a poor elicitation of the definitions of the fields. As an example, *Health and Modern life*, which was observed as the most representative semantic field, was not defined in the ELNC document. A consequence of this is that results may be interpreted as an effect of the broadness of the semantic field rather than a significant indication of alignment. For that reason, the classification of lexical items was made through the researcher's criteria.

In addition, the analysis and further classification did not consider all the words within the test. Only open class words and formulaic expressions were taken into consideration. Leaving aside functional words limitates the spectrum of results obtained. However, for the semantic-level analysis, functional words do not provide any further relevant information, since they carry little or non-content in terms of meaning. Therefore, the exclusion of these words did not affect the validity of the study.

6.2.2 The no disclosure of the test and its selection from MINEDUC.

Another limitation of this study was the no access to the current SIMCE Inglés test. The SIMCE Inglés test was not created in Chile as the SIMCE tests for other subject matters as it is a TOEIC Bridge test adaptation. Thus, without the original SIMCE Inglés test, the details of the precise test Chilean students sat remained unknown to this study and results cannot be generalised to the current version of the test. As far as this study concerns, the TOEIC Bridge test used for the alignment analysis was a valid option for investigation because, for the test to have been selected by the government, some alignment analysis between the curriculum contents and the test must have been applied by MINEDUC. As such, evidence from this study reveals the complexities of the necessary process of alignment analysis that must be made by MINEDUC. Most importantly, evidence strongly suggests that, in a critical dominion such as vocabulary, the TOEIC Bridge

had a very low level of alignment with the expectations of the national curriculum.

MINEDUC has changed the standardized test used as SIMCE Inglés from PET to TOEIC Bridge and now to APTIS. Nor the criteria for such shifting for applying tests or how the process of selection was carried out were found in the form of technical reports or other type of publication. This means that results must be interpreted with regards to the specific alignment of the national curriculum and the TOEIC Bridge test, and cannot be generalised to the other tests that have also been used as SIMCE Inglés by MINEDUC. However, if one main reason behind the observed misalignment is related to the fact that the curriculum and the test were not created together, and that the curriculum lacks precision, alignment between the curriculum and other standardised tests can be expected to show similar results as in this study.

6.2.3 Deficiencies related to Alignment Issues

From the five sub-criteria of *Content Focus* proposed in Webb's methodology (1997), only *Categorical Concurrence* was applied in this study. The application of the other four sub-criteria could have clearly provided a more comprehensive view of the alignment between curriculum and assessment. However, focusing the analysis in one sub-criterion allowed for a detailed application of the criterion selected.

In addition, Webb's methodology was designed to look for alignment between elements, curriculums and test that were created for the same institution. Therefore, comparing two materials created by different institutions, as the ELNC and the TOEIC Bridge test, meant a limitation that was discovered along the study and that prompted to the design of a new methodology based on Webb's method.

The fact that the ELNC's OF-CMO considered a level of proficiency that was not analysed is another limitation. The present study did not seek for the alignment between the level of proficiency of TOEIC Bridge test, A2 and B1, and the level of proficiency depicted in the curriculum. This means that results of the study must be considered only as reflecting aspects of the knowledge expected in the curriculum but not about the development of that knowledge over time.

Finally, a limitation of this study was that the team in charge of applying the criteria for alignment were not themselves experts in alignment although they have expert knowledge about the English language and linguistics. Although this may result in more imprecise categorisations (for example, when deciding to which semantic field words in the test belonged), the researchers developed a consistency criterion which rested only in unanimously agreed classifications. This can be reasonably thought as a good compensation for wrong decisions made for lack of expertise in alignment analysis. Also, results of the study are of a magnitude big enough

to assume that expertise-related mistakes may not affect the observed general picture of misalignment.

6.3 Suggestions for further research

The study presented regarding the alignment of the content of vocabulary proposed by the ELNC and the TOEIC Bridge test allowed to find a fundamental lack of alignment between them. To obtain a more comprehensive view of the alignment between the national curriculum and the test, other components of the curriculum that were not considered in the present study should also be studied. Alternatively, the current test that acts as SIMCE Inglés (APTIS) can be evaluated following the same procedures detailed in the methodology section, which would add an important degree of validation to the MINEDUC's evaluation of the test.

Further research should also consider carrying out an investigation that analyses how the alignment of the curriculum and the test affect Chilean schools. When Case, Jorgensen and Zucker (2008) speak of lack of alignment between curriculum and curriculum assessment as critical, it was because of situations in which there are being created education policies based on data that is not applicable for such purposes. These situations generate unexpected outcomes, and the chance of negative side-effects in education, such as high stake administrative decisions of resources based on results of standardised tests. In this context, the present study proved that

there was not alignment found at a vocabulary level between the ENCL and TOEIC Bridge test. Therefore, if the results of SIMCE Inglés are used at schools, they may have negative implications related to educational policies, schools' administration, among others.

Finally, in the line of public policies, it can be further investigated how the results from the SIMCE test may not be reflecting what they are expected to. As established in the present study, there is a low level of alignment of the vocabulary content from the curriculum with the test. This, associated to the SIMCE Inglés application, suggests that high results scored by students may not be providing valid information as to the learning of the vocabulary expected by the curriculum.

The strengthening of the results of the present study will depend on further research that overcome the observed limitations on this investigation. To accomplish this, it will be necessary to apply all the Webb's method criteria, all the knowledge dimensions presented in the ELNC and evaluate all the tests that have been used as SIMCE Inglés to assess the curriculum. It remains to be seen the implications of analysing the alignment in these other dimensions, to recognize other levels of misalignment between the ELNC and the TOEIC Bridge test. It will complement the results of the present study, and it will contribute to the improvement of the assessment of the ELNC.

6.4 Final comments

This study encourages improvements in the design of the curriculum to facilitate further studies on curriculum-assessment alignment. Such improvements should be oriented towards enhancing the process of bidding an international test to be adapted for SIMCE Inglés. The study could also motivate the explication of the criteria and principles for the selection of the vocabulary content in the curriculum (in the form of, for example, lists of exclusive vocabulary expected to be learnt and used by the students). As it currently is, the curriculum contains semantic fields that either overlap, such as *Voluntary work and entrepreneurship* and *My first job* or are very broad to be informative, such as *Health and modern life*. The evidence provided by this study can serve to promote the idea of improving the curriculum by creating new, well-shaped semantic fields and/or making explicit definitions of vocabulary that reflect the semantic fields suggested by the ELNC.

The present study demonstrated the ELNC presented by MINEDUC was not detailed enough to be evaluated through a standardized test. The results of the analysis of the vocabulary content showed that the curriculum was not aligned with the content the test assessed. This clear result should be considered as a reason to promote the idea that the selection of a standardized test as SIMCE Inglés should consider a technical analysis of the level of alignment between the selected test and the ELNC. The importance of validating with technical precision and theoretical basis must be

considered in the light of the impact of the selection of a test as SIMCE Inglés. First, a considerable amount of resources is spent on the acquisition of the selected test, therefore much care and attention should be paid to the assessment of curriculum content to adequately invest those resources. Second, students' scores have a direct impact on high stake decisions such as English language policies and how much importance schools direct towards the English subject in their school programs, therefore, the validity of the test in relation to its contents is crucial to guide decisions in the correct directions.

In more general terms, the present study has proposed an original methodology to study the alignment of the content of vocabulary from the ELNC and a standardized test serving as SIMCE Inglés. In doing so, this study constitutes an original attempt at analysing alignment of the national curriculum content and their corresponding assessment schemes. This implies an important contribution to the area of curriculum development in Chile, as it advances in the development of procedures and principles for the validation of critical tools for the education of the country.

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APPENDIX

Programa de Estudio Tercer Año Medio (ELNC): Vocabulary Content



**EXPRESIÓN
ESCRITA**

El propósito de la unidad es que los y las estudiantes se comuniquen en forma escrita mediante oraciones y textos breves y simples, descriptivos y narrativos, relacionados con el ingreso al mundo laboral, en los que apliquen las estructuras y el vocabulario de la unidad y que utilicen elementos ortográficos del nivel. Se pretende, además, que den coherencia y cohesión a sus textos por medio del uso de conectores aprendidos y otras estrategias.

**CONOCIMIENTOS
PREVIOS**

Pasado simple de verbos regulares e irregulares.

CONTENIDOS**Contenidos morfosintácticos**

- › Reportar lo dicho por otros, por ejemplo, *he said he would go to the shop.*
- › Intención o propósito, por ejemplo, *he bought a picture frame to give it to his boss.*
- › Conectores como *although*.
- › Sonidos propios del inglés, como /z/, /s/ en palabras como *zip /sip*.
- › Elementos ortográficos como mayúscula, punto, coma, signos de interrogación y exclamación.

Contenidos léxicos

Palabras y expresiones relacionadas con el primer trabajo, como *according to...*, *nice to meet you*, *talk about*, *get sacked/fired*, *tricks of the trade*, *break your back*, *part/full-time job*, *apply for a job*, *hire*, *vacancy*, *position*, *resign*, *resignation*, *application*, *curriculum vitae*, *resume*, *experience*.

ACTITUDES

- › Muestra confianza en sí mismo y sentido positivo ante la vida.
- › Muestra interés en desarrollar habilidades y conocimientos con el fin de aplicarlos en su futuro.

EXPRESIÓN ESCRITA

El propósito de la unidad es que los y las estudiantes se comuniquen en forma escrita por medio de oraciones y textos breves y simples, narrativos y descriptivos, relacionados con costumbres y tradiciones alrededor del mundo. Además, se espera que apliquen las estructuras y el vocabulario de la unidad y que utilicen elementos ortográficos del nivel. Se pretende, también, que los y las estudiantes den coherencia y cohesión a sus textos por medio del uso de conectores aprendidos y otras estrategias.

CONOCIMIENTOS PREVIOS

- › Presente perfecto para referirse a acciones que continúan en el presente.
- › Pasado simple y uso de conectores como *and*, *but*, *because*.
- › Voz activa para demostrar la ejecución de una acción.

CONTENIDOS

Contenidos morfosintácticos

- › Dar consejo y opinión, por ejemplo, *he might want to leave early*.
- › Expresar énfasis, como *she can look after herself*.
- › Conectores como *therefore*.
- › Sonidos propios del inglés, como /z/, /s/ en palabras como *zip/sip*.
- › Elementos ortográficos como mayúscula, punto, coma, signos de interrogación y exclamación.

Contenidos léxicos

Palabras y expresiones relacionadas con costumbres y tradiciones del mundo, como *black tie event*, *old fashion*, *go with the flow*, *culture shock*, *bow*, *chopsticks*, *foreigners*, *heritage*, *custom*, *traditional*, *manners*.

ACTITUDES

- › Usa las habilidades comunicativas para exponer ideas, opiniones, sentimientos y experiencias de manera coherente y fundamentada.
- › Muestra confianza en sí mismo y sentido positivo ante la vida.

**EXPRESIÓN
ESCRITA**

El propósito de la unidad es que los y las estudiantes se comuniquen en forma escrita por medio de oraciones y textos breves y simples, narrativos y descriptivos, relacionados con la salud y la vida moderna en los que apliquen las estructuras y el vocabulario de la unidad, y que utilicen elementos ortográficos del nivel. Se pretende, además, que den coherencia y cohesión a sus textos por medio del uso de conectores aprendidos y otras estrategias.

**CONOCIMIENTOS
PREVIOS**

- › Presente simple y perfecto de verbos.
- › Pasado simple de verbos regulares e irregulares.

CONTENIDOS**Contenidos morfosintácticos**

- › Acciones del pasado que continúan en el presente, por ejemplo: *she has been feeling tired lately*.
- › Grado de acciones, por ejemplo: *they eat well, he walks very fast*.
- › Conectores como *provided that, as long as*.
- › Sonidos propios del inglés, como /z/, /s/ en palabras como *zip/sip*.
- › Elementos ortográficos como mayúscula, punto, coma, signos de interrogación y exclamación.

Contenidos léxicos

Palabras y expresiones relacionadas con la salud y la vida moderna, como *bad shape, go on a diet, gain/lose weight, keep fit, non-smoker, feel well/great, exercise, control, healthy/unhealthy, anxiety, smoking, insomnia, stress, obesity, nutritional*.

ACTITUDES

- › Usa las habilidades comunicativas para exponer ideas, opiniones, sentimientos y experiencias de manera coherente y fundamentada.
- › Muestra confianza en sí mismo y sentido positivo ante la vida.

EXPRESIÓN ESCRITA

El propósito de la unidad es que los y las estudiantes se comuniquen en forma escrita por medio de oraciones y textos breves y simples, descriptivos y narrativos, relacionados con el trabajo voluntario. Además, se busca que apliquen las estructuras y el vocabulario de la unidad, y que utilicen elementos ortográficos del nivel. Se pretende, también, que den coherencia y cohesión a sus textos por medio del uso de conectores aprendidos y otras estrategias.

CONOCIMIENTOS PREVIOS

- › Tiempos perfectos y continuos.
- › Uso de la voz pasiva para demostrar quién recibe las acciones.

CONTENIDOS

Contenidos morfosintácticos

- › Condiciones sobre presente y futuro, por ejemplo: *if I volunteer you volunteer too, I will not go unless you go, he will sign up when you are there.*
- › Conectores como *provided that, nevertheless.*
- › Sonidos propios del inglés, como /z/, /s/ en palabras como *zip/sip.*
- › Elementos ortográficos, como mayúscula, punto, coma, signos de interrogación y exclamación.

Contenidos léxicos

Palabras y expresiones relacionadas con el trabajo voluntario, como *help you, sign up, count on, at all costs, community, fundraising, generous, join, improve, motivate, effort, elderly, people in need, orphans.*

ACTITUDES

- › Muestra confianza en sí mismo y sentido positivo ante la vida.
- › Muestra interés en desarrollar habilidades y conocimientos con el fin de aplicarlos en su futuro campo académico y/o laboral.

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ANEXO 5

LISTA DE PALABRAS DE USO FRECUENTE PARA 3º MEDIO (250 PALABRAS)

Estas palabras están ordenadas por orden de frecuencia. El listado fue elaborado tomando como referencia el *General Service List*.

persuade	desert	border	lonely	borrow	modest	lend
certainty	allowance	disappoint	admission	owe	dine	holiday
cloth	servant	flame	stupid	funeral	politician	precious
eager	hunger	joke	scratch	ambition	custom	wander
deserve	conscience	bless	composition	mixture	educate	ugly
cure	bread	corn	broadcast	slope	salesman	reputation
trap	crash	shell	drum	criminal	naïl	ticket
Puzzle	tip	tempt	resist	seldom	tap	pretend
mankind	proof	supper	neglect	map	eastern	dismiss
glad	generous	destruction	absent	spin	possession	delicate
blame	sir	dive	passenger	praise	satisfaction	despair
whenever	tonight	anxious	adventure	spare	behave	awake
anxiety	whip	shine	bag	plow	mercy	tea
bus	tongue	cheap	beard	telegraph	scatter	false
sacred	mil	dish	bold	barrel	objection	fortune
glory	merchant	distant	meanwhile	straighten	silver	cap
golden	coal	great	devil	scarce	tent	thread
neat	ruin	flood	choer	lunch	saddle	haste
weekend	introduction	excuse	nut	slavery	wrap	bare
treasury	courage	insect	split	creep	nest	shirt
overcome	actor	ocean	melt	sweat	grind	bargain
cat	belt	ceremony	swear	gay	spell	leather
sacrifice	str	decrease	sugar	stiff	plaster	rail
complain	package	prize	bury	brave	arch	better
elect	punish	ham	wipe	seize	swell	dot
roar	reflection	insure	joint	convenient	friendship	inquire
sake	breathe	verse	creature	horizon	bath	warmth
temple	anywhere	pot	tail	moderate	bundle	decisive
self	amuse	sincere	wealth	complicate	grateful	vessel
compete	dull	cotton	translate	dig	crown	pity
nurse	fate	leaf	suspicion	curse	boundary	steam
stuff	net	rub	noble	weigh	nowhere	pin
stomach	fault	medicine	inquiry	priest	asleep	bound
repair	furniture	stroke	journey	excessive	clock	companion
storm	beam	bit	hesitate	quarrel	boil	
ton	pencil	lung	extraordinary	widow	altogether	

Table 13: Alignment Analysis under a broad-approach on Vocabulary Content between TOEIC Bridge test and III Medio English curriculum.

TOEIC Bridge Practice Test I		Contextual Semantic Field Analysis	Lexical Semantic Field Analysis				
Part	Q	Field	My First Work	Custom and traditions	Health and Modern Life	Voluntary work and entrepreneurship	No Field
I	1	My First Work	musician musician musician	Instrument Music	Money		Child Given Crowd Gathered Orchestra Has Playing Has Holding Way
	2	Health and Modern Life			Bus Street		crossing waiting

					walking
					Wood
3					Lost
	No field				animals
					Cage
					Open
					Birds
					Be
					Be
					Be
					Nest
					cage
					animals
					drinking
4	Health and Modern Life		Piano	Typing	men
				Computers	be
				Screen	playing
					letters
					facing
					order
5	Health and Modern Life	driver		Bus	people
				Bus	people
				Bus	be
					getting off
				Driver	speaking
					boarding
				Passenger	doors
					open
6	Health and Modern Life	hunting	hunting		frying
	My First Work	sailing	sailing		fish
		fishing	fishing		
7	No field				birds
					birds
					birds
					birds
					making
					nest
					steps

			woman
			feeding
			be
			be
			cage
8	No field		spoon
			cup
			cup
			cup
			cup
			saucer
			saucer
			be
			be
			be
			be
			empty
9	Health and modern life	building	girls
			sitting
			facing
			studying
			looking
			map
10	Health and modern life	cars	cards
		cars	packed
		traffic	waiting
		parked	congested
		traffic	lights
			lights
11	No field		bottles
			bottles
			bottles
			bottle
			boxes
			lined up
			be
			labeled
			broken
12	No field		table

				table
				table
				table
				empty
				bottles
				glasses
				be
				be
				be
				set
	13	Health and Modern Life		woman
			Bus	woman
				woman
				riding
				bicycles
				bicycle
				bicycle
				reading
				book
				be
				getting rid
				bicycle
	14	Health and Modern Life		woman
			store	woman
			store	looked
				items
				items
				looking
				entering
				leaving
	15	Health and Modern Life	forms	man
			forms	man
			movie	scene
			filming	watching
			films	exchanging
				filling out
II	16	Health and Modern Life		confirm
			fax	
			booking	need

			fax	have
				books
				read
				number
17	No field			like
				starter
				salad
				love
				like
				start
18	No field			like
				food
				spicy
				like
				looks
				fish
19	No field		call	like
				wake up
				morning
				please
				woke up
20	No field			morning
				sister
				thanks
				be
				be
				fine
21	Health and Modern Life My First Work	conference	conference	goals
				week
				lasted
				days
				make
22	My First Work Health and Modern Life	meeting	meeting	excuse
				moment
				pleased
				meet
23	No field			finding
				room

				small
				found
				bathroom
				be
				pleased
24	My First Work	Manager	sales	new
				year
				be
				wife
25	Health and Modern Life		plane	time
				land
26	Health and Modern Life		train	coming
27	Health and Modern Life		gift	buying
			shop	tie
				tied up
				day
				brother in-law
28	Health and Modern Life		dollars	like
			pay	
			check	
29	Health and Modern Life		fax	floor
			machine	floor
				minutes
				be
				be
				think
30	No field			like
				soda
				drink
				meal
				like
				meat
				meet
				like
				have
31	Health and Modern Life	office	e-mail	sent

		My First Work	accountant	post	sent
					be
					center
	32	No field			meet
					met
					eat
					fine
					morning
	33	Health and Modern Life	fishing	golf	have
				fishing	plans
				plane	weekend
					played
					weekend
					leaves
					go
					like
	34	Health and Modern Life		station	platform
				train	leave
				station	leaves
					live
					left
	35	No field			week
					come back
III	36	My First Work Health and modern life	bussiness	vacation	days
				passaport	got
					morning
					declare
					yes
					mind
					opening
					sir
					case
					men
					Do
					declare
					open
					Go
					case

37	Health and Modern Life		shopping mall car bus car shopping drive mall car	show sorry take broke down take problem work Go goal broke Be Be leg dinner
38	Health and Modern Life		Store Department Bar Restaurant Plane	served minutes take off get drink like kind like glass water please conversatio n take be place waiting
39	My First Work	accountant office committee meeting meeting	called	thanks messages new morning said morning be be

40	Health and Modern Life			downtown taxi downtown bus taxi bus subway	set quickest way take want save time take do thanks go foot goal be woman have back finished reading sorry forgot had right rush met promised lend talking schedule book rush be be be hour closed
41	Health and Modern Life	work meeting	train	train	moment open week days
42	Health and Modern Life	services financial office office		Call	

		office		please
				leave
				name
				number
				tone
				back
				open
				thank
				be
				be
				be
				open
43	No field			born
				living
				leave
				years
				leave
				live
				be
				stay
44	Health and Modern Life		hotel	want
			call	take
			taxi	minutes
			hotel	walk
			presentation	close
			train	go
			hotel	walk
			bus	woman
			taxi	goal
				be
				foot
45	My First Work	department		morning
		bussiness		speak
		company		please
		department		sorry
		meeting		works
				transferred
				months
				see

			give number moved works new man speak trip be be be abroad bought
46	Custom and traditions	wedding ceremony wedding birthday christmas presents	present plenty time scheduled Be Do celebrate Get married Buy waste Time morning
47	Health and Modern Life	airport flights	like book go day take round trip be travel
48	Health and Modern Life	meeting	excuse know room room

				know
				please
				come
				way
				kind
				want
				man
				do
				follow
				apologize
				show
				way
				be
				go
				do
49	Health and Modern Life My First Work	occupation wager driver operator driver	taxi telephone stop bus	get off take get minutes be be be be be men
50	Health and Modern Life		train station taxi dollars taxi dollars dollars dollars dollars	know get take minutes cost be guess costs
IV	51	No field		lost pen have borrow
	52	No field	call	information

				have
				having
				had
				have
53	No field			pregnant
				know
				knew
				knowing
				Be
				know
54	No field		car	summer
				have
				had
				have
				having
				had
55	Health and Modern Life		bus	lived
				take
				go
				work
56	No field			mind
				questions
				answered
				answering
				answer
				answer
57	Health and Modern Life		electronic	produced
			components	produce
				producing
				produced
58	My First Work	manager		week
		staff		
		meeting		
		meet		
		meets		
		meeting		
59	No field			responsible
				be

60	Health and Modern Life		hotel	arrive
61	My First Work	managing companies		way different be country answered
62	Health and Modern Life		Email	week
63	Health and Modern Life		Exam	work hard harship hard want pass drinks
64	Health and Modern Life			alcohol parties goes
65	No field			declare thing thin got
66	Health and Modern Life		plane	hours
67	Health and Modern Life		driving	be dangerous
68	Custom and traditions		birthday	be husband gave flowers lovely bunch tin slice piece
69	No field			letter read ridden rode

70	No field			rid speech interesting interesting interesting interesting
71	No field			water warm warm be warm warm
72	Health and Modern Life	music	magazines	enjoy reading listen listen listening time listened visit
73	Health and Modern Life			new country year foreign foreigner abroad
74	Health and Modern Life		bar	thirsty go drink do have have be
75	My First Work	staff work works working worked		made part

	76	No field			keeps same mistakes making doing make time do
	77	Health and Modern Life		cigarette smoke	put out sir
	78	No field			finished invited audience ask questions speak speaing speaks speak
	79	No field			worth convince trying try try be trial
	80	Health and Modern Life	work	city drive	live lived living live
V	81	Health and Modern Life		newsletter rent avenue furnished dishwasher washing elevator building dollars	home search room separate kingsize bed couch floor bright

			deposit	clean
			apartment	calm
			elevator	nice
			machine	ideal
				single
				couple
				available
				contact
				details
				said
				renovated
				empty
				light
				month
				month
				environmen t
				be
				be
				be
				kitchen
82	My First Work	business	car	real
		agency	rental	estate
		agency	advertising	travel
		agency		be
		agency		kind
83	No field		apartment	free
				be
				spring
84	Health and Modern Life My First Work	business	hotel	superior
		maid	city	class
		service	restaurants	located
		conference	shop	picturesque
		business	deposit	district
		rentals	fitness	offers
		maids	pc	facilities
		businessmen	fax	make
		Gift	internet	stay
			laptop	unforgettab le

			cellphone	children
			bookings	playground
			dollar	center
			fee	center
			refunds	access
			checkouts	pets
			hotel	stay
			machine	children
			hotel	animals
				allowed
				subject
				cancelation
				change
				hours
				arrival
				date
				boxes
				safety
				be
				various
				regulations
				be
				children
				room
85	Health and Modern Life	business	checkout	case
			refunds	additional
				charge
				cancelation
				get
				minutes
				access
				be
				center
86	Health and Modern Life		hotel	done
			tennis	presents
			dollars	bought
			cars	bought
			rented	books
			reserved	be

			be
			be
			be
			be
			court
87	Health and Modern Life	elevator	note
		street	order
		hotel	make
		hospital	stay
		bus	enjoyable
			inform
			guests
			renovated
			sorry
			inconvenie nce
			caused
			notice
			be
			be
			seen
88	Health and Modern Life	elevator	happen
		elevator	period
			renovation
			period
			begin
			renovation
			replaced
			continue
			be
			be
			back
			service
89	No field		said
			hopeless
			situation
			temporary
			pleasant
			be
			be

				be
				improve
90	My First Work	meeting	phone	like
	Health and Modern Life	meeting	advertising	date
		office	campaign	subject
			call	following
				conversation
				morning
				confirm
				new
				apologize
				change
				Discuss
				Plans
				Hope
				Cause
				Follows
				Page
				Seeing
				look
				forward
				Regards
				morning
				showing
				Map
				Get
				New
				problems
91	My First Work	meeting	advertising	Subject
		office	campaign	Be
		contract		Plans
		Sign		Change
92	My First Work	meeting	call	New
		meeting		Said
				message
				Map
				added
				message

					wants Back wants wants cancel put off World
93	Voluntary work and Entrepreneurs hip My First Work	photographer Artists photographer s Painter	reception gallery photographs sale	donated foundation	famous pleasure inviting opening New Book Sold Part proceeds young Contempor ary sent invitation Go
94	Voluntary work and Entrepreneurs hip		photographs sales sales		New Book percentage proceeds happen
95	Health and Modern Life	Artists	reception photographs photographs pictures	donation	Buy Book Given receive guests Take young Able

96	My First Work Health and Modern Life	statistics	statistics	mobile
			sales	include
			chart	mobile
			phone	built-in
			sales	source
			phone	Bar
			camera	Tell
			chart	About
			sales	mobiles
			sales	Same
			sales	decreased
			sales	stayed
			sales	Same
				Level
				Be
				thousands
				Be
				months
97	My First Work		sales	Drop
98	Health and Modern Life	minister	dolars	millions
			regulations	Worth
			smoking	damage
			headlines	hurricane
			articles	Prime
			Advertiseme nt	resign
				Bribe
				scandal
				Share
				prices
				Sink
				Level
				New
				public
				places
				Ban
				extracts
				Be
				questions

99	Health and Modern Life						hapening	
							Share	
							prices	
							staying	
							increasing	
							decreasing	
							Rising	
							Level	
100	Health and Modern Life	politician		Articles			Refers	
		Job		Cigarette			quitting	
				Brand			earthquake	
							New	
							Trip	
			85	15	205		3	811

Table 14: Restricted-approach. Alignment Analysis on Vocabulary Content between TOEIC Bridge test and III medio English curriculum

TOEIC Bridge Practise Test I		Contextual Semantic Field Analysis	Lexical Semantic Field Analysis				
Part I	Q	Field	My First Work	Custom and traditions	Health and modern life	Voluntary work and entrepreneurship	No Field
	1	My First Work	musician	instrument	money		child
			musician	music			given
			musician				crowd
							gathererd

				orchestra playing holding waiting
2	Health and modern life		bus street	walking wood lost way crossing
3	No field			animals cage open birds be cage be be nest animals drinking
4	Health and modern life		piano typing computers screen	men be playing letters facing order
5	Health and modern life	driver	bus bus passanger bus driver	people people boarding getting off speaking doors be open
6	Health and modern life My First Work	hunting sailing fishing	hunting sailing fishing	frying fish

7	No field		birds birds birds birds making nest steps woman feeding be be cage
8	No field		spoon cup cup cup cup be be be be saucer saucer empty
9	Health and modern life	building	girls sitting facing studying looking map
10	Health and modern life	cars	cards
		cars traffic parked traffic	packed waiting congested lights lights
11	No field		bottles bottles bottles

				bottle
				boxes
				lined up
				labeled
				be
				broken
12	No field			table
				table
				table
				table
				empty
				be
				be
				be
				bottles
				glasses
				set
13	Health and modern life		Bus	woman
				woman
				woman
				riding
				bicycles
				bicycle
				bicycle
				reading
				be
				book
				getting rid
				bicycle
14	Health and modern life		store	woman
			store	woman
				looked
				items
				items
				looking
				entering
				leaving
15	Health and modern life	forms	forms	man

			movie	man
			filming	scene
			films	watching
				exchanging
				g
				filling out
II	16	Health and modern life	fax	confirm
			booking	need
			fax	books
				read
	17	No field		number
				like
				starter
				have
				salad
				love
				like
	18	No field		start
				like
				food
				like
				spicy
				looks
	19	No field	call	fish
				like
				wake up
				morning
				please
	20	No field		woke up
				morning
				be
				be
				sister
				thanks
	21	Health and modern life	conference	fine
		My First Work	conference	goals
			e	week
				lasted
				days

22	My First Work trabajo Health and modern life	meeting	meeting	make excuse moment pleased meet
23	No field			finding room small be found bathroom pleased
24	My First Work	manager	sales	new year be wife time
25	Health and modern life		plane	land
26	Health and modern life		train	coming
27	Health and modern life		gift shop	buying tie tied up day brother- in-law like
28	Health and modern life		dollars	
29	Health and modern life		pay check fax machine	floor floor minutes be be think like
30	No field			

				soda
				drink
				meal
				like
				meat
				meet
				like
				have
				sent
	31	Health and modern life	office	e-mail
		My First Work	accountant	post
				sent
				be
	32	No field		center
				meet
				met
				eat
				fine
				morning
	33	Health and modern life	fishing	golf
				have
				plans
				weekend
				played
				weekend
				leaves
				go
				like
	34	Health and modern life		station
				platform
				leave
				leaves
				live
				left
	35	No field		week
				come
				back
III	36	Health and modern life		man
				do
				declare
				open
				case

				show go problem
37	Health and modern life		car shopping drive mall	work be go broke leg
38	Health and modern life		plane restaurant bar departmen t store	conversati on take place
39	My First Work	meeting		morning is
40	Health and modern life		downtown subway taxi bus train	woman foot go talking
41	Health and modern life	meeting		book rush hour schedule open
42	My First Work	office		be live
43	No field			woman
44	Health and modern life		hotel bus taxi train	go foot
45	My First Work	bussiness company department meeting		man speak trip abroad

					be
					be
					works
					moved
	46	Custom and traditions		birthday	do
		Health and modern life		christmas	get
				presents	married
					celebrate
					buy
					waste
					time
	47	No field			travel
	48	No field	meeting		want
					man
					do
					follow
					apologize
					show
					way
					go
	49	My First Work	occupation	bus	man
			waiter	telephone	be
			driver	taxi	be
			operator		be
			driver		be
					be
	50	Health and modern life		taxi	cost
				dollars	
				dollars	
				dollars	
				dollars	
IV	51	No field			lost
					borrow
					have
					pen
	52	No field		call	informati
					on
					have

			having
			had
			have
53	No field		pregnant
			know
			knew
			be
			knowing
			know
54	Health and modern life	car	summer
			have
			had
			had
			having
55	Health and modern life	bus	lived
			take
			go
			work
56	No field		mind
			questions
			answered
			answering
			answer
			answer
57	Health and modern life	electronic	produced
		componen ts	produce
			producing
			produced
58	My First Work	manager	week
		staff	
		meeting	
		meet	
		meets	
		meeting	
59	No field		responsibl e be

60	Health and modern life		hotel	arrive
61	My First Work	managing		way
		companies		be
				different
				country
62	Health and modern life		e-mail	answered
				week
63	Health and modern life			work
				exam
				hardship
				hard
				hard
				want
				pass
64	Health and modern life			drinks
				alcohol
				parties
				goes
65	Health and modern life			declare
				got
				thing
				thin
66	Health and modern life		plane	hours
				be
67	Health and modern life			dangerous
				driving
				be
68	Custom and traditions	birthday		husband
				gave
				flowers
				lovely
				bunch
				slice
				tin
				piece

69	No field			letter read ridden rode rid speech
70	Health and modern life			interestin g interestin g interestin g interestin g
71	No field			water warm warm warm warm be
72	Health and modern life	music	magazines	enjoy reading listen listen time listening listened visit
73	Health and modern life			new country year foreign foreigner abroad
74	Health and modern life			thirsty go drink have do

				have be made
75	My First Work	staff work works worked working		part
76	No field			keeps same mistakes time making doing do make put out
77	Health and modern life		cigarette smoke	sir need finished
78	Health and modern life			invited audience ask questions speak speaking speaks speak
79	No field		trial	worth convince trying try try be
80	Health and modern life	work	city drive	live lived living live

V	81	Health and modern life		apartment	said
				elevator	renovated empty be be be light
	82	My First Work	business	car	real
			agency	rental	estate
			agency	advertising	travel
			agency		kind
			agency		
	83	Health and modern life		apartment	spring
					be free
	84	Health and modern life	maids	hotel	stay
			businessmen		children animals
	85	Health and modern life	business	checkout	case
				refunds	additional charge cancelation access center minutes be get
	86	Health and modern life		hotel	done
				tennis	presents
				dollars	bought
				cars	bought
				rented	books
				reserved	be be be

				be
				be
				court
87	Health and modern life		street	notice
			hotel	seen
			hospital	be
			bus	
88	Health and modern life		elevator	happen
			elevator	period
				renovatio
				n
				continue
				period
				begin
				renovatio
				n
				replaced
				be
				be
				back
				service
89	No field			said
				hopeless
				situation
				temporary
				be
				be
				be
				pleasant
				improve
90	No field		call	morning
91	My First Work	meeting	advertisin	subject
		office	g	plans
		contract	campaign	change
		Sign		be
				new
92	My First Work	meeting	call	said
		meeting		message
				map

					added message wants back wants wants cancel put off sent
93	Health and modern life	photographe rs painter			invitation
94	Voluntary work and entrepreneurs hip		photograp hs		go
			sales sales		new book percentag e proceeds
95	Health and modern life	artists	reception	donation	happen
			photograp hs photograp hs pictures		buy book given young receive guests take able
96	My First Work		chart		bar
			sales sales sales sales sales		tell mobiles about same decreased stayed same be be

				level months drop
97	My First Work		sales	
98	Health and modern life		headlines	extracts
			articles advertise ment	questions be
99	My First Work			happening
				share prices staying increasing decreasin g rising level
100	Health and modern life	politician job	articles cigarette brand	refers quitting earthquak e trip new

Table 15: Statistics broad analysis of the GSL modified

Level	File	Token	Token%	Type	Type%	Group	Group%
1	List.txt	83	3.08	27	3.34	24	2.89
O	-	2616	96.92	807	96.76	807	97.11
Total	-	2699		834		831	

Table 16: Statistics restricted analysis of the GSL modified

Level	File	Token	Token%	Type	Type%	Group	Group%
1	List.txt	61	3.4	21	3.30	18	2.84
O	-	1731	96.60	615	96.70	615	97.16
Total	-	1792		636		633	

Table 17: Groups NOT Found in Base Lists Broad Analysis

Groups	Frequency
the	158
to	85
a	71
is	68
i	58
are	52
you	51
in	43
at	34
of	31
it	28
on	28
will	28
s	25
for	24
what	24
can	20
he	19
they	19
this	19

Groups	Frequency
have	18
and	17
be	16
from	15
not	15
there	15
like	14
do	13
meeting	13
new	13
your	13
how	12
take	12
go	11
his	11
hotel	11
that	11
would	11
does	10
last	10
morning	10
yes	10
about	9
by	9
has	9
her	9
sales	9
she	9
t	9
very	9
did	8

Groups	Frequency
dollars	8
some	8
we	8
woman	8
an	7
as	7
get	7
ll	7
next	7
office	7
one	7
our	7
september	7
taxi	7
time	7
train	7
where	7
after	6
agency	6
book	6
business	6
but	6
call	6
had	6
if	6
me	6
open	6
please	6
steven	6
than	6
all	5

Groups	Frequency
armstrong	5
back	5
birds	5
elevator	5
know	5
minutes	5
more	5
mr	5
much	5
room	5
same	5
ten	5
was	5
way	5
who	5
with	5
work	5
been	4
bottles	4
car	4
center	4
cup	4
fax	4
good	4
here	4
interesting	4
live	4
long	4
m	4
make	4
meet	4

Groups	Frequency
must	4
my	4
off	4
out	4
photographs	4
plane	4
probably	4
said	4
so	4
sorry	4
speak	4
stay	4
table	4
want	4
yesterday	4
advertising	3
am	3
animals	3
apartment	3
bar	3
bicycle	3
bought	3
cage	3
cars	3
case	3
change	3
d	3
declare	3
department	3
drink	3
drive	3

Groups	Frequency
driver	3
edwards	3
empty	3
ethan	3
floor	3
foundation	3
going	3
home	3
june	3
karen	3
kind	3
leave	3
level	3
machine	3
march	3
meredith	3
musician	3
never	3
now	3
number	3
ok	3
or	3
plans	3
questions	3
reading	3
really	3
sale	3
saturday	3
search	3
sent	3
since	3

Groups	Frequency
something	3
soon	3
still	3
store	3
subject	3
sullivan	3
sure	3
thanks	3
three	3
times	3
tokyo	3
too	3
trip	3
twenty	3
two	3
up	3
waiting	3
wants	3
works	3
yet	3
abroad	2
access	2
accountant	2
ago	2
another	2
answer	2
answered	2
apologize	2
articles	2
artists	2
between	2

Groups	Frequency
birthday	2
books	2
boxes	2
brentwood	2
broke	2
building	2
buy	2
campaign	2
cancelation	2
cannot	2
cathy	2
chart	2
children	2
cigarette	2
city	2
co	2
come	2
conference	2
confirm	2
conversation	2
cost	2
country	2
date	2
day	2
days	2
december	2
deposit	2
dollar	2
don	2
downtown	2
early	2

Groups	Frequency
email	2
enough	2
facing	2
far	2
few	2
fine	2
finished	2
fish	2
fishing	2
florida	2
foot	2
free	2
gallery	2
getting	2
gift	2
given	2
got	2
guess	2
guests	2
happen	2
hard	2
having	2
him	2
hours	2
items	2
jeff	2
july	2
leaves	2
less	2
listen	2
lived	2

Groups	Frequency
living	2
longer	2
looking	2
lost	2
making	2
mall	2
manager	2
melissa	2
message	2
met	2
mind	2
mobile	2
moment	2
monday	2
month	2
months	2
most	2
music	2
need	2
neither	2
nishimura	2
note	2
october	2
only	2
opening	2
order	2
osaka	2
park	2
part	2
people	2
period	2

Groups	Frequency
phones	2
playing	2
pleased	2
presents	2
prices	2
proceeds	2
produced	2
put	2
re	2
read	2
reception	2
redman	2
regulations	2
renovated	2
renovation	2
research	2
rid	2
rush	2
saucer	2
service	2
set	2
seven	2
share	2
shop	2
shopping	2
show	2
speaking	2
spring	2
staff	2
station	2
street	2

Groups	Frequency
their	2
tomorrow	2
traffic	2
travel	2
try	2
until	2
us	2
ve	2
walk	2
water	2
were	2
worth	2
year	2
york	2
young	2
able	1
above	1
actually	1
added	1
additional	1
advertisements	1
airport	1
alcohol	1
already	1
always	1
amsterdam	1
answering	1
aren	1
around	1
arrival	1
arrive	1

Groups	Frequency
ask	1
audience	1
august	1
available	1
avenue	1
ban	1
barcelona	1
barnett	1
bathroom	1
bed	1
before	1
begin	1
being	1
beverly	1
bicycles	1
bird	1
bteurcom	1
boarding	1
booking	1
bookings	1
born	1
both	1
bottle	1
brand	1
bribe	1
bright	1
broken	1
brother	1
brown	1
bsc	1
built	1

Groups	Frequency
bunch	1
businessmen	1
buying	1
ca	1
called	1
calm	1
cameras	1
canada	1
cancel	1
cards	1
cause	1
caused	1
celebrate	1
cellphones	1
centre	1
charge	1
check	1
checkout	1
checkouts	1
chef	1
child	1
christina	1
christmas	1
class	1
clean	1
close	1
closed	1
coming	1
committee	1
companies	1
company	1

Groups	Frequency
components	1
computers	1
congested	1
contact	1
contemporary	1
continue	1
contract	1
convince	1
couch	1
could	1
couldn	1
couple	1
courts	1
crossing	1
crowd	1
current	1
damage	1
dangerous	1
data	1
details	1
development	1
different	1
discuss	1
dishwasher	1
district	1
doing	1
donated	1
donation	1
done	1
doors	1
down	1

Groups	Frequency
drinking	1
drinks	1
driving	1
drop	1
during	1
earlier	1
earthquake	1
easily	1
eat	1
eight	1
either	1
electronic	1
enjoy	1
enjoyable	1
entering	1
environment	1
estate	1
eurobookscom	1
ever	1
every	1
exam	1
exchanging	1
extracts	1
eye	1
facilities	1
famous	1
fast	1
feeding	1
filling	1
filming	1
films	1

Groups	Frequency
financial	1
finding	1
first	1
fitness	1
five	1
flights	1
flowers	1
follow	1
following	1
follows	1
food	1
foreign	1
foreigner	1
forgot	1
forms	1
forward	1
found	1
four	1
front	1
frying	1
fully	1
gathered	1
gave	1
girls	1
give	1
glass	1
glasses	1
goes	1
golf	1
happening	1
hardly	1

Groups	Frequency
hardship	1
headlines	1
higher	1
hilary	1
hills	1
holding	1
hope	1
hopeless	1
hospital	1
hour	1
hungary	1
hunt	1
hunting	1
hurricane	1
husband	1
ideal	1
ideally	1
immediately	1
improve	1
include	1
inconveniencs	1
increasing	1
inform	1
information	1
instrument	1
internet	1
invitation	1
invited	1
inviting	1
jerry	1
job	1

Groups	Frequency
just	1
keeps	1
kennedy	1
kingsized	1
kitchen	1
knew	1
knowing	1
labeled	1
land	1
laptop	1
lasted	1
late	1
lately	1
latest	1
law	1
leaving	1
left	1
leg	1
let	1
letter	1
letters	1
light	1
lights	1
likely	1
lined	1
lisbon	1
listened	1
listening	1
located	1
london	1
look	1

Groups	Frequency
looked	1
looks	1
lot	1
love	1
lovely	1
lowest	1
madam	1
made	1
magazines	1
maid	1
maids	1
managing	1
many	1
maria	1
mark	1
married	1
may	1
meal	1
meat	1
meets	1
messages	1
might	1
millions	1
minister	1
minute	1
mistakes	1
mobiles	1
money	1
moved	1
movie	1
ms	1

Groups	Frequency
museum	1
name	1
national	1
near	1
newsletter	1
nice	1
nine	1
notice	1
november	1
o	1
occupation	1
offers	1
old	1
once	1
operator	1
orchestra	1
ours	1
page	1
painter	1
parked	1
parties	1
pass	1
passport	1
pay	1
pc	1
pen	1
percentage	1
pets	1
phone	1
photographer	1
photographers	1

Groups	Frequency
piano	1
pictures	1
picturesque	1
piece	1
pinebrook	1
place	1
platform	1
played	1
playground	1
pleasant	1
pleasure	1
plenty	1
post	1
pregnant	1
present	1
presentation	1
president	1
prime	1
problem	1
problems	1
produce	1
producing	1
promised	1
public	1
quick	1
quicker	1
quickest	1
quitting	1
real	1
receive	1
refers	1

Groups	Frequency
refund	1
refunds	1
refurbished	1
regards	1
rent	1
rental	1
rentals	1
rented	1
replaced	1
reserved	1
resigns	1
responsible	1
restaurant	1
restaurants	1
ridden	1
riding	1
right	1
rising	1
rode	1
rose	1
round	1
safety	1
sailing	1
salad	1
saturdays	1
save	1
scandal	1
scene	1
schedule	1
scheduled	1
screen	1

Groups	Frequency
second	1
see	1
seeing	1
seen	1
separate	1
services	1
seventh	1
several	1
showing	1
shunt	1
sign	1
simons	1
single	1
sink	1
sister	1
sitting	1
situation	1
slice	1
slow	1
small	1
smoke	1
smoking	1
soda	1
sold	1
source	1
spaces	1
speaks	1
speech	1
spicy	1
spoon	1
start	1

Groups	Frequency
starter	1
statistics	1
stayed	1
staying	1
steps	1
steve	1
stop	1
studying	1
subway	1
summer	1
sunday	1
sundays	1
superior	1
talking	1
telephone	1
tell	1
temporary	1
tennis	1
th	1
thank	1
them	1
then	1
these	1
thin	1
thing	1
think	1
third	1
thirsty	1
thousands	1
through	1
thursday	1

Groups	Frequency
tie	1
tied	1
tin	1
tn	1
today	1
tone	1
town	1
transferred	1
trial	1
trying	1
tuesday	1
twice	1
typing	1
uk	1
under	1
unforgettable	1
usually	1
vacation	1
various	1
view	1
visit	1
waiter	1
wakeup	1
walking	1
walter	1
washing	1
waste	1
watching	1
wedding	1
wednesday	1
weekdays	1

Groups	Frequency
well	1
which	1
why	1
wife	1
woke	1
won	1
wood	1
worked	1
working	1
world	1
years	1
yours	1

Table 18: Groups NOT Found In Base Lists Restricted Analysis

Group	Frequency
the	129
a	58
is	57
to	53
are	44
in	31
i	30
at	29
you	26
what	23
will	23
of	20
they	19
he	18
on	18
it	16
have	15
can	13
be	11
s	11
this	11
go	10
like	10
meeting	10
woman	10
would	10

by	9
her	9
<hr/>	
Groups	Frequency
<hr/>	
last	9
there	9
did	8
do	8
for	8
has	8
his	8
she	8
does	7
from	7
how	7
not	7
sales	7
some	7
yes	7
your	7
about	6
an	6
new	6
t	6
very	6
agency	5
and	5
as	5
birds	5
dollars	5
had	5
hotel	5
morning	5

one	5
same	5
<hr/>	
Groups	Frequency
<hr/>	
september	5
time	5
train	5
who	5
work	5
all	4
book	4
bottles	4
call	4
cup	4
interesting	4
live	4
meet	4
open	4
out	4
plane	4
probably	4
steven	4
table	4
taxi	4
than	4
up	4
we	4
am	3
animals	3
armstrong	3
back	3
bar	3
been	3

bicycle	3
business	3
<hr/>	
Groups	Frequency
<hr/>	
cage	3
car	3
cars	3
driver	3
elevator	3
empty	3
fax	3
If	3
more	3
much	3
musician	3
must	3
my	3
never	3
next	3
office	3
photographs	3
questions	3
said	3
sent	3
speak	3
store	3
take	3
wants	3
was	3
way	3
where	3
abroad	2
advertising	2

another	2
answer	2
<hr/>	
Groups	Frequency
<hr/>	
answered	2
apartment	2
articles	2
birthday	2
books	2
bought	2
buy	2
cannot	2
case	2
center	2
cigarette	2
country	2
declare	2
department	2
don	2
drink	2
drive	2
e	2
enough	2
ethan	2
facing	2
fine	2
fish	2
fishing	2
floor	2
foundation	2
get	2
getting	2
given	2

going	2
happen	2
<hr/>	
Groups	Frequency
<hr/>	
hard	2
having	2
items	2
karen	2
know	2
leaves	2
level	2
listen	2
lived	2
ll	2
looking	2
lost	2
mail	2
make	2
making	2
manager	2
meredith	2
message	2
most	2
mr	2
music	2
need	2
neither	2
now	2
october	2
off	2
people	2
period	2
plans	2

playing	2
please	2
<hr/>	
Groups	Frequency
<hr/>	
pleased	2
presents	2
produced	2
put	2
re	2
read	2
reading	2
renovation	2
rid	2
sale	2
saucer	2
seven	2
show	2
since	2
so	2
something	2
soon	2
speaking	2
staff	2
street	2
sullivan	2
sure	2
ten	2
their	2
three	2
times	2
tokyo	2
tomorrow	2
too	2

traffic	2
travel	2
<hr/>	
Groups	Frequency
<hr/>	
trip	2
try	2
us	2
waiting	2
want	2
were	2
works	2
year	2
yesterday	2
able	2
above	1
access	1
accountant	1
added	1
additional	1
Advertisements	1
after	1
ago	1
alcohol	1
already	1
always	1
answering	1
apologize	1
arent	1
around	1
arrive	1
artists	1
ask	1
audience	1

august	1
barcelona	1
<hr/>	
Groups	Frequency
<hr/>	
bathroom	1
begin	1
bicycles	1
boarding	1
booking	1
both	1
bottle	1
boxes	1
brand	1
broke	1
broken	1
brother	1
building	1
bunch	1
businessmen	1
buying	1
campaign	1
canada	1
cancel	1
cancelation	1
cards	1
cathy	1
celebrate	1
change	1
charge	1
chart	1
check	1
checkout	1
chef	1

child	1
children	1
<hr/>	
Groups	Frequency
<hr/>	
christina	1
christmas	1
city	1
co	1
come	1
coming	1
companies	1
company	1
components	1
computers	1
conference	1
confirm	1
congested	1
continue	1
contract	1
conversation	1
convince	1
cost	1
couldn	1
courts	1
crossing	1
crowd	1
current	1
d	1
dangerous	1
day	1
days	1
december	1
different	1

doing	1
dollar	1
<hr/>	
Groups	Frequency
<hr/>	
donation	1
done	1
doors	1
downtown	1
drinking	1
drinks	1
driving	1
drop	1
during	1
earlier	1
early	1
earthquake	1
eat	1
edwards	1
eight	1
either	1
electronic	1
enjoy	1
entering	1
estate	1
ever	1
every	1
exam	1
exchanging	1
extracts	1
far	1
fast	1
feeding	1
filling	1

filming	1
films	1
<hr/>	
Groups	Frequency
<hr/>	
finding	1
finished	1
five	1
florida	1
flowers	1
follow	1
food	1
foot	1
foreign	1
foreigner	1
forms	1
found	1
four	1
free	1
front	1
frying	1
gathered	1
gave	1
gift	1
girls	1
glasses	1
goes	1
golf	1
good	1
got	1
guests	1
happening	1
hardly	1
hardship	1

headlines	1
here	1
<hr/>	
Groups	Frequency
<hr/>	
hilary	1
him	1
holding	1
home	1
hopeless	1
hospital	1
hour	1
hours	1
hungary	1
hunting	1
husband	1
immediately	1
improve	1
increasing	1
information	1
instrument	1
invitation	1
invited	1
jeffs	1
job	1
july	1
keeps	1
kind	1
knew	1
knowing	1
labeled	1
land	1
lasted	1
late	1

lately	1
latest	1
<hr/>	
Groups	Frequency
<hr/>	
leave	1
leaving	1
left	1
leg	1
less	1
let	1
letter	1
letters	1
light	1
lights	1
likely	1
lined	1
lisbon	1
listened	1
listening	1
living	1
london	1
longer	1
looked	1
looks	1
lot	1
love	1
lovely	1
m	1
machine	1
made	1
magazines	1
maids	1
mall	1

managing	1
many	1
<hr/>	
Groups	Frequency
<hr/>	
march	1
mark	1
married	1
me	1
meal	1
meat	1
meets	1
melissa	1
met	1
might	1
mind	1
minute	1
minutes	1
mistakes	1
mobiles	1
moment	1
monday	1
money	1
months	1
moved	1
movie	1
near	1
nishimura	1
notice	1
november	1
number	1
o	1
occupation	1
once	1

onfoot	1
only	1
<hr/>	
Groups	Frequency
<hr/>	
operator	1
orchestra	1
order	1
osaka	1
our	1
ours	1
painter	1
parked	1
part	1
parties	1
pass	1
passport	1
pay	1
pen	1
percentage	1
photographers	1
piano	1
pictures	1
piece	1
place	1
platform	1
played	1
pleasant	1
post	1
pregnant	1
president	1
prices	1
problem	1
proceeds	1

produce	1
producing	1
<hr/>	
Groups	Frequency
<hr/>	
quick	1
quicker	1
quitting	1
real	1
really	1
receive	1
reception	1
redman	1
refers	1
refund	1
renovated	1
rental	1
rented	1
replaced	1
reserved	1
responsible	1
restaurant	1
ridden	1
riding	1
rising	1
rode	1
room	1
rush	1
sailing	1
salad	1
saturday	1
saturdays	1
scene	1
schedule	1

screen	1
search	1
<hr/>	
Groups	Frequency
<hr/>	
second	1
seen	1
service	1
set	1
seventh	1
several	1
share	1
shop	1
shopping	1
sign	1
sister	1
sitting	1
situation	1
slice	1
slow	1
small	1
smoke	1
soda	1
speaks	1
speech	1
spicy	1
spoon	1
spring	1
start	1
starter	1
station	1
stay	1
stayed	1
staying	1

steps	1
steve	1
<hr/>	
Groups	Frequency
<hr/>	
still	1
studying	1
subject	1
subway	1
summer	1
sundays	1
talking	1
telephone	1
tell	1
temporary	1
tennis	1
thanks	1
that	1
them	1
these	1
thin	1
thing	1
think	1
third	1
thirsty	1
through	1
tie	1
tied	1
tin	1
tn	1
today	1
trial	1
trying	1
tuesday	1

twenty	1
twice	1
<hr/>	
Groups	Frequency
<hr/>	
two	1
typing	1
under	1
until	1
usually	1
vacation	1
visit	1
waiter	1
wake	1
walking	1
walter	1
waste	1
watching	1
water	1
which	1
why	1
wife	1
with	1
woke	1
wood	1
worked	1
working	1
worth	1
yet	1
york	1
young	1
yours	1
<hr/>	

