



14th TESOL CHILE-LAALTA CONVENTION, NOVEMBER 2018

CONFERENCE SCHEDULE - DRAFT
FRIDAY, NOVEMBER 16TH

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TIME	MAIN EVENTS						
3:45 – 4:15	REGISTRATION						
4:15 – 4:30	OPENING CEREMONY. ROOM: AULA MEDIA.						
4:30 – 5:30	Towards Autonomy Support in the Chilean ELT Classroom - Removing the Obstacles. Katharina Glas, Pontificia Universidad Católica de Valparaíso, Chile/Germany. ROOM: AULA MEDIA.						
5:30 – 6:00	COFFEE BREAK						
	ROOM C 1-3	ROOM C 2-1	ROOM C 2-2	ROOM C 2-3	ROOM A-3	ROOM A-6	ROOM A-8
6:00 – 6:30	Well done! Linguistic Resources to Evaluate English as a Foreign Language Learners' Linguistic Behavior in a High School Context. Andrea Lizasoain, Universidad Austral.	Using Micro-Fiction to Enhance and Assess Academic Writing. Andrew Nelson, Yachay Tech University, USA.	Differences Between Native English Speaker Teachers and their Non-native Counterparts When Evaluating Pronunciation. Mauricio Arcaya, PUC.	The Role of Written Corrective Feedback in EFL Writing Improvement. Benjamin Cárcamo, PUCV.	The Realization of Lexical Stress as Produced by C1, Spanish-speaking Learners on a TEFL Program. Felipe Mora, UMCE.	An Interpretation of Face Validity of a Rubric Based on Stakeholders' Perceptions. Carlos Tagle, Christian Lazcano, Jorge Soto, Universidad de Chile.	Making Sense of Young Language Learners Assessment in a (Brazilian) Public School. Jordanah Oliveira, The University of Brasilia.
6:30 – 7:00	Alignment as a Fundamental Element of Language Assessment in Chile. Claudia Silva, Universidad de Chile.	The Impact of Teaching and Assessing Coherence and Cohesion in 8th grade EFL Students' Writing. Paulo Etchegaray, Universidad Autónoma de Chile.	An Analysis of Construct Validity of a Rubric Based on Theoretical Construct Analysis and Stakeholders' Perceptions. María Jesús Alvarado, Consuelo Perez, Macarena Salinas, Universidad de Chile.	Expanding 21st Century Assessment to Promote Gen Z Learning. Silvia Breiburd, ARTESOL.	Reflective Practice and its Contributions as a Supporting Mechanism for Pre-Service Teachers. Cristian Sánchez, UMCE.	Appropriating the Motivational Potential of Task-Supported Language Teaching. Patricia Dittmar, PUCV.	Students' Voices in English Language Learning Beyond the Classroom. Mariangel Carreño, Fhuze – Udelar, Uruguay.

7:00 – 7:30	A Case-Study on the Impact of Cooperative-Based Learning Activities in ESP Learners. Eduard Ramos, Inacap Chillán.	Taking Agency to Foster Student Motivation: A Case Study of a Chilean Novice Teacher. Paz Allendes, Pontificia Universidad Católica de Valparaíso.	Perceptions of Teachers of English of Public Schools on the Book "Teens in Motion". Daniela González, Universidad Católica de Temuco.	Assessing Young Learners without Training? Bridging the Gap is Easier than You Believe. Erika Ramirez, University of Leeds.	Design and Elaboration of an Instrument to Evaluate Professional Competencies in the EFL Practicum. Margarita Ulloa Toro, Universidad del Bio-Bio.	Movement and Cognition, Inseparable in the Learning Process. Anya Doherty, Universidad Alberto Hurtado.	How Are We Assessing our English Learners? Leonardo Herrera, Universidad Surcolombiana.
7:30 – 8:00	Self-study of Research and Teacher Education Practices: promoting “the local” in teaching EFL. Amparo Clavijo, Universidad Distrital Francisco José de Caldas (Colombia).	Using Digital Games to Enhance Language Learning and Student Motivation. María de Lourdes Alcocer Guzmán, Universidad del Noreste, Mexico.	Engaging your High School Students through Collaborative and Extensive Listening Projects. Mónica Cárdenas, Pontificia Universidad Católica de Valparaíso.	Assessing Young Learners: Chilean English Teachers’ Practices and Perceptions. Francisca Siebert, Universidad Austral de Chile.	5 Benefits of a Daily Speaking Warm-Up. Alyssa Wolfe, Yachay Tech University, USA.	Early English Language Teaching: Examining Its Use in a Private and a Public Preschool. Cynthia Andruske, Universidad Autónoma de Chile, Talca	English through the Use of Applications in Smartphones as a Way to Motivate Students. Nestor Villegas, Universidad de Colima, México.