



## 14<sup>th</sup> TESOL CHILE-LAALTA CONVENTION, 2018

### CONFERENCE PROGRAM

Connecting Language Teaching and Language Assessment: Laying the  
Groundwork for Language Assessment in Latin America

16-17 November 2018, Viña del Mar, Valparaíso, Chile



## Table of Contents

Foreword .....	3
LAALTA .....	4
Keynote Speakers.....	5
Viña del Mar, Chile.....	6
Conference Overview .....	8
Conference Schedule .....	9
Plenary Sessions.....	14
Parallel sessions Friday 18.00 .....	17
Parallel sessions Friday 18.30 .....	21
Parallel sessions Friday 19.00 .....	24
Parallel sessions Friday 19.30 .....	28
Parallel sessions Saturday 10.30 .....	32
Parallel sessions Saturday 11.00 .....	36
Parallel sessions Saturday 11.30 .....	40
Parallel sessions Saturday 12.00 .....	44
Parallel sessions Saturday 13.30 .....	48
Parallel sessions Saturday 14.00 .....	51
Workshops .....	54
Presenters .....	56

## Foreword

There is something about assessment that makes us look at it from a comfortable distance. It certainly intrigues us, but it can also be daunting and scary. Assessment can be overly academic and confusing, and the well-documented negative effects of standardized tests have given assessment a controversial status among the many topics that we, as language teachers, discuss. In this sense, this conference makes a statement by offering one of the very few opportunities we have had to discuss assessment and teaching in Chile and Latin America.

As we congregate in Viña del Mar, you will have a unique chance to attend presentations that explore language assessment from different perspectives, in an attempt to more clearly understand the inseparable relationship between language assessment and language teaching.

We value your generosity, humbleness, and commitment in coming to this event willing to share your experiences and willing to learn from others. We believe that your presence in our conference represents one of the truest senses of being an educator, that of life-long learning. While here, we invite you to explore, to be an active listener, to share but also to question. We invite you, above all, to learn and take away some of this learning and share it with your local communities. We invite you to take advantage of all TESOL has to offer you.

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## LAALTA

The Latin American Association for Language Testing and Assessment (LAALTA) is a new non-profit organization integrated by professionals and researchers in language assessment and testing with interest in the Latin American context. It seeks to promote best practices of language assessment and testing in educational and professional contexts in Latin America.

Our main goals are:

- a) To raise awareness of the social and political importance and potential impact of language assessment and testing.
- b) To increase public and professional understanding of language assessment and testing as a professional field of Applied Linguistics.
- c) To advocate for the use and implementation of adequate ethical principles in language assessment and testing.
- d) To encourage professional growth of relevant stakeholders through workshops, conferences and/or seminars.
- e) To foster cooperation among academia, schools and other agencies that have an active role in language assessment and testing in Latin America.
- f) To promote research in the area of language assessment and testing in Latin American contexts.
- g) To disseminate relevant theoretical information and state of the art research studies.

LAALTA Organizing Committee:

Gladys Quevedo Camargo	- University of Brasilia
Douglas Altamiro Consolo	- UNESP-State University of Sao Paulo
Fabiana MacMillan	- Rosetta Stone
Salomé Villa Larenas	- Lancaster University
Camilo Ramos	- Universidad Alberto Hurtado
Nayibe Rosado	- Universidad del Norte
Gerriet Janssen	- Universidad de los Andes
Alexis Lopez	- ETS
Elsa Fernanda González	- Universidad Autónoma de Tamaulipas
Arturo Mendoza	- Universidad Nacional Autónoma de México
Pablo Toledo	- Cambridge Assessment Southern Cone

## Keynote Speakers



Claudia Harsch is a professor at the University of Bremen, specializing in language learning, teaching and assessment. She has worked in Germany and in the UK, and is active in teacher training worldwide. Her research interests focus on language assessment, educational evaluation and measurement, intercultural communication, and the implementation of the Common European Framework (CEF). In her research, she explores aspects like the conceptualization of intercultural and communicative competences and feasible ways to foster and assess these skills, alternative assessment approaches such as dynamic assessment, qualitative methods of constructing language tests and teaching material, the development and validation of tools for educational evaluation, or the assessment of writing skills. Claudia is the current president of the European Association of Language Testing and Assessment.



Katharina Glas studied English, Spanish, and Education Studies in Germany and England, and holds a Ph.D. in English Language Pedagogy from Friedrich-Schiller-Universität Jena, Germany. She settled in Chile in 2005, and has taught English and Language Pedagogy at Pontificia Universidad Católica de Valparaíso since 2008, where she served as School Practice Coordinator from 2010 to 2012, and as Head of the English Teaching Program from 2016 to 2017. There, she also supervises pre-service teachers' action research projects. She has authored several papers and a book on learner motivation, teacher cognitions, and (inter) cultural contents for ELT. Her research interests also include autonomy-supportive teaching, teacher education, teacher autonomy, and teacher well being. Currently, she is working on a project that investigates the development of novice teachers' motivational strategies for ELT.



Nicole Hansen is a Professor and Academic Advisor from Chile, specializing in the promotion and development of Communication, Critical Thinking and other Transversal Skills across the Educational Curriculum, at English/Spanish native, EFL and ESL contexts. Nicole studied Language and Communication as an undergraduate student at Andrés Bello University of Chile, while at the same time specializing in Public Speaking, Debate and Critical Thinking in different institutions worldwide, such as Cornell University, Oxford University, Miami University, and Vermont University, among others. As a postgraduate, she pursued different specialization degrees in Communication, Education, and Curriculum, also developing a Masters Degree in Teaching for higher education.



## Viña del Mar, Chile

Viña del Mar is a city of great tourist interest, with a great offer in gastronomy and shopping. It is a few minutes away by car or public transportation from Valparaíso, which is the capital of the fifth region of Chile, world-famous for being cosmopolitan, for having one of the most important ports in South America, and for being recognized as World Heritage.

Here you can find relevant information to get to know the city better:

[Chile Travel](#)

[Visite Viña del Mar](#)

[Escape America Now](#)

[New York Times](#)

[Numbeo](#)



### Transportation

#### How to get to Viña del Mar from the airport Arturo Merino Benítez

**Option 1:** There are two bus lines that leave every 15 minutes from the airport ([Centropuerto](#) and [Turbus](#)); fare is US \$3 and they transfer passengers from the airport to Pajaritos subway station, where there are buses to Viña del Mar (approximately 90 minutes).

**Option 2:** There is a transfer car service that can take at least two passengers to Viña del Mar. This car takes route 68 that leads to either Valparaíso or Viña del Mar. A taxi will cost somewhere in the region of US\$140 from the airport to Viña del Mar.

#### How to get to the María Teresa Brown de Aristía (Sausalito) campus

The Sausalito Campus is located on Avenida El Bosque #1290 [1290 El Bosque Avenue].

**Option 1:** By taxi. Around the city there are different radio taxi services. They can also be found at the Viña del Mar Bus Terminal (Avenida Valparaíso 1055. Telephone number: [\(32\) 2752080](#). Radio Taxis Nuevo Fénix; service is available 24/7. Telephone number: [\(32\) 2680784](#). Radio Taxis Abacars: [\(32\) 2626021](#) / [+56992909783](#).

**Option 2:** "Colectivos" are like taxis but they have fixed routes. Colectivo (taxi) numbers 33, 31, 119, 128 and 131 go up to the campus, and can be taken in downtown Viña del Mar, specifically on Calle 5 Oriente or on Alvarez Street.

**Option 3:** By city bus; numbers 401, 402, 403, 406, 407, 410, 212, 213 and 214, can be taken on Alvarez Street and on 5 Oriente Street. Passengers must get off on the corner of 5 Oriente and 12 Norte Street. To get to the Campus, walk along 12 Norte Street until you reach 6 Oriente Street (on the corner there is a gas point of sale, LIPIGAS). Then, cross the street and, turning on the first right,

start climbing Los Lirios Street. Avenida El Bosque is found by getting to the end of Los Lirios Street to the left. A few steps away from there is the Sausalito Campus.

### How to get from Valparaíso to Viña del Mar

**By train:** Trains run every 15 minutes from Viña del Mar to Valparaíso. <http://www.metro-valparaiso.cl/>. (This link also provides a map of Valparaíso and Viña del Mar).

**By city bus:** There are many Viña del Mar-to-Valparaíso / Valparaíso-to-Viña del Mar bus lines; for example, numbers 212, 213, 214, 215, 216, 603, 602, 606 and 610. "Colectivos": They circulate around Valparaíso; the ones that go to Viña del Mar are numbers 86, 90, 35, 188, 142, 153 and 220.

### Staying in Viña

This is a list of recommended hotels in Viña del Mar:

- Hotel Monterilla (7 minutes without traffic / 30-minute walk from Sausalito) <http://www.monterilla.cl>
- Hotel Ankara (7 minutes without traffic / 26-minute walk from Sausalito Campus) <http://www.ha.cl>
- Best Western Marina del Rey Hotel (10 minutes without traffic / 39-minute walk from Sausalito Campus) <http://www.bestwestern.com>
- Hotel O'Higgins (8 minutes without traffic / 27-minute walk from Sausalito Campus) <http://www.panamericanahoteles.cl>
- Hotel Gala (8 minutes without traffic / 35-minute walk from Sausalito Campus) <http://www.galahotel.cl>
- Hotel Oceanic (9 minutes without traffic / 54-minute walk from Sausalito Campus) <http://www.hoteloceanic.cl>
- Hotel Cantamar (7 minutes without traffic / 27-minute walk from Sausalito Campus) <http://www.cantamar.cl>
- Hotel Rondó (7 minutes without traffic / 33-minute walk from Sausalito Campus) <http://www.hotelrondo.cl>
- Crown Royal Hotel (10 minutes without traffic / 39-minute walk from Sausalito Campus) <http://www.hotelroyal.cl>
- Hotel Albamar (7 minutes without traffic / 28-minute walk from Sausalito Campus): <http://www.hotelalbamar.cl>
- Hotel Agora (8 minutes without traffic / 30-minute walk from Sausalito Campus) <http://www.hotelagora.cl>



## Conference Overview

### FRIDAY, NOVEMBER 16<sup>TH</sup>

TIME	MAIN EVENTS
15:45 – 16:15	REGISTRATION
16:15 – 16:30	OPENING CEREMONY
16:30 – 17:30	KEYNOTE SPEAKER
17:30 – 18:00	COFFEE BREAK
18:00 – 18:30	Parallel sessions
18:30 – 19:00	Parallel sessions
19:00 – 19:30	Parallel sessions
19:30 – 20:00	Parallel sessions

### SATURDAY, NOVEMBER 17<sup>TH</sup>

TIME	MAIN EVENTS
8:00 – 8:30	REGISTRATION
8:30 – 10:00	KEYNOTE SPEAKER
10:00 – 10:30	COFFEE BREAK
10:30 – 11:00	Parallel sessions
11:00 – 11:30	Parallel sessions
11:30 – 12:00	Parallel sessions
12:00 – 12:30	Parallel sessions
12:30 – 13:30	LUNCH BREAK
13:30 – 14:00	Parallel sessions
14:00 – 14:30	Parallel sessions
14:30 – 15:00	COFFEE BREAK
15:00 – 16:30	<div> <div>WORKSHOP on Language Assessment</div> <div>WORKSHOP on Language Teaching</div> </div>
16:30 – 17:30	KEYNOTE SPEAKER
17:30 – 18:00	CLOSING CEREMONY



## Conference Schedule

**FRIDAY, NOVEMBER 16<sup>TH</sup>**

TIME	MAIN EVENTS						
15:45 – 16:15	REGISTRATION						
16:15 – 16:30	OPENING CEREMONY. <u>ROOM: AULA MEDIA.</u>						
16:30 – 17:30	Towards Autonomy Support in the Chilean ELT Classroom - Removing the Obstacles. <b>Katharina Glas, Pontificia Universidad Católica de Valparaíso, Chile/Germany.</b> <u>ROOM: AULA MEDIA.</u>						
17:30 – 18:00	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
18:00 – 18:30	<b>Well done! Linguistic Resources to Evaluate English as a Foreign Language Learners' Linguistic Behavior in a High School Context.</b> Andrea Lizasoain, Joseline Maldonado, UACH.	<b>Using Micro-Fiction to Enhance and Assess Academic Writing.</b> Andrew Nelson, Yachay Tech University, USA.	<b>Differences Between Native English Speaker Teachers and their Non-native Counterparts When Evaluating Pronunciation.</b> Mauricio Arcaya, PUC.	<b>The Role of Written Corrective Feedback in EFL Writing Improvement.</b> Benjamin Cárcamo, Carla Donoso, PUCV.	<del><b>The Realization of Lexical Stress as Produced by C1, Spanish-speaking Learners on a TEFL Program.</b></del> <del>Felipe Mora, UMCE.</del>	<b>An Interpretation of Face Validity of a Rubric Based on Stakeholders' Perceptions.</b> C. Tagle, C. Lazcano, J. Soto, Universidad de Chile.	<b>Making Sense of Young Language Learners Assessment in a (Brazilian) Public School.</b> Jordanah Oliveira, Vanessa Borges-Almeida, The University of Brasilia.
18:30 – 19:00	<b>Alignment as a Fundamental Element of Language Assessment in Chile.</b> Claudia Silva, Daniel Muñoz, Universidad de Chile.	<b>The Impact of Teaching and Assessing Coherence and Cohesion in 8th grade EFL Students' Writing.</b> Paulo Etchegaray, Universidad Autónoma de Chile.	<b>An Analysis of Construct Validity of a Rubric Based on Theoretical Construct Analysis and Stakeholders' Perceptions.</b> M. Alvarado, C. Perez, M. Salinas, Universidad de Chile.	<del><b>Expanding 21st Century Assessment to Promote Gen-Z Learning.</b></del> <del>Silvia Breiburd, ARTESOL.</del>	<b>Reflective Practice and its Contributions as a Supporting Mechanism for Pre-Service Teachers.</b> Cristian Sánchez, Loreto Abarzúa, Emilio Cornejo, UMCE.	<b>Appropriating the Motivational Potential of Task-Supported Language Teaching.</b> Patricia Dittmar, PUCV.	<b>Students' Voices in English Language Learning Beyond the Classroom.</b> Mariangel Carreño, Fhuze – Udelar, Uruguay.

**FRIDAY, NOVEMBER 16<sup>TH</sup>**

	<b>ROOM C 1-3</b>	<b>ROOM C 2-1</b>	<b>ROOM C 2-2</b>	<b>ROOM C 2-3</b>	<b>ROOM A-3</b>	<b>ROOM A-6</b>	<b>ROOM A-8</b>
<b>19:00 – 19:30</b>	<b>A Case-Study on the Impact of Cooperative-Based Learning Activities in ESP Learners.</b> Eduard Ramos, Inacap Chillán.	<b>Creating Culture Videos on YouTube as an Assessment for Learning Tool with ELT Students.</b> Marlene Martínez, Paola Fanta Vera, Universidad de Concepción.	<b>Perceptions of Teachers of English of Public Schools on the Book "Teens in Motion".</b> Daniela González, Fernanda Cid Constanza Miranda, Universidad Católica de Temuco.	<b>Assessing Young Learners without Training? Bridging the Gap is Easier than You Believe.</b> Erika Ramirez, University of Leeds.	<b>Design and Elaboration of an Instrument to Evaluate Professional Competencies in the EFL Practicum.</b> Margarita Ulloa Toro, Claudia Anabalón Toledo, Universidad del Bio-Bio.	<b>Movement and Cognition, Inseparable in the Learning Process.</b> Anya Doherty, Universidad Alberto Hurtado.	<b>How Are We Assessing our English Learners?</b> Leonardo Herrera, Universidad Surcolombiana.
<b>19:30 – 20:00</b>	<b>Self-study of Research and Teacher Education Practices: promoting “the local” in teaching EFL.</b> Amparo Clavijo, Universidad Distrital Francisco José de Caldas (Colombia).	<b>Using Digital Games to Enhance Language Learning and Student Motivation.</b> María de Lourdes Alcocer Guzmán, Universidad del Noreste, México.	<b>Engaging your High School Students through Collaborative and Extensive Listening Projects.</b> Mónica Cárdenas, Kimberley Puentes Dasonvalle, Pontificia Universidad Católica de Valparaíso.	<b>Assessing Young Learners: Chilean English Teachers’ Practices and Perceptions.</b> Francisca Siebert, Universidad Austral de Chile.	<b>5 Benefits of a Daily Speaking Warm-Up.</b> Alyssa Wolfe, Yachay Tech University, USA.	<b>Early English Language Teaching: Examining Its Use in a Private and a Public Preschool.</b> Cynthia Andruske, Gonzalo Vergara, Rogers Ara Barros, Edgard Castillo, Raúl Cerpa, Valentina Díaz , Universidad Autónoma de Chile, Talca	<b>English through the Use of Applications in Smartphones as a Way to Motivate Students.</b> Nestor Villegas, Universidad de Colima, México.

## CONFERENCE SCHEDULE

SATURDAY, NOVEMBER 17<sup>TH</sup>

TIME	MAIN EVENTS						
8:00 – 8:30	REGISTRATION						
8:30 – 10:00	The Importance of Building Local Networks for Professional Development. <b>Dr. Claudia Harsch, Professor at the University of Bremen, Germany.</b> ROOM: AULA MEDIA.						
10:00 - 10:30	COFFEE BREAK						
	ROOM C 1-1	ROOM C 1-3	ROOM C 2-1	ROOM C 2-2	ROOM C 2-3	ROOM C 2-4	ROOM C 2-5
10:30 – 11:00	<b>ePortfolio Assessing Writing EFL Teacher Education.</b> Lucas Ríos, Universidad Bernardo O'Higgins.	<b>Washback of a Standardized Test on Secondary School EFL Teachers.</b> Rodrigo Muñoz, Valeria Muñoz, Universidad San Sebastián.	<b>Positive Assessment.</b> Robert Young, Universidad Chileno Británico de Cultura, New Zealand.	<b>Continuous Assessment: Collecting Samples of Our Students' Learning Performance and Progress.</b> Luis Díaz, ICHNA Viña del Mar.	<b>ICTs and Social Media Platforms as Assessment Tools in an ESP Course for Social Communication.</b> Claudia Herrera, Felipe Martínez, Universidad Austral de Chile.	<b>Assessment: the Blind Spot of Content and Language Integrated Courses.</b> Daniela Avello, Universidad Alberto Hurtado.	<b>Spanish as a Foreign Language Proficiency levels for an Oficial Ceritification.</b> Vera Jacovkis, Lorena Mattiauda, Universidad de Buenos Aires, Argentina.
11:00 – 11:30	<b>Formative Assessment and Checking Comprehension Ssing ICT.</b> Ivonne Ovando, Escuela Aysén.	<b>Evaluación de Prácticas Multimodales: Narrativas Digitales en la Enseñanza del Inglés (EFL) en 7° Básico.</b> Dánisa Salinas, Universidad Andrés Bello.	<b>Discourse Competence in Task-Based Performance: Effects of planning time.</b> Claudia Vásquez, The University of Queensland.	<b>How to Apply English for Specific Purposes Texts in an EFL Classroom at Undergraduate Level.</b> Albania Cadena, Escuela Superior Politécnica del Litoral, Ecuador.	<b>Evidence-centered Exam Design: A case study of validation within the test development process.</b> Gerriet Janssen, Universidad de los Andes, Colombia.	<b>Improving Intelligibility and Segmental Aspects of Pronunciation through Phonics Instruction in Chilean 5th graders.</b> Carolina Bustos, María Jesús Millar, UACH.	<b>Assessing Competencies for New Teachers of English, the UTALCA Experience.</b> Alejandra Duarte, Universidad de Talca.

**SATURDAY, NOVEMBER 17<sup>TH</sup>**

	ROOM C 1-1	ROOM C 1-3	ROOM C 2-1	ROOM C 2-2	ROOM C 2-3	ROOM C 2-4	ROOM C 2-5
11:30 – 12:00	<b>Characterizing an Undergraduate English Teacher Prep Program from the South of Chile.</b> Eric Gomez, Wanda Walker, Universidad de Talca.	<b>Hitting two Birds with One Stone: Incorporating PCK (Pedagogical Content Knowledge) into the English Courses.</b> Gabriela Silva, Universidad Diego Portales.	<b>Peer Observation (as opposed to evaluation): why and how.</b> Ignacio Rojas. University of Dayton Publishing.	<b>Exploratory Action Research: Teaching Vocabulary to Deaf Students Through the Use of Visual Aids.</b> Nicole González, Universidad de Concepción.	<b>Adapt or Adopt? Making the Most of our Textbook.</b> Paula Ross, Francisca Gallegos Gambino, English UC de la Pontificia Universidad Católica de Chile.	<b>How Can Language Assessment Literacy Improve Teaching?</b> Patricia Bustos, Universidad de Los Andes, Colombia.	
12:00 – 12:30	<b>El Rol de la Gramática en el Contexto de una Evaluación Integradora.</b> Adriana Coscarelli, Universidad Nacional de La Plata, Argentina.	<b>ELT BA Students' Research Skills.</b> José Brauchy, Ulloa, María Margarita, Universidad de Bío-Bío.	<b>The Future of Assessment: trends in teaching and assessment of languages.</b> Pablo Toledo, Cambridge Assessment.	<b>Empowered Writers: Strengthening Dialogue and Peer-review in EFL Writing.</b> Marcela Hidalgo, U.S. Embassy in Santiago. Gracielle Pereira-Rocha, EnglishUC	<b>The Role of an Assessment Portfolio in a High-Stakes Language Policy.</b> Edgar Picón-Jácome, Universidad de Antioquia, Colombia.	<b>A Study on Vocabulary Content Alignment Between the English Language National Curriculum and the Standardized Test TOEIC Bridge.</b> Camila Olivares, Andrea Figueroa, Universidad de Chile.	
12:30 – 13:30	LUNCH BREAK						
13:30 – 14:00	<b>Inclusive Assessment and English Learning: Making of differences an asset.</b> Carolina Santander, Mauricio Oyarzo, Universidad Bernardo O'higgins.	<b>Developing a Low-proficiency Expeditious Reading Test for the English Language.</b> Francisco Naranjo, Lakeland University Japan.	<b>Memory, Retention, and Retrieval: Neuroscience Principles Applied to Successful Testing.</b> Joaquin Triandafilide, Asociación Chilena de Neuroaprendizaje.	<b>Does Formative Assessment Represent a Core Practice for Teaching English Effectively in Chilean Public Education?</b> Malba Barahona, PUCV.	<b>Language Assessment Literacy in Pre-Service Teacher Education in Brazilian Federal Universities: An Overview.</b> Gladys Quevedo. University of Brasilia.	<b>Collaborative Learning in the EFL Classroom.</b> Naiomi Vera, Gonzalo Chandia, Saint George's College.	

14:00 – 14:30	<b>Assessing Process to Visualize Progress: the EFL portfolio strategy.</b> Mónica Campos, Pamela Saavedra Jeldres, Universidad Católica de Temuco.	<b>How to Make the Pieces of Teaching and Assessing Listening Fit Together.</b> Beatriz Ulloa, Universidad de los Lagos.	<b>Beyond Tests: Multiple Project Assessments of Literature and Reading.</b> Heather Bruyere, University San Sebastián.	<b>Jokes and Evaluation: Using Humour as an Assessment Instrument.</b> Sandra Gutierrez, Katherine Pérez, Sebastián Rivero Salazar, Universidad de Chile.	<b>Awareness, Autonomy, and Motivation through Negotiated Self-Assessment.</b> Nancy Mitchell, Universidad Diego Portales.	<b>Taking Agency to Foster Student Motivation: A Case Study of a Chilean Novice Teacher.</b> Paz Allendes, Pontificia Universidad Católica de Valparaíso.	
14:30 – 15:00	COFFEE BREAK						
15:00 – 16:30	<b>WORKSHOP 1 ROOM C 1-1</b>  <b>Introduction to Language Assessment Statistics*</b> . Richard Spiby, Assessment Research Group, British Council.  *Attendees need to bring a laptop.			<b>WORKSHOP 2 ROOM C 1-3</b>  <b>From Research to Practice: Useful tips to teach school learners more effectively.</b> Daniela Avello, Methodology Coordinator, Universidad Alberto Hurtado.			
16:30 – 17:30	Public Speaking and Debate as a Methodology to Increase Critical Thinking and Communication Skills in a Foreign Language (English). <b>Nicole Hansen, Academic Advisor at the English Opens Doors Program (PIAP), Chilean Ministry of Education.</b> <u>ROOM: AULA MEDIA.</u>						
17:30 – 18:00	CLOSING CEREMONY + RAFFLE - ROOM: AULA MEDIA.						



## Plenary Sessions

Friday 16<sup>th</sup> November

16:30 – 17:30

ROOM: AULA MEDIA

### Plenary 1: Katharina Glas

#### **Towards Autonomy Support in the Chilean ELT Classroom - Removing the Obstacles**

Supporting students on their way to become autonomous -‘self-directed’- language learners is not a simple task. However, the learners’ ‘self system’ is an important source of motivation (Dörnyei, 2009); creating spaces for self-exploration and self-expression, as well as encouraging autonomous access to technological resources, can enhance our efforts to keep students engaged with the laborious process of mastering a foreign language (Ushioda, 2011).

In this plenary, I will first explore some obstacles that can get in the way of our supporting student autonomy. According to research I have carried out in the national context, these obstacles include personal experiences and beliefs related to the ‘need to control’, as well as external pressures leading to over-assessment practices. From there, I will move on to show how teachers can create opportunities for increased learner involvement and self-determination in the classroom, and how they can assist students in taking responsibility for their learning process, using tools that help them develop self-awareness and self-assessment skills.

Reported benefits are multiple: learners will develop metacognition and self-reflection; long-term engagement and relationships in the classroom will improve; learners’ diverse needs can be addressed in a better way; and we, as teachers, will experience greater job satisfaction. The plenary will conclude with a clear, strategic pathway from controlling, teacher-centred environments towards effective autonomy support in the Chilean context.

Saturday 17th November  
8:30 – 10:00  
ROOM: AULA MEDIA

## Plenary 2: Claudia Harsch

### The Importance of Building Local Networks for Professional Development

This paper explores the concept of language assessment literacy (Inbar Lourie, 2012; Taylor, 2009; Malone, 2008) and its applications for learning languages other than English in English-speaking contexts. Language assessment literacy refers to the knowledge, skills and understanding that users of language assessments have when interpreting the results of assessments and applying these results to inform students about their learning progress (or lack thereof) and to change, maintain or improve language teaching and learning. Although recent research focuses on the language learning classroom (Fulcher, 2012), the importance of language teachers in the assessment process (Hill and McNamara, 2012) and teacher beliefs about assessments and their uses (Cheng and Sun, 2015; Malone and Montee, 2014; Rea-Dickens, 2003), only limited research (Butler, 2016; Masters et al, 2010) has explored students' understanding of assessment, assessment results and their own performances relative to general, course and their own learning goals. Moreover, much of the current research on student understanding of language assessment literacy focuses on student self-assessment.

Language assessment literacy is a difficult endeavor, specifically when applied in the learning of non-majority languages (world or foreign languages). Developing language assessment literacy involves both understanding how languages are learned and the fundamental principles of languages assessment. In describing such concepts to teachers, language testers may overemphasize the technical aspects of assessment and underplay the concrete, immediate impact for teachers (Malone, 2012). If such communication is difficult for instructors and other education professionals, then language assessment literacy efforts for students represent still more complexity for the field.

This paper explores the challenges and opportunities inherent in extending the reach of language assessment literacy beyond test developers and teachers to the realm of student knowledge, skills and understanding. First, the paper suggests methodologies for exploring student understanding of language assessment, including interviews, self-assessments and surveys. Second, the paper investigates how to analyze such studies to maximize the usefulness of the results and the generalizability of both the methods and results. Third, the paper examines how language assessment literacy efforts with students of language can be applied beyond the language learning classroom but to help both language teachers and language test developers understand not only what they believe students need and want to know about language assessment but also what language teachers and test developers need to understand about students in pursuing such efforts. Finally, the paper presents a construct for an interconnected approach to informing all stakeholders in language assessment literacy efforts that increase the likelihood that all stakeholders will become active and engaged participants in language teaching and learning.

Saturday 17th November

16:30 – 17:30

ROOM: AULA MEDIA

## **Plenary 3: Nicole Hansen**

### **Public Speaking and Debate as a Methodology to Increase Critical Thinking and Communication Skills in a Foreign Language (English).**

Following the global educational trend of searching new and innovative tools to improve the acquisition of transversal skills such as communication, oratory and critical thinking, the Ministry of Education of Chile, through its General Education Division and its English Opens Door Program, has been working for the past years in implementing Debate and Public Speaking related activities, at both schools (primary and secondary) and universities educational levels.

Debate and Public speaking constitute powerful methodologies to develop skills such as fluency, oratory, vocabulary, and speech. And practicing these activities in a foreign language, such as English, challenges the students to perform the difficult task of producing a discourse and expressing themselves in a clear and persuasive way, in a second language.

In this workshop, we will analyze and discuss these methodologies, their use in school and university levels, implications, results, and prospects when implemented through the curriculum.

## Parallel sessions Friday 18.00

### **Friday 18:00 - 18:30 - Room C 1-3 Well done! Linguistic Resources to Evaluate English as a Foreign Language Learners' Linguistic Behavior in a High School Context.** *Andrea*

*Lizasoain, Joseline Maldonado, Universidad Austral de Chile.*

This work presents the results of a study that sought to find the most common linguistic resources that an English as a Foreign Language (EFL) effective teacher may use to evaluate learners' linguistic behaviour in a Chilean school context with successful results in national standardized proficiency tests. Two analytical tools proposed in the Systemic Functional Linguistics (SFL) framework – learning activities and the system of Evaluation (Rose and Martin 2012) – were used to examine classroom interaction. The corpus analysis tool AntConc 3.5.7 (Anthony 2018) was also used to spot and identify the most common linguistic resources in the stage of Evaluation of learning activities. It was found that these resources have at least three functions: to praise and correct students' linguistic behaviour, and to contribute to the construction of knowledge, understood as ideational meaning represented in language (Martin and Rose 2007; Martin 1992). These findings call for a reflection upon the role of evaluation in EFL classroom interaction and, therefore, in the teaching and learning process of a foreign language.

### **Friday 18:00 - 18:30 – Room C 2-1 Using Micro-Fiction to Enhance and Assess Academic Writing.** *Andrew Nelson, Yachay Tech University, USA.*

Learners need to produce writing samples for instructors to assess. Unfortunately, a common challenge in the English language classroom is making writing an engaging activity. Students oftentimes think writing is a boring, non-interactive activity, and the topics are not interesting. Thus, learners often regret when the teacher proposes writing activities in class. At the same time, English instructors frequently struggle to find adequate supplemental activities to challenge and motivate their learners to write. This presentation offers an engaging micro-fiction writing activity that breaks up the typical writing routine by involving students in a creative, collaborative, process-based writing activity, applicable to beginning through advanced levels. Through the use of spot checks, the instructor can provide feedback to help students develop their academic writing skills and bring to their attention mistakes found in group work. Feedback can be troublesome because too much is discouraging while too little is inefficient; however, in a group setting, the teacher is able to address a group instead of one learner. This session will provide the necessary framework for crafting the story, implementing it, and adapting it to any English language classroom or level. After execution of the activity, students will be able to successfully collaborate with partners to write a micro-fiction story using the teacher's parameters and incorporate in specific academic vocabulary.

**Friday 18:00 - 18:30 – Room C 2-2 Differences Between Native English Speaker Teachers and their Non-native Counterparts When Evaluating Pronunciation.** *Mauricio Arcaya, PUC.*

Although there are many studies on the importance of oral production in a foreign language, those that tackle the way pronunciation is perceived by native teachers of English vs. non-native teachers are scarce. This small-scale research study was meant to identify differences between the ways in which native English teachers and their non-native Chilean counterparts evaluate pronunciation in students. To achieve this, twelve teachers – six from each group – were asked to evaluate the same material produced by two students enrolled in an English-teaching program at a Chilean university. The results show that, even though the differences in numbers are not dramatic, native English teachers generally rate students higher than their non-native colleagues. Evidence suggests that this may be related to the training to which teachers have been exposed as well as to the differences in the way the two groups of teachers acquired the English language. The outcome of this study concerns anyone interested in teaching and learning English as a second or foreign language.

**Friday 18:00 - 18:30 – Room C 2-3 The Role of Written Corrective Feedback in EFL Writing Improvement.** *Benjamin Cárcamo, Carla Donoso, PUCV.*

Feedback is usually considered a fundamental part of formative assessment (Everhard, 2015). In SLA studies, written corrective feedback (WCF) in particular has been a subject of interest for many researchers and educators. However, its study has not been exempt from controversies due to factors such as its definition and effects (Bitchener & Knoch, 2008; Diab, 2015; Truscott, 1996). Although several investigations have been carried out in recent years, agreements have not been reached regarding the effect that different types of feedback have on EFL students. A possible reason for this is the lack of systematicity regarding the characterization of the WCF used in these studies. This presentation seeks to review the concept of WCF and organize various aspects considered in studies in the field as well as results from empirical studies. First, definitions and typologies of WCF are shown and explained. Then, the importance of typologies of WCF is exemplified through research carried out by experts in the field as well as by the presenter. Finally, a novel, comprehensive typology of WCF is proposed, which is expected to help improve the effectiveness in the comparison of WCF studies and serve as a reference for teachers interested in improving their WCF. The latter is expected to have significant positive effects on EFL formative assessment practices.

**Friday 18:00 - 18:30 – Room A-3 CANCELLED**



**Friday 18:00 - 18:30 – Room A-6 An Interpretation of Face Validity of a Rubric Based on Stakeholders' Perceptions.** *C. Tagle, C. Lazcano, J. Soto, Universidad de Chile.*

This presentation addresses the problem of face validity in the application of a rubric for oral exams in a context of standardised evaluation at university level in Chile. To this purpose, a study that examined the rubric applied in a programme of English for specific purposes across the curriculum at Universidad de Santiago de Chile will be reported. The data was collected from three different formation programmes: Ingeniería en informática, Pedagogía en lenguaje, and Enfermería. The aim of the investigation was understanding the elements that contribute to the face validity of the rubric. This is a mixed-method study that collected self-reports by relevant stakeholders (students, teachers and coordinators) by the application of a survey focused on their perception of the face validity of the rubric. Additionally, the actual rubric and associated documents (course programmes, student scores, etc.) were also analysed by applying a matrix of aspects of face validity. The self-reports and the rubric were interpreted as evidence that proved that stakeholders of the assessment process in general, and the rubric, in particular, perceived this instrument as valid. It was expected that perceptions of stakeholders regarding the face validity of the rubric would vary because of the differences in disciplinary content among the three programmes. In particular, differences were expected in relation to stakeholders' perceived needs to learn English and expectations of the learning process and its assessment. The outcomes of the study will be discussed regarding the way in which the perceptions and knowledge of stakeholders of assessment processes and instruments, such as rubrics, critically affects the validity of a language assessment process.

Keywords: face validity, rubrics, assessment instruments, validity.

**Friday 18:00 - 18:30 – Room A-8 Making Sense of Young Language Learners Assessment in a (Brazilian) Public School.** *Jordanah Oliveira, Vanessa Borges-Almeida, The University of Brasilia.*

This action-research is based upon a Masters in Applied Linguistics which was carried out in an English as a Foreign Language course for children at the 5th grade in a Brazilian public school. Its aim was to consider the principles and the objectives that underpin the assessment of young language learners in that elementary school to understand why, what and how to assess their learning, and to investigate the uses that are made of assessment results. To answer these questions, we were required to discuss practices of assessment under the theoretical framework of young language learners (MCKAY, 2006; CAMERON, 2001; VYGOTSKY, 2009; ROCHA, 2012; SHIN E CRANDALL, 2014), and classroom assessment (BROWN, 1996; 2004; LUCKESI, 2005; SCARAMUCCI, 2000; SHAABAN, 2005; TARAS, 2005), amongst others. One of the researchers and a group of 15 students who were between 10 and 13 years old were participants in this investigation. Data collection instruments included documental analyses, questionnaires, interviews, logs, diaries and field notes. Results showed that assessment can be an important motivating factor, boosting young

learners' interest and self-esteem. Nevertheless, students indeed still rely on being graded "positive points," as stated by Luckesi (2005), when deciding how to approach and how much effort to put when performing a given task. Besides, even though the school administration requires and emphasizes the use of formal and written tests, their results are not used by them. This suggests that formal assessment is a matter of tradition in schools, even at young ages.

KEYWORDS: Young language learners; language assessment; formative assessment.

## Parallel sessions Friday 18.30

### **Friday 18:30 - 19:00 - Room C 1-3 Alignment as a Fundamental Element of Language Assessment in Chile.** *Claudia Silva, Daniel Muñoz, Universidad de Chile.*

In this presentation, we will introduce and discuss the concept of alignment as a key property of language assessment systems. The main idea that will be developed is that there is a need to consider theoretically and technically the coherence among the contents and objectives of language curriculum and their corresponding assessment tools. To that purpose, a characterisation of the construct of alignment will be offered from a theoretical and technical perspective. At the same time, we will provide a review of the available literature related to alignment in the context of language assessment studies in Chile. The ensuing discussion will have a particular focus on the problem of aligning objectives and contents of the English Language National Curriculum and the objectives and contents of the corresponding assessment by the Simce inglés test.

### **Friday 18:30 - 19:00 – Room C 2-1 The Impact of Teaching and Assessing Coherence and Cohesion in 8th grade EFL Students’ Writing.** *Paulo Etchegaray, Universidad Autónoma de Chile.*

The objective of this action research study was to identify the impact of a class intervention which consisted of teaching and assessing coherence and cohesion of EFL students’ written production. The participants included 19 students from an 8th grade Chilean public school who took part in a 9-week class intervention. These sessions focused on teaching the subjects to write paragraphs in English while paying attention to coherence and cohesion. The teaching methodology utilized by the teacher researcher was the process approach to writing (Hayes & Hayes, 1981), which involved pre-writing activities (brainstorming, outline writing), while-writing activities (drafting, revision), and post-writing activities (proofreading, teacher feedback, editing). During the pedagogical intervention, writing was perceived as a recursive process (Manchón, Roca de Larios & Murphy, 2009). This was due to the fact that, during the pedagogical program, formative assessment was implemented in terms of the manuscripts’ coherence and cohesion. This was useful to provide feedback so that the learners could edit and improve their production. As instruments for data collection, L2 writing pre and post-tests were utilized, which integrated A2-level productive tasks before and after the teaching intervention. Additionally, semi-structured interviews were employed to identify the actions implemented by the students when writing in English before and after the pedagogical program. The results report that the subjects improved their manuscripts’ coherence. Along the same line, there was a slight improvement in cohesion. This might have been caused by the students’ learning beliefs and habits, language transfer, and academic self-perception. On the other hand, the EFL students used more thinking about thinking operations when writing after having received the intervention. For this reason, the EFL classroom should increase opportunities for teaching and assessing writing, in a formative way, within a more extensive intervention. This could help learners reinforce their linguistic, procedural, and affective dimensions.

**Friday 18:30 - 19:00 – Room C 2-2 An Analysis of Construct Validity of a Rubric Based on Theoretical Construct Analysis and Stakeholders' Perceptions.** *M. Alvarado, C. Perez, M. Salinas, Universidad de Chile.*

The purpose of this research was to determine the washback caused by a standardized test of English applied to eleventh year students by the Chilean government. In order to obtain the data, 22 EFL teachers from Puerto Montt in Southern Chile who were teaching English in eleventh grade at government subsidized private schools answered a seventeen-question long online questionnaire three months before the test took place. The data was analyzed and processed and the results evidenced a tendency towards a low impact of the test. Nevertheless, teachers perceived that once the results of the test become available they would be used by students, parents and school authorities to judge their teaching practices. These results seem to contradict the specialized literature regarding the washback caused by standardized examinations implemented on a national scale; however the circumstances under which this test was implemented may provide the reason for this apparent discrepancy.

**Friday 18:30 - 19:00 – Room C 2-3 CANCELLED**

**Friday 18:30 - 19:00 – Room A-3 Reflective Practice and its Contributions as a Supporting Mechanism for Pre-Service Teachers.** *Cristian Sánchez, Loreto Abarzúa, Emilio Cornejo, UMCE.*

The main purpose of this two-year piece of research is to assess the extent to which methodological changes to the placement process may be beneficial for the pre-service teachers of the English Department at UMCE. The proposal involves the implementation of reflective practice sessions as a formal mechanism to solve issues in the area of classroom climate, as they are identified by the school communities (pre-service and school teachers). The sessions are conceived with peers and a guide teacher and are expected to provide the pre-service teachers with a supporting space when facing their final placement process. Along with it, the reflective practice will allow the pre-service teachers to engage in action-research and to contribute to strengthening the links between the academia and the school system.

The general objective is to determine how the reflective practice may function as a valid and meaningful supporting mechanism to conflicts in the area of classroom climate. The specific objectives are a) to identify and characterize the most frequent problematic situations in the area of classroom climate, b) to establish the relevance of peer work in the pre-service's placement process and c) to assess the impact of the strategies implemented in the EFL context. For the current stage, we are presenting the preliminary results corresponding to the first year of implementation.

**Friday 18:30 - 19:00 – Room A-6 Appropriating the Motivational Potential of Task-Supported Language Teaching.** *Patricia Dittmar, PUCV.*

One of the most commonly used tools in the Chilean educational context is the textbook, which many times seems to lead to form-focused language use, decontextualized learning, and repetitive classroom activities. Besides, its use is often compulsory, limiting the topics and/or the linguistic items that will be taught. All these factors can have a negative impact on students' motivation towards the English class.

In order to avoid these negative effects, teachers have the responsibility to adapt teaching materials and learning activities. One option for doing this could be to take advantage of the motivational potential of tasks, which aim at meaning-focused language use, have clear outcomes, foster learner autonomy, and count with social purposes that move students into action.

In this presentation, based on an exploratory action research project, I will first explore some of the factors that had a negative influence on the motivation of an advanced-level eleventh grade class. Then, I will refer to an intervention in which I combined the -compulsory- use of the textbook with the implementation of different tasks. In order to assess the effect of this modification in my teaching, I collected data through mini-questionnaires (exit tickets) and interviews with the students. The results showed that task-supported language lessons can have a considerably positive impact on students' motivation.

**Friday 18:30 - 19:00 – Room A-8 Students' Voices in English Language Learning Beyond the Classroom.** *Mariangel Carreño, Fhuce – Udelar, Uruguay.*

Teachers know that all learners bring to school an array of life experiences, interests, expectations and learning strategies that consciously or not affect how they approach their learning. However, learners have more to say about English language learning than ever because they have almost unlimited access to English through ICT.

I will present a qualitative research carried out in a public High School in Uruguay, where English is mainly used as lingua franca. I investigated the out-of-school resources in English that these students used, the spaces of participation in English and the purposes of that participation. I was also interested in getting to know how the learners, their families and their friends perceived the English language and the culture associated with it because it could shed light on the question of why some students decide to use English autonomously. Besides, I was searching for students' opinions on how to better learn an L2 to offer other teachers some insights about effective teaching activities and methodologies.

Based on the data some concepts are analysed and adapted to the context of this research: L2 proficiency and assessment, the Good Language Learner, English language learning beyond the classroom, learner autonomy and agency, and ICT as affordances for L2 learning.



## Parallel sessions Friday 19.00

### **Friday 19:00 - 19:30 - Room C 1-3 A Case-Study on the Impact of Cooperative-Based Learning Activities in ESP Learners.** *Eduard Ramos, Inacap Chillán.*

This Intervention Project explores the impact of Cooperative-group activities conducted on ESP students and their metacognition and reflection on them. By means of this Project the aim is to acquire a better teaching performance as well as to reflect upon the daily practice of language teaching and to improve learners' performance on ESP activities. Research carried out by Burke (2011), clearly identifies a students' tendency to dislike Cooperative activities in class, which impedes them from learning and acquiring language appropriately, gaining leadership skills or team work organization. This project first relied on an initial survey to identify the existence of such a problem in the ESP class, confirming that more than 80% of the students actually had Cooperative learning difficulties. Given this scenario, two interventions were carried out. In the intervention activities, the students had to work exclusively on Cooperative-based learning activities. After these interventions, qualitative data collection in the form of interviews was carried out. Analysis led to conclude that the tasks had a positive impact on learning, low affection filter activation, helping students have a better perception of Cooperative learning activities. The students' evidenced a better class integration when working organized towards a common goal.

### **Friday 19:00 - 19:30 – Room C 2-1 Creating Culture Videos on YouTube as an Assessment for Learning Tool with ELT Students.** *Marlene Martínez, Paola Fanta Vera, Universidad de Concepción.*

A key principle of assessment for learning is that involving students in the process can improve learning (Black and Williams, 1998). Another key principle is that peer and self-assessment should be encouraged. Performance assessment can also help learners enhance communicative interaction, and be more authentic and motivating for learners.

All these principles form the basis for this project, whose main aim was to introduce the concept of assessment for learning through the implementation of an alternative assessment tool. This tool consisted of an oral presentation performed by English Language Teaching (ELT) students. Lowering anxiety and promoting autonomy, two essential skills in higher education, were also aims in this performance assessment task. For this reason, students had to video-record this presentation.

First, ELT freshers studied and practised language related to topics such as description of places, tourist attractions, and habits. The students (in pairs) chose a place in the city to talk about, wrote a script and received feedback from the course teacher.

After this, the students filmed the video mostly on location. This first version was sent to two other students for edition, using a peer assessment form. After this stage, the students improved their

video and filmed a final version, considering the criteria described in a self-assessment form (checklist).

This way, the target language was practised in an 8-minute video that students shared in class and later on a YouTube channel, creating useful culture content online.

Finally, the students responded to a survey, in which they gave their opinions about the task.

All in all, the students were involved in the assessment process by incorporating peer assessment and self-assessment in the task. Teachers also received feedback about the task from their students. These three aspects are considered fundamental in assessment for learning (Chappuis & Stiggins, 2002).

**Friday 19:00 - 19:30 – Room C 2-2 Perceptions of Teachers of English of Public Schools on the Book "Teens in Motion".** *Daniela González, Fernanda Cid Constanza Miranda, Universidad Católica de Temuco.*

This qualitative research seeks to show the perceptions that English teachers have about the book 'Teens in Motion', a textbook that is sponsored by the Ministry of Education and given to students of first year of high school from public and subsidized schools. This research consists in three phases: the first phase involves to theorize the different aspects of language teaching and draw concepts that will help us guide the second phase, the interview. In this phase, participants had three requirements: that they were experienced teachers, that they worked in public schools at the moment of the interview, and finally, that they had worked with the textbook before. The final phase consisted in the analysis of the participants' answers in order to have a general idea about their perceptions of the textbook. The results of the study showed us that the interviewees had a shared perception regarding the level of the contents, the activities, and the appropriateness of topics in relation to the students' backgrounds.

**Friday 19:00 - 19:30 – Room C 2-3 Assessing Young Learners without Training? Bridging the Gap is Easier than You Believe.** *Erika Ramirez, University of Leeds.*

Chile, as many other countries, followed the "early is better" trend for teaching English as a foreign language, without considering its implications. Many teachers working in Primary Education are specialist English teachers with no training for children (Barahona, 2015). Young learners require different teaching methods from older learners, such as the use of games, songs and stories, a focus on oral skills and vocabulary (Cameron, 2001). They need child-friendly assessment techniques, but it is very difficult to assess games or songs, and going from those types of activities to sitting quietly alone with a 'paper and pencil test' can have a negative washback on children. Assessment need to become a normal part of teaching and learning and stop being considered an "outsider" element. We must remember that assessing is not only testing; this is particularly relevant for teachers working with young learners. Tests tend to be stressful and competitive, but assessment should

foster cooperation and self-esteem (Pinter, 2003). Teachers should use different methods apart from tests such as portfolios, interviews, observation, as well as peer- and self-assessment. During the first semester of this year, I conducted a study about how specialist teachers of English, with no training for children, conducted assessment in the first four years of primary. The main challenges they faced were the lack of experience (100%) and large classes (64.3%). When they needed help, the internet, other colleagues and their own creativity were considered the most useful resources. The most common assessment they used were tests created by their own (57%), or provided by others (39.3%) and only 32% were able to conduct oral assessment. Nobody reported using portfolios or peer- or self-assessment.

Interestingly, despite all the challenges, 92.8% of the participants enjoyed the experience, and would be willing to continue working with children.

**Friday 19:00 - 19:30 – Room A-3      Design and Elaboration of an Instrument to Evaluate Professional Competencies in the EFL Practicum.** *Margarita Ulloa Toro, Claudia Anabalón Toledo, Universidad del Bio-Bio.*

This paper discusses the process of design and elaboration of an instrument to evaluate professional competencies of pre-service teachers during their teaching practicum. The practicum is a requirement for EFL Teachers (English as a Foreign Language) at the end of an Initial Preparation Program of a state university in southern Chile. During the first stage of the research study, the authors kept track of the professional practicum activities carried out by a first group of pre-service teachers. Then, the elaboration stage comprised the EFL Teacher Profile, and the Standard Framework for Initial Preparation of English Teachers in Chile (Mineduc, 2014) which regulate Practicum and Initial Preparation of EFL Teachers.

Following a qualitative interpretative methodology, the authors looked into the practicum narratives of participants to understand their teaching and non-teaching experiences in the school. Three founding axes were identified: (i) Institutionally, a reciprocal collaboration between the school and university; (ii) interpersonally, a dialogic reflection between the pre-service teacher and their tutor(s)/supervisor; (iii) intrapersonally, a construction of a professional identity of the future EFL Teacher (Bernstein, 1996; Bernstein & Solomon 1999; Misfud, 2018). Taking these as dimensions or domains, the authors offer a practical comprehension of the elaboration process of the practicum evaluation instrument founded on the actual, situated, diverse teaching experience of the participants (Leiva & Iglesias 2017; Vitón & Goncalves 2017), as well as a theoretical comprehension based on previous contributions and research studies (Danielson 1996, Gómez, 2008; Spilkova; 2011; Urzúa y Vásquez; 2008). Being an on-going research process, results of the validation stage during the practicum of a second group of pre-service teachers are presented.

**Friday 19:00 - 19:30 – Room A-6 Movement and Cognition, Inseparable in the Learning Process.** *Anya Doherty, Universidad Alberto Hurtado.*

In this presentation I present neuroscientific research that demonstrates the benefits of physical activity for classroom learning. Learning is a process that involves the entire human being. Today we as educators understand that within the learning process it is necessary to take into account social and the emotional aspects. Neuroscience studies have affirmed the intuition of pedagogues that cognition is not restricted to abstract, rational thought but rather, it is intricately linked to our emotions and to our social relationships. Moreover, in recent years, neuroscience research has demonstrated an unequivocal link between physical movement and cognition. Hundreds of studies conducted in pre-school, primary and secondary institutions have demonstrated that the inclusion of physical activity in the school day, or during classes themselves, augments brain activity, improved brain function, benefits student wellbeing and improves cognitive and academic performance. This presentation explores, in accessible terms, the neuroscience behind these results and offers practical tips on how to include physical activity in the classroom in order to benefit learning.

**Friday 19:00 - 19:30 – Room A-8 How Are We Assessing our English Learners?** *Leonardo Herrera, Universidad Surcolombiana.*

As assessment of learning (AOL) cannot be regarded as the mere quantitative measurement of knowledge acquired by students during a given period, and provided that students' conduct book at Universidad Surcolombiana (a Colombian public university) states that "a formative approach will prevail in all assessment activities implemented in each course", it was of our interest to conduct a research study that could characterize the AOL process conducted in an English Language Teacher Education Program (henceforth ELTEP) at the aforementioned school.

The study was aimed at answering the following research questions: a) What are the perceptions that teachers and students have about classroom assessment in general and about the English learning process in particular? b) What criteria and mechanisms of evaluation are evident in the teaching-learning process of English in the ELTEP? c) What strengths and weaknesses do students and teachers encounter in this learning assessment process? d) What suggestions do teachers and students propose to optimize the L2 evaluation process in the ELTEP?

We followed a qualitative-descriptive research methodology with a variety of data collection instruments such as interviews, questionnaires, field journals, and documentary records. We then analyzed the data by means of descriptive statistics and content analysis. We described both teachers' and students' perceptions in terms of how they define evaluation; and the functions, purposes, and principles that - according to them - should guide the assessment process. We analyzed the criteria and mechanisms in terms of techniques, instruments, forms, functions, and guidelines followed in the program. Lastly, we provided suggestions about the AOL process in the ELTEP based on both teachers' and students' insights as well as on the data collected (findings) from the other instruments.

## Parallel sessions Friday 19.30

**Friday 19:30 - 20:00- Room C 1-3 Self-study of Research and Teacher Education Practices: promoting “the local” in teaching EFL.** *Amparo Clavijo, Universidad Distrital Francisco José de Caldas (Colombia).*

Engaging in systematic reflection and self-assessment of our research and teaching practices as EFL teacher educators through self-study helps document how our teaching practices evolve throughout time by mirroring our background, belief formation, and our approach to content and culturally diverse socioeconomic contexts. Self-study researchers use their experiences as a resource to problematize their selves in their practice situations and reframe their beliefs and/or practice.

Using self-study of teacher education practices (S-STEP), I looked closely at my professional trajectory, personal life history, and my own learning as teacher educator to explain what seems to be paradoxical in my current research and teaching practices. As an EFL teacher whose research and teaching are focused on valuing local knowledge, I examined the contextual situations, beliefs, and interests that motivated my interest in introducing local knowledge as critical in teacher education. In this presentation, I aim to explain the reasoning behind my interest to explore teachers’ educational communities to identify the literacies in each community as rich resources for curriculum and teaching.

By engaging in a self-study inquiry, I examined my language teacher education preparation and practices and perceived that our social reality, our languages, values, and identities are undervalued. I realized that the Colombian national language policies impose foreign standards, curricula, and textbooks in English language teaching (ELT) as an ongoing sign of academic colonization. In my teaching, I am committed to literacy practices and community pedagogies focused on the local realities to address critical situations like poverty, forced displacement, unemployment, and single parent homes that daily affect children in classrooms, especially in public education. Results of this inquiry include teachers’ awareness about the importance of using local resources in curriculum and teaching to promote meaningful learning in ELT classrooms and the relevance of field assignments to construct our own understanding of the resources available in different contexts of the city.

**Friday 19:30 - 20:00 – Room C 2-1 Using Digital Games to Enhance Language Learning and Student Motivation.** *María de Lourdes Alcocer Guzmán, Universidad del Noreste, México.*

We are in the era of digital communication and, technology is as essential for us as for our students. We need to take advantage of the digital resources that exist all over the internet as a way for teachers to enhance language learning in the classroom. English class is supposed to be fun, creative and special, and games in the classroom help increase student motivation and engagement and they also improve learning. Digital games can not only help to review concepts, but also to assess student learning, teach new vocabulary, facilitate classroom discussion and moreover to have fun



while learning. The presentation will cover some facts about how digital games are useful in class, as well as some real examples and guides to make your own in the classroom. This examples include: Kahoot, Jeopardy labs, Duolingo, among others.

**Friday 19:30 - 20:00 – Room C 2-2 Engaging your High School Students through Collaborative and Extensive Listening Projects.** *Mónica Cárdenas, Kimberley Puentes Dassonville, Pontificia Universidad Católica de Valparaíso.*

If testing listening without proper instruction keeps perpetuating in EFL classrooms, it is likely that L2 listening neglect persists as learners may not know how to approach texts on their own. Hence, throughout this presentation we aim at encouraging the teaching of listening in the Chilean context. In this teaching tip presentation, we focus on two approaches to second language listening instruction to help your learners develop their comprehension processes: collaborative listening and extensive listening project design. Collaborative listening is understood as the mutual assistance of language learners for the purpose of facilitating and supporting effective oral text comprehension. On the other hand, extensive listening involves listening for meaning and enjoyment through large amounts of input that is narrowed by topic, author and/or genre. Principles of extensive listening include: variety, repetition, learners centered, meaning orientation, and frequency. We open our presentation by discussing each approach, then we showcase a set of practical activities that align to the textbooks used in real classrooms and provide tips to engage your students in a sustainable learning experience. We conclude by inviting the audience to reflect and asses the proposed activities if implemented in Chilean classrooms. Handouts and materials will be shared with the audience.

**Friday 19:30 - 20:00 – Room C 2-3 Assessing Young Learners: Chilean English Teachers' Practices and Perceptions.** *Francisca Siebert, Universidad Austral de Chile.*

The assessment process can have both positive and negative effects (washback) on students' learning and teachers' instruction. This situation is especially important when considering the characteristics of young learners, who can easily lose motivation and interest in the foreign language when faced with negative results (Hasselgreen, 2012). It has been suggested that formative assessment benefits students, as this approach not only assesses students' progress, but also informs on the effectiveness of instruction (Shaaban, 2000; Kirton et al., 2007; Butler & Lee, 2010; Ioannou-Georgiou & Pavlou, 2003). This small-scale research aims to investigate Chilean English teachers' practices when assessing young learners, together with their perceptions of the assessment process and the external factors that affect their practices. For the purpose of collecting qualitative data about the current practices of Chilean English teachers, this interpretive study surveyed 46 teachers via an online questionnaire and three teachers were interviewed. The results indicated that the majority of teachers consider formative assessment as being more beneficial in

the learning/teaching process. However, the school requirements for numerical grades, together with the features of the education system, appeared to affect teachers' practices, as, due to the number of students per classroom and the few hours of English teaching per week, they lack adequate time to develop a quality and personalised formative assessment. This current study has raised important questions regarding whether assessment regulations are heading in the correct direction, as they seem to put great pressure on teachers, hence affecting the quality of instruction and assessment. The significance of the results of this current study is in line with the attempt by the Chilean Government to expand on the assessment notion and place more importance on its formative nature.

**Friday 19:30 - 20:00 – Room A-3    5 Benefits of a Daily Speaking Warm-Up.** *Alyssa Wolfe, Yachay Tech University, USA.*

Improving speaking skills is often a goal in English language classes but students are often reluctant to speak, and without practice, students are not going to improve their skills. My solution to this: make every students speak every day at the beginning of class. While students may hate this activity at first and it may seem like a waste of precious class time, the skills gained by making each student speak for a specific amount of time every day are worth it.

This teaching tip details the procedure I use in my class for the daily speaking warm-up and the five benefits I've found from using it. These include obvious benefits such as increasing fluency and reducing speaking anxiety as well as less obvious benefits such as helping me manage class time more efficiently. I will also share examples of the questions/topics I use and suggest modifications for different classes.

**Friday 19:30 - 20:00 – Room A-6    Early English Language Teaching: Examining Its Use in a Private and a Public Preschool.** *Cynthia Andruske, Gonzalo Vergara, Rogers Ara Barros, Edgard Castillo, Raúl Cerpa, Valentina Díaz, Universidad Autónoma de Chile, Talca.*

For twenty years, Chile has attempted to become a bilingual country with English as the second language. Despite initiating more university pedagogy programs to train English teachers, continued winter and summer English camps for students, exchange programs for university students and professors to study English abroad, and changes in the national school curriculum from kindergarten through grade 12, the Chilean government has not achieved its goal. One area largely ignored is the implementation of a national curriculum to teach preschool children English from the early years. To address this, the purpose of this exploratory study was to examine the use of early English language teaching in a private and a public preschool in Talca, Chile, where children age 3 years old are learning to speak English. A total of 28 preschoolers (5 from a private and 23 from a public preschool) participated in this comparative descriptive study. The children's English speaking skill and content knowledge were elicited through an interactive 10 question "game test." It was begun with introductions and singing songs focused on content the children learned in English created by preschool educators: greetings, numbers, colors, weather, and body parts. While

preschoolers were interacting with peers in a museum like setting, researchers, using a checklist, asked questions in English about content while showing flashcards and rolling dice. Analysis of the checklists revealed that 83 % of the children tested from the private preschool and 67% of the children from the public preschool responded only in English by answering simple questions about vocabulary and content learned. These exploratory results suggest that a national curriculum implemented during the early preschool years may have a beneficial effect by establishing an early base for learning English content and enhancing English speaking skill that may lead to the bilingual population the Chilean government seeks.

**Friday 19:30 - 20:00 – Room A-8 English through the Use of Applications in Smartphones as a Way to Motivate Students.** *Nestor Villegas, Universidad de Colima, México.*

Nowadays, students are more connected with technology than before. One of the most observable proofs is the use of the smartphone. Nevertheless, this has also become a trouble-making issue in ESL classrooms in Mexico since most students lose interest as well as concentration in their English classes, as a result this situation produce a lack of competence in learning English skills throughout their higher education. However, the professor must not punish these actions but transform the problem into a solution instead. That is the reason why this talk will provide you with one teacher tip on how to use smartphones' applications in a clever way in order to develop in students, motivation and good attitude towards the English learning process. Therefore, the professor will be able to assess the progress students make in the learning of linguistics skills along with a broader self-understanding of weaknesses and strengths, with the purpose of retrieving for the teacher important information which will be analyzed and processed to create better classes. This technique, or also called tip, has been applied with students in high education showing positive results in improving better performances in English classes as well as enabling students to make a faster and huge progress in their competences.

## Parallel sessions Saturday 10.30

### **Saturday 10:30 – 11:00 - Room C 1-1 ePortfolio Assessing Writing EFL Teacher Education.**

*Lucas Ríos, Universidad Bernardo O'Higgins.*

It is said that writing is the most difficult skill to master when learning a foreign language (see Tillema, 2012). This difficulty may be attributed to the fact that when learners write, they not only need to focus on forms, but also on the generation of ideas, control over writing structures, and so on; i.e. students need to acknowledge the relationship between micro-processes and macro-processes of writing in a foreign language. Therefore, recent investigations have focused on the writing process itself (formative) rather than only on the final product (summative). This has favoured the use of innovative assessment methods that can evaluate the formative process of writing in a foreign language, such as ePortfolios.

This presentation will show some preliminary results of a qualitative research project about the use of ePortfolios to assess writing skills. This project looks at understanding the perceptions of learners from an EFL teacher education programme of the use of an ePortfolio to assess writing skills formatively, as well as its benefits and drawbacks.

### **Saturday 10:30 – 11:00 - Room C 1-3 Washback of a Standardized Test on Secondary School EFL Teachers.** *Rodrigo Muñoz, Valeria Muñoz, Universidad San Sebastián.*

The purpose of this research was to determine the washback caused by a standardized test of English applied to eleventh year students by the Chilean government. In order to obtain the data, 22 EFL teachers from Puerto Montt in Southern Chile who were teaching English in eleventh grade at government subsidized private schools answered a seventeen-question long online questionnaire three months before the test took place. The data was analyzed and processed and the results evidenced a tendency towards a low impact of the test. Nevertheless, teachers perceived that once the results of the test become available they would be used by students, parents and school authorities to judge their teaching practices. These results seem to contradict the specialized literature regarding the washback caused by standardized examinations implemented on a national scale; however the circumstances under which this test was implemented may provide the reason for this apparent discrepancy.

**Saturday 10:30 – 11:00 - Room C 2-1 Positive Assessment.** *Robert Young, Universidad Chileno Británico de Cultura, New Zealand.*

Positive assessment focusses on the strengths of your students and allows you and them to identify and to build on their strength. Positive assessment reflects how learners perform, what is done and what they achieve. Positive assessment is the difference between assessment of learning and assessment for learning. This session gives a quick overview of positive assessment and what it can mean for your class.

**Saturday 10:30 – 11:00 - Room C 2-2 Continuous Assessment: Collecting Samples of Our Students' Learning Performance and Progress.** *Luis Diaz, ICHNA Viña del Mar.*

This presentation will demonstrate how to design effective assessment procedures for the difficulties teachers confront when teaching and testing large classes. In addition, participants will learn how to make students reflect on their own progress and learning. First, we assume that larger classes make teaching more difficult, the larger the class, the less students get to speak which makes it hard for teachers to have an overall view of their learners progress. Second, in large classes it is difficult for teachers to provide much feedback to individual students, especially in activities where oral production is expected. Third, in large classes, learners might easily feel on their own and anonymous.

It is the speaker's intention to promote and encourage teachers to view changes in their teaching in the mode of new assessment procedures as exciting challenges and to incorporate these procedures into their classroom practices in order to promote authentic educational experiences for their students.

Continuous assessment helps teachers to become more active and aware of their learners' progress and needs. The kind of talking that students do in pairs or groups push them to be constantly monitoring and assisting their students in order to supply feedback when needed. The teacher's role is that of a facilitator that cares about how learners are doing and how they could be helped in future lessons in the improvement of their language skills. In addition, teachers need to provide students with activities that facilitate their learning autonomy. As Hedge (2000) suggests, we need to implement activities which can assist learners to "reflect on learning; equip them with strategies to take part in learning actively and encourage them to monitor and check their progress".

**Saturday 10:30 – 11:00 - Room C 2-3 ICTs and Social Media Platforms as Assessment Tools in an ESP Course for Social Communication.** *Claudia Herrera, Felipe Martínez, Universidad Austral de Chile.*

This teaching tip presentation illustrates how social media platforms can be used as assessment tools in a content-based ESP course for Journalism students at university level. It includes a brief description of the teaching context of a second-year students' ESP university classroom and how discipline-based materials are incorporated into its curricular design. Additionally, a perspective on how to integrate ICT tools and current social platforms, such as: Blogs, Youtube videos, Google forms, among others, into the teaching and learning process is developed based on a student-centered approach. The application of these tools and teaching methods contributes towards the development of collaborative learning and learners' autonomy under the principles of inclusive education and critical pedagogy. Finally, a qualitative analysis will offer grounds for further discussion based on advantages and challenges encountered during the design and teaching of the course.

**Saturday 10:30 – 11:00 - Room C 2-4 Assessment: the Blind Spot of Content and Language Integrated Courses.** *Daniela Avello, Universidad Alberto Hurtado.*

Assessment has been addressed as a blind spot of CLIL (Content and Language Integrated Learning) programs. In fact, evidence has suggested that assessment is a highly challenging area for teachers, who feel insecure about what should be assessed (i.e. content, language or both) and the value that should be given to each component when measuring students' performance. The main aim of this presentation is to shed some light on important aspects to consider when assessing CLIL learners' outcomes: language of testing, content-knowledge representations and the role of language when assessing content. Based on empirical data, practical information will be provided so as to guide the assessment practices of those language professionals who are either currently teaching content through English or planning to do it in the future.

**Saturday 10:30 – 11:00 - Room C 2-5 Spanish as a Foreign Language Proficiency levels for an Oficial Ceritification.** *Vera Jacovkis, Lorena Mattiauda, Universidad de Buenos Aires, Argentina.*

Teaching Spanish as a foreign and second language started to develop at the Argentine university in 1987. This initiative helped develop and promote, in an incipient but significant way, language didactics, applied linguistics, teaching pedagogy and also Spanish evaluation in Argentina. Within this frame and as a part of the productions in this area, our own levels of linguistic competence and skills were established (1994; 1996). The description of Elementary, Intermediate and Advanced stages served as a base not only for the organization of courses, learning material



and basic, intermediate and advanced certificate exams (1994), but also to set evaluation standards nationwide.

The purpose of our poster is to show the description made of competence levels and its relation with the certificate exams developed, some of which are oriented to the academic and working areas and allow to fulfill the language requirements in order to be admitted at national universities.

## Parallel sessions Saturday 11.00

### Saturday 11:00 – 11:30 – Room C 1-1 Formative Assessment and Checking

#### Comprehension Using ICT. *Ivonne Ovando, Escuela Aysén.*

This is a presentation about students' experience in Escuela Aysén, in Puerto Aysén, where students from different grades had been using different Apps for Formative Assessment and Checking Comprehension during English lessons, these Apps have been chosen according the purpose of the assessment, students' level of English and the use of different skills such as speaking and writing. The use of these Apps in the classroom have increased participation, motivation and engagement in the students. Teachers can save reports, videos and results from students to give them feedback and improve their learning and assessment process at school. These techniques also have improved grades in the students and promote collaborative activities in the classroom.

This Teaching Tip Presentation will show 4 different Apps used with students:

1. Kahoot! Very useful for quizzes when checking vocabulary is needed and teacher can create jumble (with sentences and sequences) for reading and listening comprehensions activities.
2. Plickers: Useful for checking vocabulary using multiple choice, and teachers can create post reading and listening activities using True or False and multiple choice. Teachers can use the results for different purposes.
3. Mentimeter: Used to collect information using writing skills, students can create wordclouds, surveys and open- ended sentences, depending on teachers' option. Students can see their answers immediately using a code.
4. Flipgrid: Used for assessing speaking skills, students can record themselves using a private code and teachers can save the videos and provide constructive feedback.

During this presentation participants would see different examples used in the classroom and experience some challenges using the Apps as well.

Students testimonies and exercises are also included with the purpose to motivate teachers and expand these techniques into classrooms.

### Saturday 11:00 – 11:30 – Room C 1-3 Evaluación de Prácticas Multimodales: Narrativas

#### Digitales en la Enseñanza del Inglés (EFL) en 7° Básico. *Dánisa Salinas, Universidad Andrés Bello.*

Hoy en día estamos enfrentados a un nuevo escenario en términos de comunicación que está directamente relacionado con una alfabetización multimodal (Kalantzis & Cope, 2005) o multimodalidad (Kress & van Leeuwen, 2006) que han redefinido la relación entre la alfabetización y la tecnología (Walsh, 2010). Con la implementación de la tecnología y herramientas Tics dentro del aula, los profesores tienen grandes desafíos para enfocar el desarrollo del alfabetismo desde una perspectiva multimodal, tanto en los enfoques metodológicos como en la evaluación. La presente investigación, un estudio de casos, está orientada a analizar los resultados de aprendizaje del uso de narrativas digitales como una práctica de alfabetismo multimodal en la clase de inglés (EFL) con

alumnos de séptimo año básico. Considerando el propósito de este estudio, se utilizaron observaciones de clases, entrevistas y grupos focales como instrumentos para obtener información para ser analizada. Los hallazgos de la investigación muestran resultados de aprendizaje efectivos y significativos cuando el alfabetismo multimodal es integrado en clases de inglés con alumnos de séptimo año básico. El alfabetismo multimodal permite entregar a los estudiantes auténticas oportunidades de aprendizaje del idioma y a enfrentar la variedad de estilos de aprendizaje cuando materiales multimodales son implementados tanto en los enfoques metodológicos de enseñanza-aprendizaje como en el proceso de evaluación de las habilidades a desarrollar en la clase de inglés. Además, las narrativas digitales contribuyen al desarrollo de habilidades lingüísticas (productivas y receptivas), combinando diferentes modos de comunicación para transmitir un mensaje, y a la producción de auténticas historias digitales.

Palabras claves: narrativas digitales, evaluación, prácticas multimodales, Enseñanza Inglés como Lengua Extranjera (EFL)

**Saturday 11:00 – 11:30 – Room C 2-1 Discourse Competence in Task-Based Performance: Effects of planning time.** *Claudia Vásquez, The University of Queensland.*

This research investigates discourse competence observed in EFL task-based learner performance. In the examination of the notion of discourse competence, the study incorporated the variable planning time to investigate the effects task planning may exert in the quality of oral narrative and argumentative discourse. The textual resources of cohesion and coherence have been identified in the literature as core contributors to the construction of unified discourse. Accordingly, the study articulated the examination of discourse competence in terms of cohesive (use of conjunctions, reference, ellipsis and substitution, and lexical cohesion) and coherence (text generic structure and propositional organisational patterns) resources observed in participants' task performance. The study analysed speech collected from 40 international students enrolled in undergraduate programs at a public university in Australia. Participants' data was elicited through a set of speaking tasks performed under three different pre-task planning conditions (nil, two and four-minute preparation time). The analysis showed that cohesive features of discourse, such as use of conjunctions (e.g., number and type of conjunctions used) and reference (e.g., accuracy of use of referential expressions) were more evident in performances elicited in the four-minute planning condition. The differences were mostly noticeable between the nil and the four-minute planning time conditions. The analysis of discourse coherence (generic structure compliance and propositional organisational patterns) revealed that only differences in generic structure compliance index were distinguishable across planning-time conditions. The findings in this study contribute to develop further understanding of characteristic features of performance and how the allocation of planning time can influence oral performance in EFL learners. These research-based results may inform language teaching practices regarding: (1) characteristics of proficient discourse production to be targeted in EFL instruction; and (2) task preparation conditions to help learners maximize their language ability in discourse construction.

**Saturday 11:00 – 11:30 – Room C 2-2 How to Apply English for Specific Purposes Texts in an EFL Classroom at Undergraduate Level.** *Albania Cadena, Escuela Superior Politécnica del Litoral, Ecuador.*

The rapid globalization has direct relation with educative process because it is the basis of the development of the society; students and professionals feel a need to learn English in order to be competitive in their studies or in their careers. The study illustrates how ESP texts have to be introduced in an undergraduate program under the criteria of the communicative approach in order to increase learners' vocabulary and knowledge about their own field of study, and the use of them in everyday situations. In this work, reading is used under the parameters of ESP, which gives students the main source of knowledge and facilitates discussion of the topics within their own field of study. The material used for the research is from a bank of ESP texts (Mechanical Engineering, Business Administration and Law) according to the B2 CEFR level. The researcher will explain to audience through theories and examples, the processes of reading (pre-reading, while-reading and post-reading) to be used with undergraduate students while reading ESP texts.

**Saturday 11:00 – 11:30 - Room C 2-3 Evidence-centered Exam Design: A case study of validation within the test development process.** *Gerriet Janssen, Universidad de los Andes, Colombia.*

Evidence-centered design, (ECD; Mislevy, Almond, & Lukas, 2003) is an approach to assessment development that places validation at the center of test development. In ECD, test developers first consider how a test will be used to make interpretations about test-takers, based upon the test-takers' results (the claims). As a second step, test developers describe the types of evidence that will verify that the claims about the test takers are true. As a final step, test developers define the test tasks that can provide the type of evidence to justify the claims being made about the test takers.

This talk presents a case study from one Colombian university that used ECD in the development of a new English placement exam. This presentation traces the impact of the initial definitions of test uses: the claims we wanted to make about test takers based on test results, which included "to determine the readiness of a University student to understand the spoken and written input of an undergraduate-level content course taught in English." With this definition, we could subsequently define the types of evidence that we should collect (e.g., the performance of understanding lectures given in English about field-specific topics; the ability to understand information within written texts). This evidence then acted as a filter for item design, where item writers were always able to check that the texts they selected and items they wrote directly centered on this test use. This talk closes by considering the other steps of exam development within evidence centered design (e.g., cut-score setting), and how these are directly impacted by the establishment of clear test uses. Questionnaire and interview data from item writers are presented to document their perceptions about this approach to test development. Future directions for ECD and this exam are presented.

**Saturday 11:00 – 11:30 - Room C 2-4 Improving Intelligibility and Segmental Aspects of Pronunciation through Phonics Instruction in Chilean 5th graders.** *Carolina Bustos, María Jesús Millar, Universidad Austral de Chile.*

Based on the curriculum proposed by the Ministry of Education, schools are offered textbooks and complementary guides for teachers as a tool for the learning process of the students. Bearing in mind that the Ministry suggests a list of learning targets that must be accomplished at the end of the academic year, the author of said textbooks offers activities that are meant to fulfil these objectives. However, and considering that one of the goals of the Ministry is that 5th grade students, at the end of their learning process, communicate an intelligible message with a proper pronunciation, a lack of activities and methodologies focused on the improvement of these aspects can be noticed. Therefore, this proposal will present teachers with phonics as a methodology that may help students improve intelligibility and the recognition and production of segmental aspects of pronunciation (being these vowel and consonant sounds). The proposal consists of a set of phonic activities which are divided in introductory activities and activities for each unit proposed by the Ministry.

**Saturday 11:00 – 11:30 - Room C 2-5 Assessing Competencies for New Teachers of English, the UTALCA Experience.** *Alejandra Duarte, Universidad de Talca.*

There is no doubt that training new teachers has become a complex task. Our modern society is changing rapidly and new teachers must respond to the requirements of constant change. In such conditions most university training programs face the challenge of preparing their own students according to different approaches which permit them to respond to need of innovation and flexibility. This presentation will emphasize the key aspects of a competence-based curriculum design and a well designed assessment system which supports critical thinking development, reflection and language learning at the same time while becoming a new professional in a Chilean vulnerable settlement.

## Parallel sessions Saturday 11.30

### **Saturday 11:30 – 12:00 – Room C 1-1 Characterizing an Undergraduate English Teacher Prep Program from the South of Chile.** *Eric Gomez, Wanda Walker, Universidad de Talca.*

Initial teacher education of future English teachers in Chile has been on the spot and constant analysis in the last decade. The main reasons are the new demands of the globalised world, the current offer of undergraduate programs of the universities that presents a constant divorce between English and Pedagogy, and the low achievement of pupils' results in the tests applied by the educational system. Under the previous consideration, this work reports on the process of designing and implementing a new proposal for English Teacher Preparation offered by a university from the south of Chile. This new innovation is based on three important components: first, the competency-based model adopted by the university, second, the union of the content and pedagogical knowledge in the courses of the curriculum plan, and third, the adoption of an immersion program focused on contemporary teaching methods. Preliminary results show the improvement of students' level of English and acquisition of pedagogical concepts; however, the initial evaluation of the implementation displays the need of applying minor changes in order to improve the proposal.

### **Saturday 11:30 – 12:00 – Room C 1-3 Hitting two Birds with One Stone: Incorporating PCK (Pedagogical Content Knowledge) into the English Courses.** *Gabriela Silva, Universidad Diego Portales.*

How to integrate the competencies related to Teaching English into the English courses? This poster will display the way teachers have developed this integration in the English courses in a Pre-service English Programme. English courses have over 13 hours a week and some of these hours are devoted to “communities of practice” (Wegner, 1998), in which students learn from and with others collaboratively not only the language but also how to teach it. Thus, incorporating both pedagogical and content knowledge in the English Class.

In this presentation, we will share Teaching Practice and Reflective Practice models we have applied based on the practical, theoretical and reflective principles for language teacher professional development, transformative learning (Wallace, 1991, Woodward, 1991; Mezirow, 2000; Kolb, 1984).

We have implemented a scaffolded and practical support for students to develop their teaching skills, based on practice and reflection while creating instances to develop their autonomy. In an integrated manner, these models are linked to the contents and competencies developed in the practicum and methodology courses. This experience will be illustrated by showing examples of tasks and activities, evidence of perception from students on its effectiveness, as well as the assessment we have applied: students' reflective video journals and self-assessment tools. Finally, limitations teachers and students have faced throughout the process will be exposed.

**Saturday 11:30 – 12:00 – Room C 2-1 Peer Observation (as opposed to evaluation): why and how.** *Ignacio Rojas. University of Dayton Publishing.*

Conceived as a way of favouring teacher development, this session aims at remarking concepts, conditions and procedures of classroom observation of teaching practices, mainly by groups of teachers within schools, and examining an option of peer observation with a non-evaluative role. Taking reference from OCDE's Teaching and Learning International Survey 2013, which signals collaboration as a key component of teacher professionalism, classroom observation is acknowledged as one of the ways by which teachers can work together towards improving performance. Basal disciplinary concepts are taken from Johnston (2009) on collaborative teacher development (CTD), including the forms it can take and the challenges they can pose beyond regular assessment or supervision; and views from Harmer (2007) which highlight the key influence of trust and 'critical friendship' on peer observation, within the context of in-service teacher training (INSETT). Furthermore, development within a collective framework –or a teaching community– is presented as deriving from these views.

The difference of evaluation and observation are paid proper attention in the light of what Richards (1998) recommends as suggested procedures for constructive, reflective, non-evaluative peer observation. Hence, a video of teachers undergoing a 3-stage peer observation process in a school illustrates the basic procedures.

Participants in the session are encouraged to further share contents in their schools, review notes and practical suggestions provided, and make future attempts to install peer observation as a voluntary activity.

**Saturday 11:30 – 12:00 – Room C 2-2 Exploratory Action Research: Teaching Vocabulary to Deaf Students Through the Use of Visual Aids.** *Nicole González, Universidad de Concepción.*

A person with hearing loss is any person who is not able to hear as well as any normal hearing. For Deaf and Hard of hearing (D/HH) students, the age of the hearing loss is crucial due to the impact on the acquisition of spoken languages. In that matter, different linguistic skills are developed in comparison to their hearing peers. In Chile D/HH children have been taken out from the English classes. Currently, Decree 83 demands curriculum adaptations in order to help students with special learning needs to develop their skills and share the same experiences as their mainstream classmates. However, limited information can be found about the effect EFL lessons may have in D/HH students' linguistic skills.

Thus, an EFL workshop was carried out using different types of visual aids and strategies to recall vocabulary as D/HH children's mean of communication is the visual language. The aim of this Exploratory Action Research was to explore the contribution of using visual aids in the EFL classroom for teaching written vocabulary to D/HH students. In order to identify their performance in EFL classes, a Multi-task test designed by Mann & Marshall (2012) to assess the recalling of



vocabulary on D/HH students was adapted and applied together with a semi-structured interview so as to know their perspectives about visual aids and EFL learning through Thematic Analysis. The results showed that D/HH students improved their performance and their perspectives about EFL Learning and the use of visual aids in learning EFL vocabulary was positive with the simultaneous use of Chilean Sign Language. These findings were relevant so as to provide information about how to create an effective learning environment which can actually help these students to boost their linguistic skills.

Keywords: Deaf and Hard of Hearing students, EFL lessons, Visual Aids.

**Saturday 11:30 – 12:00 - Room C 2-3 Adapt or Adopt? Making the Most of our Textbook.** *Paula Ross, Francisca Gallegos Gambino, English UC de la Pontificia Universidad Católica de Chile.*

Choosing the right material to teach English as a Foreign Language is always a complex decision in every educational context. Even more when it comes to choosing the leading textbook. In addition, selecting pedagogical resources is always related to several variables: the proposed learning objectives, the implemented classroom methodologies, the chosen assessment instruments and the minimum contents for the level.

Therefore, it is fundamental that these decisions are supported by resources that can help us analyze the textbooks and decide how to adapt them to our own educational context. This is why we have designed a rating scale that can orient the process of selecting material to complement the core classroom resources. This instrument is aligned with the communicative approach and with the belief that skills must be built progressively along with the stages of a class.

This presentation will introduce the aforementioned instrument and promote a discussion around how the variables involved -in choosing suitable resources- are directly related to the decisions we teachers usually make, every day for our students. Additionally, it will show how the elaboration of an instrument can contribute to the betterment of the teaching-learning process.

**Saturday 11:30 – 12:00 - Room C 2-4 How Can Language Assessment Literacy Improve Teaching?** *Patricia Bustos, Universidad de Los Andes, Colombia.*

Last year's LTRC Colloquium theme made emphasis on Language Assessment Literacy which is an aspect that has become relevant in language teaching. The presentation will first provide some insights of language assessment in Colombia as well as a general overview of what is happening in Latin America in relation to this field. The results of a low scale research carried out in Colombia suggest that teachers have clear understanding of what assessment means and what it entails for stakeholders. However, an aspect that this research evidenced is that training in this field, in undergraduate and graduate programs is also a need. Also, most teachers make use of their intuition and experience to create tests. In that sense, item writing techniques and LAL training is a must. If teachers are able to understand the importance of assessment in the teaching practice,

they will also comprehend the great impact of good assessment instruments will have in their teaching. Hence, a proposal of the main aspects Latin American teachers might consider relevant in LAL as part of the skills necessary for their professional development will be provided. The discussion of what it is relevant for teachers to understand about language assessment as part of their professional development is open.

## Parallel sessions Saturday 12.00

**Saturday 12:00 – 12:30 – Room C 1-1 El Rol de la Gramática en el Contexto de una Evaluación Integradora: el Certificado de Español Lengua y Uso.** *Adriana Coscarelli, Universidad Nacional de La Plata, Argentina.*

Aunque los conceptos de gramaticalidad, corrección y aceptabilidad suelen confundirse, resulta fundamental diferenciarlos tanto en el momento de enseñar como en el de evaluar una lengua. La gramaticalidad se relaciona con aquellos aspectos internos, constitutivos del sistema lingüístico; la corrección, con los principios regulativos o imperativos externos de carácter más bien social (Bosque y Gutiérrez-Rexach 2009). A su vez, los criterios de aceptabilidad y adecuación gramatical han ido ganando espacio mediante la sociolingüística y la pragmática. Pero cómo evaluar los contenidos gramaticales en un examen de desempeño donde lo que se pretende certificar es la proficiencia de un estudiante. Esto es, ¿cómo determinar su competencia comunicativa en contextos de uso real de la lengua?

Como miembros del Consorcio Interuniversitario ELSE-CELU, luego de más de diez años de implementación del Certificado en Argentina, Brasil, y otros países de Europa y Asia, consideramos interesante difundir esta propuesta. Se trata de un único examen que certifica el dominio del español en dos niveles -intermedio y avanzado- independientemente de cuál haya sido el tipo de adquisición/ aprendizaje y la variedad del español del candidato (Prati 2007). Se caracteriza por su enfoque comunicativo y la combinación de destrezas integradas, a partir de materiales auténticos, inputs para la producción. No se incluyen ítems aislados de gramática, sino que esta se evalúa de modo holístico, puesto que la producción textual entendida como discurso implica de parte del hablante el conocimiento lingüístico, pragmático y sociolingüístico. La corrección se realiza mediante los criterios de adecuado/ no adecuado, no de correcto/incorrecto, pues se considera que el criterio normativo no es apropiado para la lengua en uso. Se evalúa la adaptación del discurso a una situación comunicativa determinada (interlocutor, género y propósito).

**Saturday 12:00 – 12:30 – Room C 1-3 ELT BA Students' Research Skills.** *José Brauchy, Ulloa, María Margarita, Universidad de Bío-Bío.*

As there is recent agreement on both the impact of a research skills-based component on the quality of newly certified teachers and the need to create a local ELT research community, ELT BA programs foster trainees' research skills, however, we argue the training most ELT BA programs offer are tailored to generalists not to ELT trainees.

Key words: Research skills-based component, BA programs, ELT research community.

### Session Description

This study shows an elaborated picture of university ELT programs. By using a qualitative method of research, we look to the syllabi of 39 ELT programs and show that courses are not tailored to ELT teacher-students' research interests/needs but to a generalist type of research training, which might not guarantee that the research skills-based component engages trainees into ELT research.

The 39 ELT BA programs offered nationwide -by either state, private for non-profit and private for – profits schools- declare the research skills-based component as an area of training listed as upper-level research methodology courses.

While the national debate argues about the need to overcome the divorce among major core areas such as language, teaching practice and research of the ELT curriculum (ABRAHAMS & FARÍAS, 2010; INBAR-LOURIE, 2010; ABO MELKETO, 2012), little or no room is offered to overcome a second tension, that is, to early exposure of trainees to gain research experience during their training (ALIAGA-SALAS et al., 2015 ; ABRAHAMS & SILVA, 2016; BURNS et al., 2016; ALIAGA-SALAS, 2017; SMITH et al., 2017; BURNS & WESTMACOTT, 2018).

By elaborating a general curricular picture of the position of a research skills-based component within Chilean EFL Programs, we argue that there exists a divorce between core areas and research skills which seems to persist despite the research training starts early in the teacher preparation program.

**Saturday 12:00 – 12:30 – Room C 2-1 The Future of Assessment: trends in teaching and assessment of languages.** *Pablo Toledo, Cambridge Assessment.*

Assessment of language competence has been and always will be tied to the way language is taught and used, and as such has evolved since the late 19th century. From grammar translation and its focus on grammar rules and vocabulary, to the communicative approach with its understanding of language as communication through speech act, we will look at how language assessment has responded to the different principles and practices while it developed as a discipline.

The session will put a special focus on how information technology, corpus analysis and artificial intelligence are redefining the possibilities of language assessment. Aspects covered include the role of computers as potential graders of speaking and writing, the role of language data bases, the new kinds of tasks which are enabled through the use of computers, and how videogames be used to evaluate language competence.

**Saturday 12:00 – 12:30 – Room C 2-2 Empowered Writers: Strengthening Dialogue and Peer-review in EFL Writing.** *Marcela Hidalgo, U.S. Embassy in Santiago. Gracielle Pereira-Rocha, EnglishUC.*

EFL programs frequently follow a communicative approach but writing skills are poorly developed since teachers are usually the only source of feedback, which is commonly a time-consuming activity. To tackle this issue, literature suggests the incorporation of peer-review as formative assessment because L2 writing should be a first-hand experience (Marshall, 2004; Sadler, 2009). Hence, activities and outcomes should be geared towards developing autonomous writers in the creation, evaluation and revision of texts (Sotoudehnama & Pilehvari, 2015). In order to achieve this goal, the roles teachers and students must adopt are pivotal. Thus, writing becomes a formative

rather than a summative process if teachers become facilitators and actively engage students in self- and peer-reviewing tasks at different writing stages.

This poster session aims to report the benefits of adopting peer-review as in-classroom formative assessment in an EFL program with high-school students. The methodology designed for this purpose puts special emphasis on the communication that must exist among agents involved (i.e., teacher-student and student-student interaction) in order to successfully implement peer-review in the classroom. The activities applied outline the role the teacher adopts as facilitator by guiding students through the peer-review process and the importance of feedback. Simultaneously, students become more independent from teachers and actively collaborate with peers while teachers significantly reduce their time grading students' texts.

The poster will report on the benefits of incorporating Assessment for Learning (e.g. peer- and/or self-assessment and discussion) as a means to improve writing production (Hawe & Dickson, 2013). Visitors should leave informed and inspired to adopt peer-review activities that promote peer collaboration and the development of higher-order thinking skills. Besides, as a collateral effect, who wouldn't love reducing grading time?

**Saturday 12:00 – 12:30 - Room C 2-3 The Role of an Assessment Portfolio in a High-Stakes Language Policy.** *Edgar Picón-Jácome, Universidad de Antioquia, Colombia.*

In the frame of a public university's new language policy, an EFL compulsory program has been designed as an effort to achieve the objectives that the Colombian government established for higher education students. The program integrates a portfolio as one of the most important axes of its assessment system. The portfolio that opens space for self-assessment and teacher-student partnership assessment using rubrics, checklists and conferences, presents both high expectations and challenges for its stakeholders. Some of the expected results of this effort include students' development of autonomy through formative authentic assessment. However, literature on portfolio assessment, has pointed out issues regarding its reliability and practicality (Brown & Hudson, 1998; Davison & Leung, 2009; Fox, 2017). In this talk, the presenter will share the results of a study that explores such challenges through the analysis of assessment instruments, a survey to students, focal groups with faculty members, and class observations.

**Saturday 12:00 – 12:30 - Room C 2-4 A Study on Vocabulary Content Alignment Between the English Language National Curriculum and the Standardized Test TOEIC Bridge.**

*Camila Olivares, Andrea Figueroa, Universidad de Chile.*

In this presentation, we will propose a method to evaluate alignment between expectations and assessments based on Webb's methodology. The study focused on the vocabulary contents of the curriculum and used a sample of the TOEIC Bridge test as an illustration of SIMCE Ingles. Two types of approaches were developed: restricted and broad analysis. At the same time, we performed two level analysis, question and lexical. The results indicated a limited degree of alignment. The

evidence showed that vocabulary content in the English Language National Curriculum (ELNC) was not clearly defined and it had no correlation with SIMCE Ingles. Therefore, we suggest defining the vocabulary content presented in the ELNC to measure accurately alignment.

## Parallel sessions Saturday 13.30

### **Saturday 13:30 – 14:00 – Room C 1-1 Inclusive Assessment and English Learning: Making of differences an asset.** *Carolina Santander, Mauricio Oyarzo, Universidad Bernardo O'higgins.*

This hands-on presentation aims at raising students and teachers' awareness in relation to some vital elements in the 21st century classroom, including the concepts of neurodiversity, integration, inclusion, as well as their differentiation and implications for the Chilean classroom. By means of the discussion of the already mentioned concepts, the attendees will be presented with theoretical and practical insights (Delaney, 2016) of how inclusion affects the way in which Chilean teachers should visualize the design of their own practice, especially in relation to assessment and how it should range from a differentiated design to a universal one. In-service and pre-service attendees will be asked to reflect on their own practices in relation to assessment design and inclusive assessment taking into consideration that the current amount of training that they have received in this area may range from no preparation at all in the case of senior teachers, to the delivery of mainly theory-based courses in the case of pre-service teachers.

In the final part of the presentation, attendees will analyse the experience taken from a recent British report on autism (Autism, A. P., 2017), as an example of the impact that an updated teaching practice may have on students and parents' school experience. They will be invited to share their own experiences in relation to this topic and to explore on the definition of their own professional challenges regarding special educational needs.

### **Saturday 13:30 – 14:00 – Room C 1-3 Developing a Low-proficiency Expeditious Reading Test for the English Language.** *Francisco Naranjo, Lakeland University Japan.*

This project sought to develop a low-proficiency test to assess expeditious reading abilities in low proficiency English learners with Spanish L1, which to date and to authors' best knowledge remained as a research gap. To achieve this aim, the team developed a new construct based on the existing literature (see Alderson, 2000; Khalifa & Weir, 2009; Weir et al, 2013) and extrapolated current research to fill the gap. The entire methodological process allowed exploring question design and text adjustment processes.

Participants were Chilean high school students enrolled in the public education system in Viña del Mar. Most of the participants had little exposure to English outside of the schooling system. Results showed that low proficiency learners can perform expeditious reading operations in their L2. Also, it was shown that text length played a role in the variation of scores. These results, however, must be taken with care as further research is needed to generalize the observations. This restriction nevertheless, the project has pedagogical implications, as results suggest that: students can engage in expeditious reading operations at low proficiency levels, and that teachers could potentially train students to face expeditious reading task in an attempt to control for washback effects caused by standardized testing.



**Saturday 13:30 – 14:00 – Room C 2-1 Memory, Retention, and Retrieval: Neuroscience Principles Applied to Successful Testing.** *Joaquín Triandafilide, Asociación Chilena de Neuroaprendizaje.*

Memory, retention and retrieval are different things. Memory includes much information that will be stored just for a short period of time and some elements that will eventually be transferred to long-term memory. Retention refers to the process whereby long-term memory preserves a learning in a way that it can locate, identify, and retrieve it accurately in the future. Retrieval is the recall of information from long-term storage back into working memory.

Quality memory formation and retention depend on good practice strategies. Quality retrieval depends extensively on good testing conditions and factors.

During this hands-on session we are going to review 4 testing conditions research findings have proven to affect retrieval: (1) Adequacy of the Cues, (2) Mood of the Retriever, (3) Context of the Retrieval, (4) System of Storage.

The rate of long-term memory formation/retention and the rate of retrieval are independent of each other. This notion is quite different from classic doctrine which holds that the retrieval rate is strongly related to the rate of retention and, thus, anchored in genetic inheritance. Neuroscience research currently supports the idea that the actual rates of learning and retrieval are linked to certain conditions that can and must be controlled. This workshop will be very relevant particularly for educators who work in the classroom and for scholars who work in the field of Language Testing and Assessment.

**Saturday 13:30 – 14:00 – Room C 2-2 Does Formative Assessment Represent a Core Practice for Teaching English Effectively in Chilean Public Education?** *Malba Barahona, PUCV.*

This presentation reports on preliminary data from a major study that is investigating the identification of core practices in the challenging circumstances of EFL teaching within public schools in Chile. It specifically examines the findings from a Delphi-based panel survey involving expert Chilean English language educators—teachers, teacher educators, and educational researchers—that was designed to establish a consensus around a set of core teaching practices for teaching English as a foreign language in the Chilean public school system. Data for the study was generated through two rounds of questionnaires on core practices. The 55 respondents who participated in the study included 30 public school teachers, 20 university-based teacher educators, and five English language teaching researchers. The presentation will specifically examine panel perceptions of one specific practice: selecting and designing assessment strategies for student learning. Although consensus emerged that this activity is a key teaching practice, instructional moves to enact this practice are not that clear. The outcomes of this panel survey shed light on how this practice could be more effectively enacted by in-service teachers and also taught for pre-service teachers. The broader outcomes of this research study will also potentially contribute to an

enhancing practice-based teacher education for Chilean EFL teacher education programs and, ultimately, the quality of EFL teaching in Chilean public school.

**Saturday 13:30 – 14:00 - Room C 2-3 Language Assessment Literacy in Pre-Service Teacher Education in Brazilian Federal Universities: An Overview.** *Gladys Quevedo-Camargo, University of Brasília (UnB). Matilde V.R. Scaramucci, University of Campinas (UNICAMP).*

This presentation will bring partial data collected in a post-doctoral study which aimed at characterizing language assessment literacy in pre-service language teacher education. The data consist in the analysis of the curricula of foreign language teaching licensure courses from fifty Brazilian federal universities located in the five regions in the country. Overall, 142 licensure courses in several languages were analyzed. Our aim was to verify which ones offered specific disciplines on (language) assessment, as well as if the topic Assessment was approached in any other discipline. The data revealed that the information pre-service language teacher education students have access to is diffuse and predominantly offered by the departments of Education, which led to the conclusion that there is very little emphasis on language assessment and, therefore, the specifics of the language assessment area are not taken into account. The fact that there are few institutions that offer specific disciplines on (language) assessment, together with the fact that, in general, assessment is dealt with as a minor topic in very broad disciplines such as didactics or teaching practicum, may lead students to assimilate the idea that assessment is a minor, not so important issue, and that there is not much one needs to know about in order to be a teacher.

Key-words: Language assessment literacy; Pre-service language teacher education; Foreign language teaching licensure; Brazilian universities.

**Saturday 13:30 – 14:00 - Room C 2-4 Collaborative Learning in the EFL Classroom.** *Naiomi Vera, Gonzalo Chandia, Saint George's College.*

Being able to work in a team is a highly appreciated skill nowadays. Teamwork has been widely implemented in a series of environments. It has been posed the need to teach children to work collaboratively at a school level, but results have not been satisfactory. Studies have shown that students still opt for silent individual work in the classroom. This lack of interaction is a deterrent to English language teaching and learning, currently following a communicative approach that aims at the development of communicative competence. This presentation shows the experience of the implementation of a didactic unit in a 9th grade class from a Chilean private school. A series of team building strategies were applied to enhance their collaborative experience throughout the development of a writing project. On the one hand, the teacher modified the seating arrangement, assigned team members, and roles. And on the other, students were required to build identity through the creation of a team name, logo and a secret handshake, among others. Results of the intervention showed that students improved their attitude towards teamwork once they had developed a mutual relationship of trust and interdependence through negotiation of meaning, skill that was enhanced because of their social interaction in the EFL classroom.

## Parallel sessions Saturday 14.00

**Saturday 14:00 – 14:30 – Room C 1-1 Assessing Process to Visualize Progress: the EFL portfolio strategy.** *Mónica Campos, Pamela Saavedra Jeldres, Universidad Católica de Temuco.*

Today it is recognized that alternative types of assessment are required. Portfolio-based assessment of writing is one of the most researched and most popular forms of alternative assessment of writing now accepted in many different ESL and EFL contexts (Belanoff & Dickson, 1991; Hamp-Lyons & Condon, 2000; Yancey & Weiser, 1997, cited in Hyland & Hyland, 2006). A writing portfolio is the type of key assessment that enables learning to focus on process and progress over time (Klenowsky, 2010 cited in Burner 2014).

The English Language Teacher Education Programme at a university in Chile explicitly takes the process-oriented approach to develop writing skills. The opportunity to make corrections and monitor progress in terms of pieces of writing in interaction with the teacher and classmates for peer assessment is one of the significant features of this innovative learning and assessment strategy (Zamel, 1982; Williams, 2005 cited in Burner 2014). Thus the programme has attained the strategy in the lower levels over a period of three years since a pilot project in 2015.

This presentation will focus on two aspects: a) assessment tools developed throughout the writing portfolio implementation, both formative and summative tools comprising self-assessment rubrics and forms, framework for reflection, portfolio guidelines and rubric for final drafts; and b) teacher educators and student teachers' perceptions on the writing portfolio as learning and assessment tool. Findings have confirmed that teacher educators and students from the programme value the strategy of the writing portfolio as an alternative assessment method as well as a learning strategy.

**Saturday 14:00 – 14:30 – Room C 1-3 How to Make the Pieces of Teaching and Assessing Listening Fit Together.** *Beatriz Ulloa, Universidad de los Lagos.*

In 2017 I conducted a quasi-experimental study focused analyzing the effects of Grenfell and Harris (1999) strategy training model on listening comprehension achievement of 26, 10th graders from a state-subsidized technical school in Rio Negro, Chile. The study followed a mixed methods approach and three instruments for data collection composed the triangulation: field notes, survey, and pretest/posttest. The intervention consisted of 24 sessions of direct strategy instruction of four strategies, two aiming at top-down processing and two focused on bottom-up processing. The results of the intervention showed no significant statistical differences between students' scores before and after the intervention period. The reasons that explain the results were varied, but the most relevant was that of a mismatch between teaching and assessing in listening comprehension. For that reason, in this presentation I would like to raise awareness of why, very often, we may fail to match teaching and assessing when using standardized tests and what can be cost of doing so. Additionally, I would like to provide a some basic insights on top-down and bottom-up types of processing for listening comprehension and on how to analyze in a practical way the strategies, tasks and tests we use in class in order to ensure a match between teaching and assessing listening.

**Saturday 14:00 – 14:30 – Room C 2-1 Beyond Tests: Multiple Project Assessments of Literature and Reading.** *Heather Bruyere, University San Sebastián.*

I have been teaching Literature to future English teachers for 10 years. When I first started teaching, I was very traditional. Discussion classes and written tests or essays. However, I began to realize that the discussion was very teacher centered; more exposition than discussion; and the number of students who failed these subjects was generally very high. Students were not reading. Four years ago, I revolutionized my literature classes introducing literary circles and project based assessment. I continue to perfect it each year. This teaching tip will focus on over 15 different possibilities for project-based assessment of novels and/or short stories. Some of these projects include scrapbooks, digital movie trailers for books, WhatsApp/chat conversations, alphabet dictionaries, character poems, illuminated texts, cd collections etc. The workshop will show examples of students' work, share materials with the instructions for their design and possibilities for holistic rubrics for their quick and practical assessment as well as more detailed rated scales. The results in my classroom have been a more student centered class, more motivated students, students actually read and grades have improved. I attribute these changes to the fact that students have options to show how they know what they know. The projects focus on analysis and reflection, rather than just rote memorization. This allows for the development of critical and creative thinking skills that are transversal to any classroom.

**Saturday 14:00 – 14:30 – Room C 2-2 Jokes and Evaluation: Using Humour as an Assessment Instrument.** *Sandra Gutierrez, Katherine Pérez, Sebastián Rivero Salazar, Universidad de Chile.*

Although humour is an integral part of human behaviour, its pedagogical potentiality in the ESL classroom has not been yet fully explored. Through empirical research, this paper aims at analysing the linguistic features of jokes to create a prototype test to assess linguistic competences in English. Selecting a corpus of 200 jokes, we analysed the linguistic and extralinguistic features involved in the humouristic act. By means of a spreadsheet, we carried out a quantitative analysis, discovering all the possible linguistic and extralinguistic devices present in these jokes. Then, we classified these devices into five main categories: lexical, phonetic, morphological, syntactic, and speech acts. Finally, we selected the most clear examples of each category to design the test, which can be used either as a diagnostic instrument or as a final evaluation to check the contents seen in class. Our main findings were that half of the humorous acts used lexical and phonological devices as homophony and homography as means to generate humour. Additionally, jokes were frequently based in more than one linguistic device. The conclusion of this investigation is that jokes are constructed from the interplay of a variety of linguistic devices, what makes them a perfect pedagogical instrument. Furthermore, they can be used as an instrument of evaluation and as part of class contents.

**Saturday 14:00 – 14:30 - Room C 2-3 Awareness, Autonomy, and Motivation through Negotiated Self-Assessment.** *Nancy Mitchell, Universidad Diego Portales.*

Awareness, autonomy, and motivation are interdependent forces in fostering actual learning, but working to develop awareness and autonomy under what are often limiting conditions in our real-world classroom contexts can be daunting. These limits do not have to be insurmountable obstacles, however. Through self-assessment techniques we can foster meaningful autonomy, strengthen motivation, and raise awareness, thereby empowering and improving learning. This presentation will look at a piloted and revised negotiated self-assessment which was designed to achieve the aforementioned objectives and which has had some success in doing just that. It is an evidence-based self-assessment which requires careful planning to ensure validity and reliability, and it has proved rewarding for students in terms of their metacognitive awareness of their own learning and teaching in general. The rationale for the design (i.e., construct and content validity) of the self-assessment components (rubric, journals, and post-class reflection logs regarding leadership roles) is based on the assertion that “reflection and introspection are valuable tools for values clarification and for encouraging critical thinking” (Bailey et al., 1996, p.26), and is strictly limited to content developed in our course. The negotiation implies that the instructor work with students to ensure the rubric is applied equally, thus seeking to improve reliability and provide an opportunity to co-construct understanding of feedback from learner and instructor.

**Saturday 14:00 – 14:30 - Room C 2-4 Taking Agency to Foster Student Motivation: A Case Study of a Chilean Novice Teacher.** *Paz Allendes, Pontificia Universidad Católica de Valparaíso.*

Learner motivation is a key aspect influencing the sense of accomplishment of novice teachers. This presentation focuses on a case study of the first year of experience of a Chilean novice teacher of English in relation to her beliefs on learner motivation and development of motivational strategies. The context of the research is a semi-private Chilean school with 11 to 15 year old students. Our research aims to answer the following questions: How did the teacher use personal goals or visions to come closer to her ‘ideal self’ as the teacher? What were the contextual and psychological obstacles the teacher needed to overcome? What or who helped her to improve motivation in her classroom? Data were collected through interviews and lesson observations during one year. Results show that a high level of reflection, a developed sense of agency, as well as a trusting school environment can all play together to help early career teachers develop an effective, motivating classroom atmosphere.

## Workshops

Saturday 17<sup>th</sup> November

15:00 – 16:30

ROOM: C 1-1

### **WORKSHOP 1: Introduction to Language Assessment Statistics**

**Richard Spiby, Assessment Research Group, British Council.**

This workshop aims to provide an introduction to Classical Test Theory (CTT) and related statistical techniques for use with tests in the language learning classroom. The emphasis in this workshop will be on simple practical techniques which can be used to evaluate and improve classroom tests. After familiarisation with some basic concepts, participants will receive step-by-step instruction and be given an opportunity for hands-on practice with sample data using Microsoft Excel. Areas covered will include item analysis, test reliability, rater reliability and score distributions. Discussion and interpretation of the results with reference to both the test and test takers will be encouraged. Participants should have an interest in language assessment, but are not required to have any knowledge of statistics. Some experience of using Microsoft Excel would be an advantage.

Saturday 17<sup>th</sup> November

15:00 – 16:30

ROOM: C 1-3

### **WORKSHOP 2: From Research to Practice: Useful tips to teach school learners more effectively**

**Daniela Avello, Methodology Coordinator, Universidad Alberto Hurtado.**

The evidence has revealed that an early exposure to EFL lessons does not ensure a successful learning outcome. Thus, it is of paramount importance to bridge the gap between research and teaching practices so as to enhance the use of more effective methodologies and strategies in the EFL classroom. To this aim, this workshop offers a variety of engaging activities that encourage an active participation of the attendees, who will learn easy-to-implement tips to teach young learners (K-12).

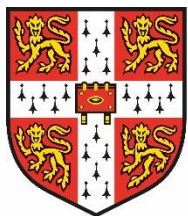




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