



## ACTIVITIES PROGRAMME

### OPENING PLENARY

FRIDAY 17th. | 9:20 to 10:25 | The Performers Theatre



#### ABSTRACT:

#### What should count as “assessment” in English Language Teaching?

In this presentation I pose the question whether international exams are a suitable measure of student learning or whether they have actually become one more corset of the profession. By looking at samples of actual student learning, we will attempt an in-depth analysis of the impact of these exams on teaching, learning and other areas of the profession. Along the way, we will explore the multidimensional interfaces that exist between learning and assessment.

**PRESENTER: GABRIEL DÍAZ MAGGIOLI**

**ABOUT:** Gabriel Díaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as teacher educator, researcher and author. He is Academic Advisor to the Institute of Education at Universidad ORT del Uruguay. He is the first latinx President of IATEFL.



### PLENARY

FRIDAY 17th. | 16:40 to 17:45 | The Performers Theatre



#### ABSTRACT:

#### Improving learner agency & outcomes through Assessment for Learning

Assessment is often misused – resulting in a negative backwash and demotivated learners. In this changing world, educators need to provide the citizens of tomorrow with the skills they need to thrive as lifelong learners. Assessment for Learning as a pedagogical approach helps students to reflect and evaluate their own progress. It improves learner agency and learning outcomes, as well as creating active learners. Come to this plenary, find out more about Assessment for Learning, and take away some ideas for your classroom.

**PRESENTER: SARAH ROGERSON**

**ABOUT:** Since joining Oxford University Press as Director of Assessment in 2019, Sarah Rogerson has taken charge of the assessment strategy with a clear mindset of developing innovative assessments focussed on providing the best feedback for students. Having worked in English language teaching and assessment for 20 years, Sarah believes that every form of assessment needs to have a purpose, and that we need to move away from over-testing. She is passionate about education for all and digital innovation in ELT.



### PLENARY

SATURDAY 18th. | 9:00 to 10:05 | The Performers Theatre



#### ABSTRACT:

#### Performance assessment: Drama as an assessment tool

This session invites teachers to reflect upon including performance assessment as an alternative tool to traditional assessment approaches in their classrooms. Performance assessment gives learners the possibility to apply their knowledge and unique skills in authentic, meaningful and hands-on tasks. This performance-based approach will be analysed through a process drama strategy called The Mantle of the Expert connected with Shakespeare's play "Romeo and Juliet".

**PRESENTER: SARAH HILLYARD**

**ABOUT:** Sarah Hillyard holds a MA in Teaching English to Young Learners from the University of York, U.K. She is co-author for Pearson's new courses "Little Stars" and "Our Stories". She is tutor on NILE's online course "Teaching English in Pre-Primary". She spent two years travelling as an actress with "The Performers".





## ACTIVITIES PROGRAMME

### PLENARY

SATURDAY 18th. | 14:05 to 15:10 | The Performers Theatre



#### ABSTRACT:

#### **Discrete vs integrated skills: listening and speaking in formative and summative assessment**

This talk will outline the benefits and drawbacks of assessing listening and speaking discretely or as integrated skills. Drawing specifically on the interaction and mediation scales contained in the Common European Framework of Reference Companion Volume (CoE, 2020), we will consider how integrated skills can be operationalised in both summative and formative assessment. We will also reflect on some of the challenges raised by the testing of integrated skills and how these can be addressed.

**PRESENTERS: CAROLYN WESTBROOK - RICHARD SPIBY**

**ABOUT:** Dr Carolyn Westbrook is a Test Development Researcher at the British Council in the UK. Formerly an Associate Professor in EFL, she has over 25 years' experience teaching and assessing EFL. A Senior Fellow of the Higher Education Academy (Advance HE), Carolyn is also a teacher trainer and materials writer.

**Richard Spiby** has been a Test Development Researcher with the British Council Assessment Research Group since 2016. He currently works on developing and evaluating the receptive skills components of new and existing tests. He also works on a variety of British Council assessment and training projects worldwide.



### PLENARY

SATURDAY 18th. | 16:40 to 17:45 | The Performers Theatre



#### ABSTRACT:

#### **Interactional Competence: Perspectives, Questions and Answers**

The development of interactional competence is foundational to the development of all language skills. Indeed, interaction is 'the matrix in which acquisition takes place' (Ellis, 2005:219), and it can additionally act as a springboard for the development of important skills supporting self-regulated learning collaboration and creative thinking. So what does the development of interactional skills actually mean for the language classroom? In this presentation I will explore this question by applying a number of different perspectives.

**PRESENTER: EVELINA GALACZI**

**ABOUT:** Evelina is Head of Research Strategy at Cambridge Assessment English and leads a team of experts in language learning, teaching and assessment. She has worked in language education for over 25 years and now oversees the development and implementation of the Cambridge English research strategy.



### PLENARY

SUNDAY 19th. | 9:30 to 10:35 | The Performers Theatre



#### ABSTRACT:

#### **Assessment in Pandemic Times, and Afterwards.**

Teachers are always faced with challenges, which the pandemic has widened and deepened. Both learning and teaching practices have been affected, and terms such as lost learning, catch-up, back to 'normal' are pervasive these days. To what extent has assessment reflected these changes? In what ways does it still fulfil its main aims? This presentation will focus on these and other questions that will help us reflect on our teaching practices, and assessment in particular.

**PRESENTER: LEONOR CORRADI**

**ABOUT:** English teacher, MSc in Education and Teacher Training (Surrey University, UK), and Education and ICT Specialist; former member of the Foreign Languages Committee, National Ministry of Education, and Coordinator of Certificados en Lenguas Extranjeras (English, CABA); specialist in Didactics, evaluator of research projects in Argentina, academic consultant, ELTon Judge.





## ACTIVITIES PROGRAMME

### CLOSING PLENARY

SUNDAY 19th. | 16:30 to 17:35 | The Performers Theatre



#### ABSTRACT:

### Assessing Academic Writing- Disciplinary Content and Intellectual Sensibility

Academic writing has long been recognised as a key challenge for students in English-medium education. In the field of English for Academic Purposes there are continuing discussions on the relative merits of generic writing know-how and discipline-specific approaches. Large-scale standardised academic English language testing tends to work with abstracted constructs of writing. Taking a learning-oriented assessment perspective, in this talk I will explore academic writing as a form of student engagement with disciplinary content. I will pay particular attention to the need of taking account of content-based knowledge and argumentation in academic writing. Through an analysis of teacher feedback comments on a sample of university student writing, I will show that presenting content knowledge in ways that are consistent with the intellectual sensibilities associated with particular disciplines is an important aspect of teacher assessment. This discussion is designed to support developments in formative teacher assessment of student writing.

#### PRESENTERS: CONSTANT LEUNG

**ABOUT:** Dr Constant Leung is Professor of Educational Linguistics at King's College London. His research interests include academic literacies, additional/second language teaching and assessment, language policy, and multilingualism. He is Co-Editor of Language Assessment Quarterly and Editor of Research Issues of TESOL Quarterly. He is a Fellow of the Academy of Social Sciences (UK). His work in developing the English as an Additional Language Assessment Framework for Schools (the Bell Foundation) won the 2018 British Council ELTons International Award for Local Innovation.

### SEMI PLENARY

FRIDAY 17th. | 13:20 to 14:20 | Room #2



#### ABSTRACT:

### Exams and Teenagers: Lemons and Lemonade

This practical session will begin by looking at many of the negative aspects of exams and assessment which all teenagers (and their teachers) know only too well. But then the majority of the session will examine how we can easily turn those negatives into positives, helping our High School students not only to get excellent exam results but also to remain fresh and motivated to continue learning English for life outside the classroom.

#### PRESENTER: DAVE SPENCER

**ABOUT:** School students for Macmillan since 1994 and is the author of the best-selling 'Gateway' series, the latest edition of which is 'Gateway to the World'. Dave is active on social media at [www.facebook.com/teachwithdave](https://www.facebook.com/teachwithdave).





## ACTIVITIES PROGRAMME

### SEMI PLENARY

FRIDAY 17th. | 13:20 to 14:20 | Room #3



#### ABSTRACT:

#### **Defining the principles of good practice in validity and reliability in language assessment - how useful are ALTE's principles for the Latin American context?**

In April 2020 ALTE (Association of Language Testers in Europe) launched its revised Principles of Good Practice. The document is intended as a coherent set of guidelines that ALL ALTE members subscribe to in order to ensure valid and reliable tests of different languages in different contexts. This presentation explains the document and gives examples of its application in Europe, before discussing to what extent the principles are also fit for purpose in Latin America.

#### **PRESENTERS: WALDEMAR MARTYNIUK, NICK SAVILLE & SALOMÉ VILLA LARENAS**

**ABOUT: Nick Saville** is Director of Research and Thought Leadership (Cambridge Assessment English, University of Cambridge) and Secretary-General of the Association of Language Testers in Europe (ALTE). His research interests include digital assessment and learning; the use of ethical AI; language policy and multilingualism; the CEFR; and Learning Oriented Assessment.

**Salomé Villa Larenas** is a language teacher, teacher educator, and language testing researcher. She holds a PhD in Applied Linguistics from Lancaster University. She is the current president of the Latin American Association for Language Testing and Assessment (LAALTA). Her research interest is language assessment literacy in the teaching profession.

**Waldemar Martyniuk:** Professor at the Jagiellonian University in Kraków, Poland, Institute of Polish Language and Culture for Foreigners. Teacher trainer, author of textbooks, curricula, and testing materials for Polish as a foreign language. 2008–2013 Executive Director of the European Centre for Modern Languages in Graz, Austria. Chair of the Board of Trustees at ALTE.



### SEMI PLENARY

FRIDAY 17th. | 13:20 to 14:20 | Room #4



#### ABSTRACT:

#### **The Psychology of Assessment - Informing best practice through insights into positive psychology**

Why do many learners feel alienated or intimidated by assessment, and what can I do about it? These are critical questions that could have a direct and negative impact on performance. Through an exploration of positive psychological capital, this interactive session explores how engaging the learner as a psychological entity is critical, and can help optimise learning and assessment outcomes.

#### **PRESENTER: ALEX THORP**

**ABOUT:** Alex Thorp was Lead Academic for Langue (Europe) for Trinity College London and now heads the Centrally Managed Markets. He has over 15 years' experience heading a teacher training department in the South of England. With special interests in Assessment, Educational Psychology and Evidence-based Teaching, his objective is to support best practices in language teaching.





## ACTIVITIES PROGRAMME

### SEMI PLENARY

FRIDAY 17th. | 13:20 to 14:20 | Room #5



#### ABSTRACT:

#### Language assessment in the new normal

After major disruptions to teaching, recovery learning aims to close or narrow learning gaps – but this “is not just doing ‘more of the same but faster’” (Oates, 2021). Studies into recent crises in schooling suggest that gathering evidence on learning and using it to make curricular decisions is a crucial piece in the puzzle. This session will explore how an informed, integrated and principled approach to assessment can enable this process.

#### PRESENTERS: PABLO TOLEDO

**ABOUT:** Pablo Toledo is an English teacher trainer (IES “Joaquín V González”), holds a diploma in education policy from Universidad Torcuato Di Tella and is currently studying towards a postgraduate diploma in educational assessment at the University of Cambridge. Before joining Cambridge Assessment English, he managed projects in the areas of remote teaching, internationalisation of higher education and language teaching to refugees for the British Council and led the Education department of the Buenos Aires Herald newspaper. In his current position as Assessment Manager for the Southern Cone and Andes, he is in charge of providing appropriate and innovative assessment solutions for stakeholders in the region. He is a board member of LAALTA (Latin American Association of Language Testing and Assessment).

### SEMI PLENARY

SATURDAY 18th. | 10:15 to 11:15 | Room #2



#### ABSTRACT:

#### The Great Realization: Evaluation, Assessment and Diversity

This semi plenary aims to describe the evaluation of students’ learning from a multidimensional and inclusive perspective, to promote a sensitive vision of EFL student’s diversity. To this end, evaluation will be analysed as a phenomenon in the current context, new transformations in terms of teaching management and rethinking evaluation will be discussed, and the need to incorporate families in the educational process will be reflected upon.

#### PRESENTER: EUGENIA CARRIÓN CANTÓN

**ABOUT:** Eugenia Carrión Cantón is an EFL educator with a Licentiate Diploma in English Literature from UNC, a Postgraduate Diploma in Educational Management from FLACSO and she is currently attending MA in Education at UNQ. She is a lecturer and a researcher at Universidad Nacional de TDF AelAS. Presently, she is a public official at TDF AelAS Ministry of Education.

### SEMI PLENARY

SATURDAY 18th. | 10:15 to 11:15 | Room #3



#### ABSTRACT:

#### Participatory assessment: Designing a learner-driven test

Tests have traditionally been conceived to measure learners’ knowledge at one moment in their educational journey, customarily designed by instructors following stringent criteria, ensuring fairness, validity, and reliability. Nonetheless, tests have seldom been seen as an instance for learning, especially by learners. This presentation develops the experience of involving the learners’ voices in the design of an end-of-course test not as an end-product but as an instance of learning using the framework of participatory pedagogy.

#### PRESENTER: MARIO MOYA

**ABOUT:** Mario is the Course Leader of the Master’s course in English Language Teaching at the University of East London. His specialism is language education and teacher training, he is an active researcher and partners with the British Council in academic literacies and English as a medium of instruction.



# ACTIVITIES PROGRAMME

## SEMI PLENARY

SATURDAY 18th. | 10:15 to 11:15 | Room #4



### ABSTRACT:

#### **From student to candidate: The importance of test literacy and how to help your students prepare for test taking**

A good student is not necessarily an accomplished test-taker, and vice versa, as different skills come into play which may at times seem incompatible. This session will look at how to help a capable classroom student to bridge the gap to becoming a competent examination candidate, with practical advice for teachers on how to improve students' test literacy, without overtesting them in the classroom.

### PRESENTERS: ALICE OSMAN

**ABOUT:** Alice Osman is the Chief Examiner and Academic Director of Anglia Examinations, based at Chichester College, England. Before this, she worked in Greece, the US and the UK as an EL teacher, Director of Studies, college lecturer and Advanced Practitioner, in a career spanning over 25 years. She holds a BA Hons and the Cambridge RSA DTEFLA and is an experienced writer of exams. In her role as Chief Examiner, she heads the Academic Team at Anglia, and is in charge of the commission and production of all the exams. She also runs teacher-training sessions and assessor training worldwide.



**CCG** | Chichester College Group

## SEMI PLENARY

SATURDAY 18th. | 10:15 to 11:15 | Room #5



### ABSTRACT:

#### **Projecting for the future: assessing through real-world projects to create real-world language learners**

How do we know that learning is happening? Is the answer in a test score? Or is it when we see our students so immersed in an activity that "they forget they are doing it in another language" (Krashen, 2009)? This session aims to explore the evaluation of our learners' procedural language proficiency through projects, and to understand Holt's assertion that "learning is not the product of teaching. Learning is the product of the activity of learners." (1964).

### PRESENTER: ALASTAIR GRANT

**ABOUT:** Alastair Grant is an experienced teacher trainer and ELT author. He is Head of English at Colegio Nuevo de Las Lomas in Buenos Aires, and a teacher trainer for both International House Montevideo and International House Lima. He is a consultant on the Profesorado de Inglés at Universidad Tecnológica Nacional.



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## SEMI PLENARY

SUNDAY 19th. | 14:00 to 15:00 | Room #2



### ABSTRACT:

#### **Assessing the Pronunciation of English as a Lingua Franca Shifting from an EFL to an ELF testing mindset**

The phenomenon of English as a Lingua Franca (ELF) has sparked off considerable debate recently. Given that ELF is used in mother tongue as well as in non-native English countries, it is time we looked closely into the linguistic and pragmatic features that are characteristic of this variety of English. Similarly, we should scrutinise the actual importance of these attributes in ELF-aware tests and discuss how and why raters worldwide differ when assessing ELF speaking performance.

### PRESENTER: CHRIS KUNZ

**ABOUT:** ELT Professional in Argentina, Australia and UK for over 25 years, has vastly lectured in various countries on ELT Pedagogy, Advanced Language for teachers and English Phonetics and Phonology since 1997. Has been involved with the Anglia ESOL Examinations Testing Services since 1996. Is the Anglia President within the Ibero American Network. Holds the Cambridge/RSA Certificate and Diploma in ELTA. Is CELTA Trainer in England.



**CCG** | Chichester College Group



## ACTIVITIES PROGRAMME

### SEMI PLENARY

SUNDAY 19th. | 14:00 to 15:00 | Room #3



#### ABSTRACT:

#### Debunking the myths of assessment and its different types

We usually believe assessment can only be summative, however as practitioners we should be aware that assessments take a variety of forms depending on purpose and context. Belanoff challenges some of these myths specifically for writing and how to produce a nurturing environment when assessing to promote growth and skill development. This plenary session will try to debunk assessment myths in practice and provide options and avenues for enriching assessment environments. Participants will leave with clear examples, ideas and recommendations to implement and adapt in their own contexts.

#### PRESENTERS: GRAZZIA MARIA MENDOZA CHIRINOS

**ABOUT:** Grazzia María Mendoza Chirinos M.Ed. in international education and in M.A. in TESOL. She is a US State Department Alumna recognized for project development for teachers' professional growth projects. She has been in the TESOL field for 28 years. Research includes CALL, Competency Based Language Teaching and Methodological Improvements for Professional Development. Founder and Former President HELTA TESOL in Honduras, Representative of Honduras in the Latin America and Caribbean TESOL Group and former President and Member of TESOL International Association Board of Directors. At present she is an education specialist for the US Government at USAID Honduras.



### SEMI PLENARY

SUNDAY 19th. | 14:00 to 15:00 | Room #4



#### ABSTRACT:

#### Exam Training as Metacognitive Experience

Exams represent unavoidable events for obtaining legitimate credit for knowledge and skills and have, therefore, taken centre stage in learning and teaching. However, we seldom think of exam training as part of metacognitive development. This session aims at showing how metacognitive experience may be generated and enhanced through systematic scaffolding. We will share samples of procedures in our teaching context to demonstrate how our learners develop metacognitive experiences as they get ready for their exams.

#### PRESENTER: MYRIAN CASAMASSIMA

**ABOUT:** Myrian Casamassima is a tenured professor of Methodology at I.E.S. Lenguas Vivas "J.R.F.", Buenos Aires. She holds a Master in Cognitive Psychology and Learning from Universidad Autónoma de Madrid (UAM). She has been the coordinator of the Teachers' Centre at Asociación Lenguas Vivas and editor of AEXALEVI Forum since 2009. Myrian is the author of Planning as Narrative, published in 2017.



# ACTIVITIES PROGRAMME

## MODERATED ROUND TABLE

SUNDAY 19th. | 14:00 to 15:00 | Room #5

### ABSTRACT:

## Experiencias argentinas en evaluación de lenguas

### • EVALUACIÓN DE ELSE: DISEÑOS SEGÚN CONTEXTOS Y PROPÓSITOS:

Se presentará a los exámenes de español: CELU (Certificado de Español, Lengua y Uso), un desarrollo consolidado de universidades nacionales y CertEA (Certificado de Español Académico), un desarrollo reciente de la Facultad de Humanidades y Ciencias de la Educación de la Universidad Nacional de La Plata.

### • INVESTIGACIÓN EN LECTO-COMPRESIÓN. UNA EXPERIENCIA DE EVALUACIÓN:

En este panel se describirá un proyecto de investigación desarrollado en la Universidad Nacional de Mar del Plata que se ocupó del diseño, validación e implementación de una prueba censal de comprensión lectora a los alumnos del último año de las escuelas secundarias públicas del ámbito local.

### • CLE (CERTIFICADOS EN LENGUAS EXTRANJERAS):

El Ministerio de Educación del GCBA ofrece a todos los alumnos/alumnas que estén cursando sus estudios en escuelas de gestión estatal y privada de la Ciudad de Buenos Aires la posibilidad de acreditar sus conocimientos en alemán, chino, francés, inglés, italiano y portugués mediante los Certificados en Lenguas Extranjeras (CLE). Esta certificación es de carácter gratuito y optativo.

## PRESENTERS: ELISABET CAIELLI, FERNANDA VELAZQUEZ & ADRIANA BOFFI

### MODERADORES: MARIO LÓPEZ BARRIOS Y MELINA PORTO

**ABOUT: Mg. Elisabet Caielli** es Profesora Asociada al Área de Formación Docente del Profesorado de Inglés UNMDP. Ha participado en proyectos de investigación en el desarrollo, la enseñanza y la evaluación de la comprensión lectora de L1 y FL además de la enseñanza de EFL en contextos escolares desfavorecidos. Actualmente se encuentra estudiando la legitimación de pedagogías locales e intervención docente. También ejerce como profesora en el Sistema Educativo Municipal, Mar del Plata.

**María Fernanda Velázquez** es profesora de inglés egresada del Joaquín V. Gonzalez, Licenciada en Lengua Inglesa y candidata a la Maestría en Lengua Inglesa de la Universidad de Belgrano. Desde 2015 es Coordinadora de los exámenes CLE (Certificados en Lenguas Extranjeras) del Ministerio de Educación de la Ciudad de Buenos Aires. Además, desde 2013 coordina el Departamento de Evaluación del Liceo Cultural Británico, instituto donde se realizan tanto evaluaciones internas como externas.

**Adriana Boffi** es coordinadora del Área ELSE (Español como lengua segunda y extranjera) de la Facultad de Humanidades y Ciencias de la Educación de la Universidad Nacional de La Plata. Participa en el Consorcio Interuniversitario que ofrece el Certificado de Español, Lengua y Uso (CELU) e integra el equipo que diseñó el Certificado de Español Académico (CertEA) de la FaHCE. Fue profesora titular del Departamento de Lenguas y Literaturas Modernas.





## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

#### A

**Target Audience:**  
High school teachers /  
teacher trainers and  
researchers

FRIDAY 17th. | 10:35 to 11:05 | The Performers Theatre

#### ABSTRACT:

#### Using a pluriliteracies task for qualitative assessment in higher education

We discuss a pluriliteracies task used in an L2 classroom in a higher education setting and its potential for qualitative assessment. The task, based on the graphic novel *Maus*, facilitated student awareness of the two central semiotic modes of pictures and language to redesign the front cover, and write about it. Our qualitative assessment shows more effective tasks make bolder visual choices that blend traditional symbols with less established ones, accompanied by well-developed written observations.

#### PRESENTER: ANN MONTEMAYOR BORSINGER, ANA MARÍA CORIA & MELINA PORTO

**ABOUT:** Ann Montemayor-Borsinger is Professor of Linguistics at Río Negro National University in Bariloche, and Invited Professor on different postgraduate programs. Her research interests focus on functional grammar and discourse analysis. She has published widely on different types of discourse in English, Spanish and French, drawing on Systemic Functional Linguistics.

**Ana María Coria** is Teacher/Translator of English (UNLP). She is Head Teacher of Capacitación en Inglés and Associate Teacher of English Language II (UNLP). She holds a Postgraduate Degree in Reading Comprehension in L2 (UBA) and a Master's Degree (UNLP). Her research interests focus on Systemic Functional Linguistics.

**Melina Porto** holds a Master's degree in ELT (Essex University), a PhD in Sciences of Education (UNLP) and a postdoctoral degree in Humanities and Social Sciences (UBA). She is a researcher at CONICET, Professor at UNLP and Honorary Research Fellow at the University of East Anglia. Interests: intercultural citizenship education

### CONCURRENT SESSION

#### A

**Target Audience:**  
High school teachers /  
teacher trainers and  
researchers

FRIDAY 17th. | 10:35 to 11:05 | Room #2

#### ABSTRACT:

#### Anxiety in secondary students: Test anxiety in the EFL class

Test anxiety has been investigated to learn students' performance in English assessments, traditionally revealing a difference between men and women. This presentation shows the results of a quantitative, non-experimental, and cross-sectional study conducted with secondary students in a country in South America aimed at identifying the anxiety levels perceived by senior high school students regarding tests administered in the EFL subject, using sex as the variable. Implications and recommendations for teachers will be shared.

#### PRESENTER: MICHEL RIQUELME-SANDERSON & LUCIA RAMOS LEIVA

**ABOUT:** Dr. Riquelme-Sanderson is an assistant professor at Universidad Arturo Prat in Iquique, Chile. He currently teaches courses on curriculum, assessment, educational research, and language teaching methods. His work focuses on the preparation of teachers, the pedagogies of language teacher educators and language teachers, and social justice in language teaching.

**Mg. Ramos Leiva** is an associate professor and the Director of the English School at Universidad Católica del Norte (Antofagasta-Chile). She teaches courses on EFL teaching methods and pedagogical planning. She has nine years of experience doing research in teacher preparation, and has published six textbooks to teach English.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

# A

**Target Audience:**  
High school teachers /  
teacher trainers and  
researchers

FRIDAY 17th. | 10:35 to 11:05 | Room #3

#### ABSTRACT:

#### Online Assessment during Pandemic Times

After instances of trial and error, a satisfactory way of assessing students' progress was implemented at the School of Engineering, UNLPam. Students composed a digital narrative in which they creatively solved a task that demanded integration of contents and autonomous and meaningful learning. The task implied moving away from traditional face-to-face practices and placed learners at the center of the evaluation process.

**PRESENTER: RAQUEL RAMOS, MARIA JULIA FORTE & MARIANA PAGELLA**

**ABOUT: Raquel Ramos:** English Teacher (UNLPam), Master's degree in University Education, currently working as a teacher and researcher at Facultad de Ingeniería, UNLPam. **María Julia Forte:** English Teacher (UNLPam) and Higher Education Specialist, currently working as a teacher and researcher at Facultad de Ingeniería, UNLPam. **Mariana Pagella:** English Teacher (UNLPam), Educational Technology Specialist, currently working as a teacher and as coordinator of the Virtualization program at Facultad de Ingeniería, UNLPam.

### CONCURRENT SESSION

# A

**Target Audience:**  
High school teachers /  
teacher trainers and  
researchers

FRIDAY 17th. | 10:35 to 11:05 | Room #4

#### ABSTRACT:

#### Evaluation of an Extracurricular English Language Programme at University

This paper analyses an ongoing research on the effectiveness and efficiency of an extracurricular English language programme at university level. The goal of the course is to provide students with the required proficiency level for academic mobility and international scholarships underpinning the process of internationalization. This study is in line with evaluation research following a mixed-method approach. Data is obtained from surveys and semi-structured interviews implemented to the 48 participants who completed the course.

**PRESENTER: GRACIELA FRITZ & KARINA ALICIA CABRERA**

**ABOUT:** Teachers at FI-UNAM. Earned a B.A. in English at UNL. Research Fellows interested in higher educational research. Part of a research group working on the teaching and learning of English for Academic Purposes since 2011.

### CONCURRENT SESSION

# A

**Target Audience:**  
High school teachers /  
teacher trainers and  
researchers

FRIDAY 17th. | 10:35 to 11:05 | Room #5

#### ABSTRACT:

#### Assessment for Learning - boost your students' achievements with exit tickets and choice boards

Assessing students' knowledge and performance plays a key role in every teacher's practice. But is it possible to undertake assessment for learning rather than of learning? What teaching strategies can be implemented to use formative assessment as a means to enhance our students' achievements? This paper will explore the effectiveness of two of such strategies: exit tickets and choice boards with B2 level students.

**PRESENTER: LUCIANA ORTEGA**

**ABOUT: Luciana Ortega** is a teacher of English and Licenciada en Lengua y Literatura Inglesas graduated from IES "Olga Cossettini" and UCEL, respectively. She is currently attending a Master's programme in Linguistic Theory and Language Acquisition at UNR. Luciana works at "Asociación Rosarina de Cultura Inglesa" and Instituto Superior "San Bartolomé".



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

B

Target Audience:

Researchers,  
Primary school teachers,  
High school teachers,  
Teacher trainers

FRIDAY 17th. | 11:15 to 11:45 | The Performers Theatre

#### ABSTRACT:

#### 'One leap into learner autonomy: pronunciation self-assessment'

In this session, the presenter will display effective assessment tasks on an audio editor called Audacity, in which EFL learners will judge their oral performance through listening to themselves critically. This approach will lead the learner to achieve a reliable self-evaluation of their own oral production and rid teachers of a heavy load of giving constant feedback. What is more, it will guide EFL learners to achieve a desirable level of intelligibility and leap into autonomy.

#### PRESENTER: STELLA PALAVECINO

**ABOUT: Master Stella Palavecino** is a graduate teacher, teacher trainer and materials designer based in B.A. She holds a specialisation in Phonetics and Phonology, and a postgraduate degree in Higher Education, ICT, and Pedagogy. At the moment, she lectures in Phonetics I and II, and English Diction at Teacher Training Colleges and Translation Programmes. She has written articles, delivered webinars and presentations on the field of phonology. She is also the Pronsig scholarship winner for the IATEFL 2020 annual conference.

### CONCURRENT SESSION

B

Target Audience:

Researchers,  
Primary school teachers,  
High school teachers,  
Teacher trainers

FRIDAY 17th. | 11:15 to 11:45 | Room #2

#### ABSTRACT:

#### Self-evaluation, reflection and learning strategies: tools for autonomous learning

Self-evaluation is an essential part of active learning and it helps students to become independent. This presentation shares the results and activities used in a classroom intervention in an online course in a public university in Mexico City based on a progressive training that helped students to become aware of their self-evaluation process using their reflection and learning strategies as tools to become autonomous learners.

#### PRESENTER: GABRIELA LEÓN DE GUEVARA DE LEÓN

**ABOUT:** English teacher, teacher trainer and in-service tutor. Writer and storyteller. Professor and researcher at Universidad Autónoma de la Ciudad de México. BA in Teaching French as a Foreign Language, BA in English and BA in Teaching English. MA in Education, PhD in Education.

### CONCURRENT SESSION

B

Target Audience:

Researchers,  
Primary school teachers,  
High school teachers,  
Teacher trainers

FRIDAY 17th. | 11:15 to 11:45 | Room #3

#### ABSTRACT:

#### Diversifying types of questions to teach and assess reading

The use of a variety of reading tasks may contribute significantly to the development of students' reading skills because of its potential to activate different cognitive processing levels. This diversification should be observed in our teaching as well as our assessment practices. One way to apply this theory to our classrooms is by varying the types of questions we ask. This paper presents research data on the use of questions and straightforward practical pedagogical implications.

#### PRESENTER: JORGE ALEJANDRO ABOUD

**ABOUT: JORGE A. ABOUD** Teacher of English, with a PhD in Language from Universidad Nacional de Tucumán. His doctoral thesis was on testing reading. He was awarded the Teacher Ambassador scholarship. He has presented and published a number of papers on language testing and acquisition. Currently, he works at university and teacher training institutes.





## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

**B**

**Target Audience:**

Researchers,  
Primary school teachers,  
High school teachers,  
Teacher trainers

FRIDAY 17th. | 11:15 to 11:45 | Room #4

**ABSTRACT:**

**Test of English for Young Learners (TEYL): Standardized Test for Children**

The Test of English for Young Learners (TEYL) is a computer-based assessment language test, aligned to CERF created in a public university in a Latin America country. The target population is children from 10 to 12 years old. The purpose of this lecture is to describe the design of this test.

**PRESENTER: WALTER ARAYA GARITA & YERALDIN ACOSTA SALAZAR**

**ABOUT:** Prof. **Walter Araya**, coordinator of the Language Evaluation Program at the University of Costa Rica. Professor of the school of Modern Languages at the graduate and undergraduate level.

**Prof. Yeraldin Acosta Salazar** coordinates the English test for young learners in Costa Rica. She is a professor at the School of Modern Languages at UCR.

### CONCURRENT SESSION

**B**

**Target Audience:**

Researchers,  
Primary school teachers,  
High school teachers,  
Teacher trainers

FRIDAY 17th. | 11:15 to 11:45 | Room #5

**ABSTRACT:**

**Assessment in Language Teaching: Multiple Choice Test Item Construction**

During the session, the presenters will evidence a protocol and item making strategies effective for the designing of multiple-choice items based on a methodology, which is used in a Latin American country as an approach aligned to the international guidelines on the development and validation in applied measurement in education. Participants will review item type formats and guidelines within a precise structured process for item construction that can be applied for assessing language skills.

**PRESENTER: DÉBORAH GARCÍA SÁNCHEZ & PABLO ÁVILA JUÁREZ**

**ABOUT:** With over 10 years of experience, **Deborah García Sánchez** and **Juan Pablo Ávila Juárez** have worked extensively in assessment, programs and curriculum writing for public and private education, strengthening their practice as teacher trainers (PNIEB), coordinators, and other. While she received her master of arts in assessment for quality in education from El Colegio de Puebla, he complements her work with a Bachelor in English Language by Universidad Autónoma de Chihuahua.

### CONCURRENT SESSION

**C**

**Target Audience:**

Primary school teachers,  
High school teachers

FRIDAY 17th. | 15:20 to 15:50 | The Performers Theatre

**ABSTRACT:**

**Mixed- Ability Classrooms: Differentiation that allows continuous progress even during assessment**

Classrooms are today as varied as the students in them. It is impossible to think of a one-class that fits all. Assessment in this scenario needs to be fair for all students to provide enough challenge or support according to each particular student's needs. Throughout the presentation we will look at assessment strategies as the anchor of continuous progress as well as talk about ways to reach every student in a mixed- ability classroom.

**PRESENTER: MARÍA LAURA MAS**

**ABOUT:** **Maria Laura Mas** holds an English Language Teaching degree from ENSAC, Cordoba as well as a CELTA certification from University of Cambridge, UK. She graduated with a BA in Education from Kendall College, USA. She has trained teachers on PBL applied to language learning (EVO 2019) as well as researched and trained on visual thinking and mixed- ability classroom. She is currently an ESL Teacher, Teacher Trainer and English Director of Studies at a school in Cordoba, Argentina.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

C

Target Audience:  
Primary school teachers,  
High school teachers

FRIDAY 17th. | 15:20 to 15:50 | Room #2

#### ABSTRACT:

#### Assessment approach in Intercultural Online Classes

The global situation with the pandemic has forced educators to find innovative ways to sustain their classes by implementing novel activities to cover content and to assess it. By taking advantage of online education, students are encouraged to become global citizens. In this presentation, participants will be presented with a different approach to the introduction of intercultural classes and creative ways to assess students output and intercultural awareness by connecting and communicating in English

**PRESENTER: LORENA G. OJEDA**

**ABOUT: Lorena G. Ojeda** is a teacher graduated from National University of Tucuman. She has been working as an online teacher for an international company since 2013. She has also lived in the USA since 2010 and she worked as an ESL teacher for language schools implementing immersion programs in Miami. She also got the award of "Teacher of the year".

### CONCURRENT SESSION

C

Target Audience:  
Primary school teachers,  
High school teachers

FRIDAY 17th. | 15:20 to 15:50 | Room #3

#### ABSTRACT:

#### Video peer-feedback: are both peer assessment and communication development possible?

Peer feedback can have a more acquisitional and motivational twist if students engage in assessment practices which involve technological use, with clear goals and instructions. In this presentation, we will focus on our research project which attempts to generate a novel use of peer feedback for written or oral productions by means of assessment training that develops their oral and evaluation skills and is mediated by video technology, a current student's communication tool.

**PRESENTERS: RICARDO PALMA, IRMA SARVERRY GALO & MARIANELA ZELAYA**

**ABOUT: Ricardo Palma, Irma Sarverry Galo and Marianela Zelaya** work at Universidad Nacional de Tucumán, teaching English Phonetics III. They carried out research projects and have published papers on pronunciation teaching in Tucumán. They also work in different schools and teaching levels. Their new research involves technology-mediated activities and assessment.

### CONCURRENT SESSION

C

Target Audience:  
Primary school teachers,  
High school teachers

FRIDAY 17th. | 15:20 to 15:50 | Room #4

#### ABSTRACT:

#### The assessment of English pronunciation through different frameworks of reference

For some time now, different frameworks for the teaching and assessment of a foreign language have challenged the nativeness principle previously accepted as the single norm in the English classroom. This study conducted at a Latin American university with first-year university students compares the traditional assessment of pronunciation to other frameworks of reference (ELF and IE). Implications for our current teaching practices, including descriptors and an acceptable threshold for intelligibility will be presented.

**PRESENTER: FLORENCIA GIMÉNEZ & MARÍA GARAY**

**ABOUT: María Garay and Florencia Giménez** are university professors of English phonetics and phonology in the teacher and translator training courses at the School of Languages, Universidad Nacional de Córdoba, Argentina. Our main research interests revolve around second language pronunciation, and discourse analysis with a focus on discourse intonation.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

C

Target Audience:  
Primary school teachers,  
High school teachers

FRIDAY 17th. | 15:20 to 15:50 | Room #5

#### ABSTRACT:

#### Assessing paired speaking using video call technology

In this talk, we present the outcomes of a Proof of Concept project, which investigated a video-call paired speaking test as an online alternative to the in-person one. To be viable, such an alternative must not compromise the interactional test construct. We will present findings from multiple sources: scores, test-takers' language, and examiner and test-taker perceptions. We will finish the talk with a discussion of the implications of online speaking tests for learning and teaching.

#### PRESENTER: HYE-WON LEE & ANDREW MULLOLY

**ABOUT: Hye-won Lee** is Senior Research Manager at Cambridge Assessment English. She holds a PhD in Applied Linguistics and Technology from Iowa State University, with specialization in technology-enhanced language assessment and argument-based validation. Her current work focuses on assessing speaking via video call and defining language ability in data-driven diagnostic assessment.

**Andrew Mullooly** is a Senior Assessment Manager at Cambridge Assessment English. He holds a Masters in Applied Linguistics and TESOL from the University of Leicester. His current work as a member of the Assessment Quality & Validity team involves conducting functional analysis of candidates' Speaking test performance, as well as developing and delivering online training sessions for Speaking Examiners.



### CONCURRENT SESSION

D

Target Audience:  
Researchers

FRIDAY 17th. | 16:00 to 16:30 | The Performers Theatre

#### ABSTRACT:

#### Developing Pre-Service Teachers' Language Assessment Literacy: An Analysis of Classroom Tasks

Scholars in language assessment have highlighted the need for research on Language Assessment Literacy (knowledge, skills and principles needed for assessment) and its development. While there is an emphasis on in-service teachers, research with pre-service teachers is limited. In our presentation, we will discuss pre-service teachers' perceptions of classroom tasks in language assessment courses. The implications of our study allow us to highlight the need for practical activities when teaching these stakeholders about language assessment.

#### PRESENTERS: ISADORA MORAES, VIVIANE FURTOSO & FRANK GIRALDO

**ABOUT: Isadora Moraes** is a PhD student at Universidade Estadual de Londrina (State University of Londrina), in Brazil, and is conducting research in the areas of language assessment literacy and teacher education. She is part of the Avaliação e Linguagem (Assessment and Language) Research Group.

**Viviane Furtoso** is a professor at the State University of Londrina (Universidade Estadual de Londrina), Brazil. Her main research interests are language assessment, teacher education, language assessment literacy, and Portuguese as a foreign language. She is the coordinator of the Assessment and Language (Avaliação e Linguagem) Research Group.

**Frank Giraldo** is a professor at the foreign languages department of Universidad de Caldas, Colombia. His main research interest is the intersection between language assessment literacy (LAL) and language teachers' professional development.





## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

D

Target Audience:  
Researchers

FRIDAY 17th. | 16:00 to 16:30 | Room #2

#### ABSTRACT:

#### PhD science students' perceptions about certification requirements: Task design steps

Doctoral students have English language needs that are not assessed in TOEFL ITP. The speaking language tasks that these doctoral students need to become proficient at are described in this presentation. Feedback offered by doctoral students regarding their experience doing the set of tailored language speaking tasks will be presented. It is hoped these assessment materials can be useful for ELT researchers and practitioners interested in addressing their learners' needs in their own contexts.

**PRESENTER: ELBA MÉNDEZ GARCÍA & ROSALBA OLGUÍN**

**ABOUT: Elba Méndez García** holds an MA in ELT and the DELTA from the University of Cambridge. She teaches EFL and participates in teacher training and development at the BA in ELT program in Benemérita Universidad Autónoma de Puebla, Mexico. Her research interests include teacher professional development and EFL assessment.

**Rosalba Olguin** holds an MA in ELT from BUAP where she is presently teaching. She is an experienced freelance teacher and teacher trainer; she has been in EFL teaching for over 22 years. Her interests are reading assessment, evaluation and teacher professional development and their pedagogical implications for EFL teaching.

### CONCURRENT SESSION

D

Target Audience:  
Researchers

FRIDAY 17th. | 16:00 to 16:30 | Room #3

#### ABSTRACT:

#### An argument-based discussion of test validity and language policy: the case of EPLIS

This paper reports two phases of a broader multistage mixed-methods study and focuses on the consequences inference. The first phase investigated a 65-item questionnaire which was answered by Brazilian Air Traffic Controllers who got proficiency Level 3 (considered non-operational) and Level 4 (considered by ICAO as the minimum level necessary to control aircraft using the English language). Results highlighted that both EPLIS and ICAO policy need to be revised.

**PRESENTERS: NATALIA ANDRADE**

**ABOUT: Natalia Andrade** holds a master's degree in Applied Linguistics and is a PhD candidate in Applied Linguistics focused in language assessment at the University of Campinas. She has been a visiting scholar at Iowa State University and at the University of Melbourne. She is interested in language assessment, assessment validity and language assessment for specific purposes. She has worked as part of the development team of EPLIS since 2009.

### CONCURRENT SESSION

D

Target Audience:  
Researchers

FRIDAY 17th. | 16:00 to 16:30 | Room #4

#### ABSTRACT:

#### Testing to inform; informing to make decisions: how mapping students' proficiency along the undergraduate course can support curricular decisions

This paper reports the results of a quantitative research within a language teacher undergraduate course, involving 299 students who took the IELTS reading and listening tests in order to answer the research question: "do students progress in reading and listening ability along the course?". Based on the results, a discussion on institutional testing and evaluation measures as a way to support decisions regarding curriculum will be established.

**PRESENTER: VANESA BORGES - ALMEIDA**

**ABOUT: Vanessa Borges-Almeida** has a degree in Letters English and Translation, a master's in Educational Psychology, and a Ph.D. in Language Studies. She is a professor at Universidade de Brasília, working as a researcher and teacher educator in Applied Linguistics, especially in the fields of ELT methodology and language assessment.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

E

Target Audience:  
Researchers

SATURDAY 18th. | 11:25 to 11:55 | The Performers Theatre

#### ABSTRACT:

#### **Cognitive diagnostic model: assessing reading skills through an Italian test**

This study aims at presenting an application of cognitive diagnostic models for assessing Italian reading skills through a test. The online test was composed of items from the entrance exams for a Latin America University. The results were analyzed using GDINA, an R package for CDM. The findings made it possible to assess the weaknesses in terms of language proficiency according to the items and skills considered in the assessment instrument for each student.

**PRESENTER: FERNANDA SILVA VELOSO, ADILSON DOS ANJOS & PAULA GARCIA**

**ABOUT:** **Fernanda Silva Veloso** is a Professor at the Department of Teaching Theory and Practice of the Federal University of Paraná (UFPR). **Adilson dos Anjos** is a Professor at the Department of Statistics, UFPR. **Paula Garcia** is a Professor at the Undergraduate Program in Italian Education of the UFPR

### CONCURRENT SESSION

E

Target Audience:  
Researchers

SATURDAY 18th. | 11:25 to 11:55 | Room #2

#### ABSTRACT:

#### **Formative and summative assessment in a medical career implemented during distance emergency learning**

It has been defined by the curriculum of the Medical College that students are asked to learn how to read medical research articles in English. During each of the courses, students need to complete weekly activities, as part of their formative assessment which have been carried out for years by the virtual campus. Due to the emergency for COVID, summative assessment has been also carried out by remote learning.

**PRESENTER: MELINA BARBERO**

**ABOUT:** **Melina Barbero** has been an English teacher for twenty years. She holds a Master's degree in TEFL and is currently finishing another Master course in University Management. She has been a professor in a medical college for almost fifteen years, teaching English as a reading comprehension tool for future professionals.

### CONCURRENT SESSION

E

Target Audience:  
Researchers

SATURDAY 18th. | 11:25 to 11:55 | Room #3

#### ABSTRACT:

#### **Foreign Language Assessment at University Level in Pandemic Time.**

The aim of this paper is to describe the design two types of virtual evaluations in the context of reading comprehension exams in English at a national university of Argentina, to analyse its implementation and to show the results of this new evaluation method on students' participation and grades as well as on professors' collaborative work and distribution of tasks.

**PRESENTER: EUGENIA CARRIÓN CANTÓN, CLAUDIA PERALTA & NOELIA M. TORTONE**

**ABOUT:** **Eugenia Carrión Cantón** is an EFL educator with a Licentiate Diploma in English Literature from UNC, a Postgraduate Diploma in Educational Management from FLACSO and she is currently attending MA in Education at UNQ. She is a lecturer and a researcher at Universidad Nacional de TDF AelAS. Presently, she is a public official at TDF AelAS Ministry of Education. **Claudia Peralta** is an English Language and Literature Teacher graduated from Universidad Nacional de La Plata. She is a research assistant teacher at the Escuela de Idiomas, Universidad Nacional de Tierra del Fuego AelAS. She is currently studying to get a Bachelor's Degree in Education at Universidad Nacional de Quilmes. **Noelia Mariana Tortone** is an English Teacher and a Sworn Translator in English graduated from the Faculty of Languages, Universidad Nacional de Córdoba. Currently, she is the Academic Coordinator at the Language Department of the National University of Tierra del Fuego and she works as a research teacher there and at Tertiary level institutions.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

E

Target Audience:  
Researchers

SATURDAY 18th. | 11:25 to 11:55 | Room #4

#### ABSTRACT:

#### **Understanding listening assessment in a Colombian EFL context: input for curricular alignment and professional development**

This presentation reports the characterization of the listening assessment in B1 level classes at a private language institution. Three aspects were identified: the type of knowledge, the forms of assessment and the type of activities in each test from the curriculum and the PET exam. Results indicate tests are assessing mostly phonological knowledge and do not align with learning goals from the course suggesting a need for curriculum alignment and teachers' assessment literacy.

**PRESENTER: ANA GUTIERREZ ROJAS & NAYIBE ROSADO**

**ABOUT:** Ana Gutiérrez is a language teacher and a master student at Universidad del Norte in Colombia. She is currently working as the academic coordinator of a private English institute. Her research interests include L2 Listening comprehension and assessment. Nayibe Rosado is a language teacher and teacher educator at Universidad del Norte in Colombia. Her research interests reside in the intersection of students and teacher learning and how language affects the construction of reality in contexts such as classrooms and in other institutions that surround us.

### CONCURRENT SESSION

E

Target Audience:  
Researchers

SATURDAY 18th. | 11:25 to 11:55 | Room #5

#### ABSTRACT:

#### **Planning and Analyzing an Assessment Course for English Language Teachers**

In language testing, there are abundant discussions around the meaning and scope of language assessment literacy (LAL) as it relates to language teachers. However, there is limited information on the planning and the implementation of language assessment courses for them. In my presentation, I will discuss the findings of a research study on a language assessment course for English language teachers in a Latin American country. I will provide implications for fostering LAL among teachers.

**PRESENTER: FRANK GIRALDO**

**ABOUT:** Frank Giraldo is a professor at the foreign languages department of Universidad de Caldas, Colombia. His main research interest is the intersection between language assessment literacy (LAL) and language teachers' professional development.

### CONCURRENT SESSION

F

Target Audience:  
Researchers /  
Primary school teachers /  
High school teachers /  
Teacher trainers

SATURDAY 18th. | 12:05 to 12:35 | The Performers Theatre

#### ABSTRACT:

#### **Assessing Intercultural Competence at Secondary Level: An action research study**

The development of Intercultural Communicative Competence (ICC) (Byram, 1997) is at the core of language instruction around the world. However, assessing ICC growth may pose questions on teachers. If we consider that intercultural skills cannot be measured only through observable linguistic behaviour, specific techniques should be employed to evaluate how students' intercultural skills develop. The research study presented in this paper, illustrates how to assess intercultural progress through the use of rubrics, observation, and reflection.

**PRESENTER: MARIA PIA PALLERO**

**ABOUT:** María Pía Pallero is an English teacher with ten years' experience at secondary and tertiary levels, currently working as a high-school language instructor and teacher trainer. Her academic achievements include: A Fulbright (FLTA) scholarship in the USA, a Graduate Specialization in Education, and a Master's degree in Foreign Language Teaching from an American university.





## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

#### F

##### Target Audience:

Researchers /  
Primary school teachers /  
High school teachers /  
Teacher trainers

SATURDAY 18th. | 12:05 to 12:35 | Room #2

##### ABSTRACT:

#### A local experience with reading: criterion-referenced test design and validation

What can our students do when reading in English? This presentation focuses on a census criterion-referenced test of reading-comprehension for students in their last year of secondary education after nine years of formal instruction in municipal schools in Mar del Plata. The reasons for adopting this evaluation approach and the decisions taken in the process of design and validation of the instruments will be explained. The results of the test will be shared.

**PRESENTER: ELISABET CAIELLI, ANA LIA REGUEIRA & JENIFER WILLIAMS**

**ABOUT:** Caielli, Mg. Ana L. Regueira and Prof. Esp. Jenifer Williams are school teachers and teachers at the Teacher Education Area, Profesorado de Inglés, UNMDP. They have implemented several research projects on reading-comprehension development, teaching and testing. Nowadays they also study the legitimization of local pedagogies and teacher agency.

### CONCURRENT SESSION

#### F

##### Target Audience:

Researchers /  
Primary school teachers /  
High school teachers /  
Teacher trainers

SATURDAY 18th. | 12:05 to 12:35 | Room #3

##### ABSTRACT:

#### Ceibal en Inglés: On-line National Speaking Test

Cecilia Marconi, Claudia Brovetto and Gabriela Kaplan work at Plan Ceibal. They have worked collaboratively in the creation and validation of national tests mediated by technology.

**PRESENTER: CECILIA MARCONI, CLAUDIA BROVETTO & GABRIELA KAPLAN**

**ABOUT:** Plan Ceibal is focused on improvement of students' learning and assessment. An important effort is placed on technology-based evaluation of English at a national scale. Speaking has been considered unapproachable for technology-mediated evaluation. This paper presents the process of production of an on-line speaking test and its validation by implementing the same test to the same students in two formats: online and f2f.

### CONCURRENT SESSION

#### F

##### Target Audience:

Researchers /  
Primary school teachers /  
High school teachers /  
Teacher trainers

SATURDAY 18th. | 12:05 to 12:35 | Room #4

##### ABSTRACT:

#### Teachers' perceptions and use of technology-mediated formative assessment in the EFL class

This presentation describes the effects that a workshop on technology for formative assessment had on teacher's perceptions and actual use of this type of assessment. Data were collected through surveys, teacher interviews and assessment tasks. We will first explain the theoretical underpinnings of formative assessment and then describe the rationale and activities of the workshop. Finally, we will present the main findings of the study and discuss theoretical and pedagogical implications.

**PRESENTER: ANA CECILIA CAD, MARÍA G. SAN MARTÍN, & PAULA MARIANA FALETTI**

**ABOUT:** María Gimena San Martín is a tenured lecturer in EFL methodology at the EFL Teacher Education Programme, Universidad Nacional de Córdoba. She is also the coordinator of an online Postgraduate Programme. She holds an MA degree in Applied Linguistics and an EFL Teaching degree. Her research interests include teacher education and development, and action research. Ana Cecilia Cad is a lecturer in English Language and Phonetics and Phonology at Facultad de Lenguas, Universidad Nacional de Córdoba. She also works in EFL methodology in a tertiary institution. She holds an MA degree in Applied Linguistics and an EFL Teaching degree. Her research interests include teacher education, technology, action research and multimodality. Paula Mariana Faletti is a lecturer in EFL methodology at Facultad de Lenguas, Universidad Nacional de Córdoba. She also works as a techno-pedagogical consultant and provides training in technology-mediated teaching. She holds an MA degree in Applied Linguistics and an EFL Teaching degree. Her research interests include educational technology, teacher education, and discourse analysis.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

#### F

##### Target Audience:

Researchers /  
Primary school teachers /  
High school teachers /  
Teacher trainers

SATURDAY 18th. | 12:05 to 12:35 | Room #5

##### ABSTRACT:

#### Formative assessment strategies and techniques in hybrid learning

In the midst of this remote teaching and learning period due to COVID19, where teachers and learners have been forced to interact through digital means, almost everyone is talking about formative assessment. So, some questions arise: What is formative assessment? Is it really important and useful? Not only is FA paramount but it shows how intertwined the teaching and learning processes are. We'll discuss a large variety of the most effective formative assessment strategies.

##### PRESENTER: CLARA CHICLANA, ROMINA MARAZITA & GONZALO DÍAZ

**ABOUT:** Mgt. Clara Chiclana is a teacher, researcher, and speaker. She holds an MA in TEFL (London Metropolitan University) a licentiate in English (UFASTA) and the Advanced Certificate in ELT (University of Oregon). Clara teaches Didactics at the English Teacher Training College at ISFD8 in Junín de los Andes and is a member of the research team J033 that studies the acquisition of Formulaic Sequences under the direction of Mgt. Magdalena Zinkgraf at UNCO. Lic. Romina Marazita has worked at tertiary and university level Instituto A. M. Saenz, and UNL (Universidad Nacional del Litoral). Romina is also a Specialist in Virtual Learning Environments EDEV (E-learning) and has completed her Tesol Certificate through AZU and Advanced Certificate in ELT (OU). She now specializes in Neuro-Psycho Education. Prof. Gonzalo Díaz is a teacher, workshop facilitator and edu-entrepreneur. He holds a BED in TEFL (Universidad Nacional de Tucumán - Argentina) and the Advanced Certificate in ELT (University of Oregon-USA). He has worked at public schools and a teacher training college. He has also developed his own Language studio.

### CONCURRENT SESSION

#### G

##### Target Audience:

Researchers /  
Teacher trainers

SATURDAY 18th. | 15:20 to 15:50 | The Performers Theatre

##### ABSTRACT:

#### The role of test anxiety on performance on standardized language tests

Test anxiety is an emotional response to an assessment. This talk reports on a study into test anxiety among 138 undergraduate students taking the TOEIC exam. The results suggest that anxiety has little impact on test performance in general, but a strong impact on female students. The speaker will briefly explain the study and its results, and will discuss the implications. Participants will come away with suggestions to reduce test anxiety among their students.

##### PRESENTER: JOSEFINA C. SANTANA

**ABOUT:** Josefina C. Santana (PhD in Education, ITESO University) is a professor and researcher in the School of Communication at Universidad Panamericana in Mexico. She is a member of the Mexican National System of Researchers. Her research interests include cognitive processes involved in learning, including metacognition and anxiety.

### CONCURRENT SESSION

#### G

##### Target Audience:

Researchers /  
Teacher trainers

SATURDAY 18th. | 15:20 to 15:50 | Room #2

##### ABSTRACT:

#### Assessment criteria on rating scales in English teachers' written production

This presentation aims at discussing aspects that characterize the proficiency in written language of foreign language teachers, in particular EFL teachers, by analyzing the written production in tasks from an assessment tool produced to assess the linguistic proficiency of foreign language teachers, based on the results of a survey in which analytical rating scales were designed to characterize the written language (grammar, metalanguage, punctuation, spelling and vocabulary) of EFL teachers in a Latin American country.

##### PRESENTER: JOSÉ RICARDO DE OLIVEIRA CUNHA & DOUGLAS ALTAMIRO CONSOLO

**ABOUT:** José Ricardo de Oliveira Cunha is an EFL teacher in public secondary schools in Brazil and an MA candidate in Applied Linguistics (Language Assessment). Douglas Altamiro Consolo holds a PhD in TEFL. He is an EFL teacher, a lecturer and a senior researcher in Applied Linguistics at a Brazilian university.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

G

Target Audience:  
Researchers /  
Teacher trainers

SATURDAY 18th. | 15:20 to 15:50 | Room #3

#### ABSTRACT:

#### The role of co-trainers in the formative assessment process of student-teachers

This paper addresses the importance of co-trainers exercising their critical thinking in building the pedagogic relationship with trainees and in the process of formative assessment. Most often co-trainers limit their participation in the teaching residency period to providing material and observing classes. The aim of this paper is to outline possible actions to strengthen pedagogic practices from a critical reflective perspective so as to improve the assessment process and to enrich the trainees' formation.

**PRESENTER: GUADALUPE LÓPEZ ACUÑA, ANALÍA LÓPEZ ALE & CLAUDIA SILVA**

**ABOUT:** **Guadalupe López Acuña:** graduated as an English teacher from the National University of Catamarca and holds a Master's degree in Research and Innovation from the University of Osnabrück, Germany; taught English in primary and secondary school and now is a full-time professor at university, lectures in English Grammar, English History and Teaching Practice. **Analía López Ale:** graduated as an English teacher from the National University of Catamarca and holds a Master's degree in Teaching English as a Foreign Language from the University of Jaen, Spain, has taught English at university for 25 years, lectures in Phonetics and Phonology, and Research Methodology. **Claudia Silva:** graduated as an English teacher from the National University of Catamarca, currently works on the final work of Especialización en Didáctica de las Lenguas Extranjeras, taught English in primary and secondary school and now is a full-time professor at university, lectures English Grammar and American Literature and Teaching Practice.

### CONCURRENT SESSION

G

Target Audience:  
Researchers /  
Teacher trainers

SATURDAY 18th. | 15:20 to 15:50 | Room #4

#### ABSTRACT:

#### Integral Assessment in ELT in higher education contexts

Our presentation will report some of the findings of an ongoing action research project on Integral Assessment in higher education contexts since August 2020. The objective was to inquire about the effectiveness of actual evaluation methods while putting into practice assessment based on an integral and creative perspective. Reflections of interviews and accounts of participants and formal documents are being analysed through grounded theory methodology. Some findings show favourable achievements in students' performances so far.

**PRESENTER: MARÍA VERGARA, MARÍA E. FOLLEDO & EDITH L. VILLANUEVA**

**ABOUT:** **Dr. María Vergara** holds an MA in Education (UK) and a Doctorate (UNCa); **Esp. Eugenia Folledo**, is a Dance and EFL teacher; **Mgter. Edith Luna** is a music and EFL teacher and holds a MEd (UK). Members of FIC (Formación Integral Creativa). They research on TEFL, ICT, and the Arts.

### CONCURRENT SESSION

G

Target Audience:  
Researchers /  
Teacher trainers

SATURDAY 18th. | 15:20 to 15:50 | Room #5

#### ABSTRACT:

#### Assessment for Learning to promote reflective practice in Pre-Service Teachers

This paper describes Assessment of Trainees at a University English Teacher Education Programme as an ongoing process with a focus on reflective practice. Analysis of data obtained by means of different research tools within a reflective task framework will be presented so as to determine what evidence of reflection-on-action they provide for teacher educators during these ELT trainees' practicum and how useful these reflective tasks might be to assess and support trainees' future professional development.

**PRESENTER: ESTELA NÉLIDA BRAUN**

**ABOUT:** **Estela N. Braun** holds a tenure in Didactics of ELT and Practicum at Elementary Schools at the Humanities College, UNLPam. She holds Specializations in Curriculum and Social Practices in Context (FLACSO). She worked for the Ministry of Education of La Pampa designing curricular guidelines and coordinating professional development courses for English language teachers. Member of IDEAE Research Institute at UNLPam.





## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

G

Target Audience:  
Researchers /  
Teacher trainers

SATURDAY 18th. | 16:00 to 16:30 | The Performers Theatre

#### ABSTRACT:

#### **The (long) overdue need for assessment literacy in Initial Language Teacher Education. An analysis of an elective assessment-related module**

It is widely accepted that ILTE programmes do not always include explicit training in assessment; our programme, however, regularly offers an elective module devoted to classroom assessment. In this presentation we intend to share the findings of a small scale study which examined the aims and contents of the module in question over the past ten years in an attempt to pinpoint the core assessment-related concepts and abilities that student-teachers seem to need to grasp.

**PRESENTER: FLAVIA BONADEO & MARÍA NOELIA MENDOZA**

**ABOUT:** Flavia Bonadeo is an EFL teacher. She holds a master's degree in Specific Didactics (UNL), a degree in English (UNL) and a degree in Education & ICT. She is a faculty member in the EFL Teaching Programme at ISP 8 (Santa Fe, Argentina). She has been AJAL co-editor since 2020. Noelia Mendoza is a teacher of English as a Foreign Language and a teacher educator. Since 1998 she has taught English as a foreign language in both state-run and private schools (pre-school, primary, secondary and tertiary establishments) of Santa Fe and Ceres. Since 2016 she has been a faculty member in the EFL Teaching and Translation Programmes at Instituto Superior de Profesorado N° 8 "Almirante Guillermo Brown" in Santa Fe, where she teaches English and US Literature, Phonetics and Phonology and Psycholinguistics. She also works for the Ministry of Education of Santa Fe.

### CONCURRENT SESSION

G

Target Audience:  
Researchers /  
Teacher trainers

SATURDAY 18th. | 16:00 to 16:30 | Room #2

#### ABSTRACT:

#### **Five favourite formats making marks meaningful when testing receptive skills**

This talk offers participants 5 ways of testing receptive skills using response formats reflecting key aspects of validity and reliability alongside real practicality in terms of being easy to use for a variety of test purposes and contexts. The approaches chosen reflect the presenter's long-term involvement in well-researched test design and delivery for tests of listening and reading which can form part of effective receptive skills assessment in both high-stakes exams and classroom contexts.

**PRESENTER: DAVE ALLAN**

**ABOUT:** Dave is President of NILE, UK, where many teachers from Argentina have followed professional development programmes. Dave is a trainer specialising in assessment, leading courses and projects worldwide. He's worked in Argentina since 1980 and is sad not to be back there this year, meeting many long-term friends face-to-face.

### CONCURRENT SESSION

G

Target Audience:  
Researchers /  
Teacher trainers

SATURDAY 18th. | 16:00 to 16:30 | Room #3

#### ABSTRACT:

#### **Assessment in Argentina's centralized secondary education: past perfect, future indefinite?**

For 130 years Argentina had a nationally administered system of secondary education. Curricula and syllabuses were centrally designed, and so were the scant instructions regarding assessment. This contribution to the history of ELT aims to determine the degree of coherence between the assessment activities required by said regulations and a) the dominant foreign language teaching approach of the time and b) the syllabus objectives and contents stated in the syllabus.

**PRESENTER: MARIO LUIS LÓPEZ BARRIOS**

**ABOUT:** Mario López-Barrios holds a Dr. phil. (Universität Kassel, Germany) and a degree in Language Education in English and German (Universidad Nacional de Córdoba, Argentina). Professor of Foreign Language Teaching (School of Languages, UNC). Areas of interest: Foreign Language Teaching, Materials Development, Research Methods in Applied Linguistics and Second Language Acquisition.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

G

Target Audience:  
Researchers /  
Teacher trainers

SATURDAY 18th. | 16:00 to 16:30 | Room #4

#### ABSTRACT:

#### Designing an online rater training programme for EFL writing teachers

In this presentation, we will describe an online training programme designed for a group of EFL teachers in higher education with the aim of validating an assessment instrument for EFL academic writing. The programme involves a rating cycle that includes both individual self-training and group sessions. The rationale underlying the programme and the description of the concrete steps to be followed during training may inform current pedagogical decisions related to assessment in similar contexts.

**PRESENTER: MARÍA ELISA ROMANO, JULIA INÉS MARTÍNEZ & NATALIA VERÓNICA DALLA COSTA**

**ABOUT:** **María Elisa Romano** holds a PhD degree in Language Sciences and is currently Head Professor of English Language II at Facultad de Lenguas, UNC. She has been doing research on academic writing for 20 years and specifically on writing assessment since 2014. **Julia I. Martínez** holds an MA degree in English and is currently Head Professor of English Language II at Facultad de Lenguas, UNC, and Adjunct Professor of English Language II and English Language III at Facultad de Ciencias Humanas, UNRC. She has been specifically researching into writing assessment since 2014. **Natalia V. Dalla Costa** holds a PhD degree in Language Sciences and is currently Head Professor of English Language I and IV, and Adjunct Professor of English Language II at Facultad de Lenguas, UNC. She has been doing research on academic writing for 20 years and specifically on writing assessment since 2014.

### CONCURRENT SESSION

G

Target Audience:  
Researchers /  
Teacher trainers

SATURDAY 18th. | 16:00 to 16:30 | Room #5

#### ABSTRACT:

#### Collaborative test design impact in a higher education EFL programme

Placement testing is labour that usually relies on original or adapted widely known validated instruments. To fulfil the requirements of an English programme for undergraduate students and meet a Latin American Public University's needs, EFL teachers developed an original placement. This instrument measures students' progress throughout the programme and provides insight into its efficacy. This presentation covers the test's design and implementation processes and the benefits and challenges of designing original placement instruments.

**PRESENTER: ROSA CERDA, GABRIEL JESÚS MORALES MORALES & INGRID FLORES MURGO**

**ABOUT:** **Rosa** holds a degree in English Linguistics and Literature, and English Language Education from Universidad de Chile and an MA in Applied Linguistics for TESOL from Durham University. She coordinates the English Language Programme at Universidad de O'Higgins. She is interested in teacher development and material adaptation and creation. **Gabriel** holds a degree in English Linguistics and Literature from Universidad de Chile, and is TEFL MA candidate at Universidad Metropolitana de Ciencias de la Educación. He is an adjunct teacher at English Language Programme at Universidad de O'Higgins. His research interests are lexical and textual aspects in TEFL materials. **Ingrid** holds a degree in English Language Education from Universidad Católica del Maule, and is currently studying a MA in Neuroscience and education at Universidad Mayor. She is an adjunct teacher at the English Language Programme at Universidad de O'Higgins. Her interests are neurolinguistics and pedagogical support.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

# H

Target Audience:  
Researchers /  
Teacher trainers

SUNDAY 19th. | 10:45 to 11:15 | The Performers Theatre

#### ABSTRACT:

#### The value of transcriptions and dictations as assessment methods

Taking dictations and phonemic transcriptions constitutes an important activity in English Phonetics and Phonology 1, an annual subject of the Teaching and Translator Education courses at the Universidad XX. In order to complement previous analyses (author 2017, 2018), in this presentation we wish to discuss what these practices tell us about our students' competence and oral performance, and help us reflect upon the value of their inclusion in instances of evaluation.

#### PRESENTER: MARINA GRASSO

**ABOUT:** Marina Grasso graduated as a teacher of English at the Universidad Nacional de La Plata and got an MA degree at Kings College, University of London, England. Co-coordinator of the study group FoCUs, Fonética, Contexto y Uso (CEIL-Fahce). She is in charge of English Phonetics and Phonology 1 and 2 (UNLP).

### CONCURRENT SESSION

# H

Target Audience:  
Researchers /  
Teacher trainers

SUNDAY 19th. | 10:45 to 11:15 | Room #2

#### ABSTRACT:

#### Language teachers' cognition of assessment: It is more than grades.

Teachers' knowledge, thoughts and beliefs constitute teacher cognition, which is greatly influenced by context. Aiming to propose a knowledge base in language assessment literacy for pre-service language teachers in a Latin-American country, I have identified teachers' cognition about assessment in a multiple-case study. Findings show that assessment perceptions vary from negative to a sense of professional-related topic depending on the role played, and feedback took center stage. Pedagogical implications involve teacher agency in assessment practices.

#### PRESENTER: SONIA PATRICIA HERNÁNDEZ-OCAMPO

**ABOUT:** English language teacher at a language teacher education program at Pontificia Universidad Javeriana, Colombia. She holds a master's degree in Education and is currently a Ph.D. candidate in Education at Universidad de los Andes, Colombia. Her research interests include language assessment literacy, teacher education and interculturalism.

### CONCURRENT SESSION

# H

Target Audience:  
Researchers /  
Teacher trainers

SUNDAY 19th. | 10:45 to 11:15 | Room #3

#### ABSTRACT:

#### Reflective writing to improve formative assessment of student-teachers

"Residency journals" constitute a fundamental element in the process of assessment of the teaching training period, since they foster the use of reflective writing and self-assessment. However, in most cases they end up as descriptive reports of classroom observations. The aim of this paper is to describe guidelines to integrate reflective writing into the trainees' journals, and to ponder on the impact of such integration in the formative assessment of trainees.

#### PRESENTER: GUADALUPE LÓPEZ ACUÑA, ANALÍA LÓPEZ ALE & CLAUDIA SILVA

**ABOUT:** Guadalupe López Acuña: graduated as an English teacher from the National University of Catamarca and holds a Master's degree in Research and Innovation from the University of Osnabrück, Germany; taught English in primary and secondary school and now is a full-time professor at university, lectures in English Grammar, English History and Teaching Practice. Analía López Ale: graduated as an English teacher from the National University of Catamarca and holds a Master's degree in Teaching English as a Foreign Language from the University of Jaen, Spain, has taught English at university for 25 years, lectures in Phonetics and Phonology, and Research Methodology. Claudia Silva: graduated as an English teacher from the National University of Catamarca, currently works on the final work of Especialización en Didáctica de las Lenguas Extranjeras, taught English in primary and secondary school and now is a full-time professor at university, lectures English Grammar and American Literature and Teaching Practice.





## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

# H

Target Audience:  
Researchers /  
Teacher trainers

SUNDAY 19th. | 10:45 to 11:15 | Room #4

#### ABSTRACT:

#### **Formative assessment during emergency remote learning in Buenos Aires**

The aim of this paper is to share the preliminary findings of an ongoing research that seeks to shed light on the assessment approaches used during emergency remote learning in bilingual schools of Buenos Aires. To this end, an overview of the different functions of assessment - as well as the main components of formative assessment- will be given to understand the various approaches that are generally taken by English teachers in the classroom.

**PRESENTER: ANABEL INGRID BRONNIMANN**

**ABOUT:** Anabel holds an English Teaching Degree from IESLV Juan Ramón Fernández and is currently writing her dissertation for her master's degree in Education in UDESA. She has been teaching primary and secondary school for 10 years and became particularly interested in classroom assessment over the last few years.

### CONCURRENT SESSION

# H

Target Audience:  
Researchers /  
Teacher trainers

SUNDAY 19th. | 10:45 to 11:15 | Room #5

#### ABSTRACT:

#### **Time to ponder upon evaluation: how and why do we evaluate?**

This paper aims at promoting critical reflection on the evaluation system in tertiary level courses. Firstly, the reasons for this presentation will be discussed. Secondly, the focus will be on the assessment process discussing its pillars, the purposes of assessment "for"/"of" learning and the concept of "validity". Finally, the term "alternative evaluation" will be presented. The conclusion will be an invitation to reflect on our practices for the sake of validity, reliability and efficiency.

**PRESENTER: ANALÍA ESQUERRÉ**

**ABOUT:** Analía Esquerré graduated as an English Teacher at Instituto Superior del Profesorado "Joaquín V. González" and as "Licenciada en Inglés" at Universidad Nacional del Litoral. She holds an MA in "Teoría Lingüística y Adquisición del Lenguaje" from Universidad Nacional de Rosario. At present she teaches in High School, and in Tertiary level and University courses

### CONCURRENT SESSION

# H

Target Audience:  
Researchers /  
Teacher trainers

SUNDAY 19th. | 11:25 to 11:55 | The Performers Theatre

#### ABSTRACT:

#### **Teaching and assessing peace and social justice in language education**

This presentation reports on an ongoing qualitative investigation that explores the beliefs of pre-service teachers about teaching and assessing peace and social justice in the EFL classroom as they participate in a pedagogical intervention in an EFL teaching methods course at an Argentinian university. We describe the intervention about peace and social justice in the EFL classroom, share research findings, and suggest implications for EFL teaching, language assessment, and language teacher education.

**PRESENTER: FABIANA SACCHI, VERÓNICA PIQUER & MARÍA MATILDE OLIVERO**

**ABOUT:** FABIANA SACCHI (PhD in Foreign Language Education, The University of Texas, USA) is a teacher educator and researcher in the EFL teacher education program at Universidad Nacional de Río Cuarto, Argentina. Her research focuses on affective factors in language learning/teaching and intercultural, peace, and social justice education. VERÓNICA PIQUER is a language teacher and researcher in intercultural aspects and affective factors (beliefs and emotions) in foreign language learning and teaching at Universidad Nacional de Río Cuarto, Argentina. She holds a Master's degree in Applied Linguistics and a Diploma in Spanish as a Second and Foreign Language Teaching. MARÍA MATILDE OLIVERO holds a PhD in Second Language Acquisition from the University of South Florida, U.S.A. She is a second language teacher educator and researcher at Universidad Nacional de Río Cuarto, Argentina. Her main research interests include individual differences and peacebuilding approaches in second language (teacher) education.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

# H

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 11:25 to 11:55 | Room #2

#### ABSTRACT:

#### **Testing the waters: assessing formulaic-sequence acquisition in primary school learners**

This presentation discusses the principles underlying a battery of tests designed to measure the acquisition of vocabulary in terms of formulaic sequences (FSs) in EFL primary school children participating in an explicit instruction research experience (Wray, 2002). Examples of different testing activity types to measure both receptive and productive knowledge of FSs are analysed in relation to noticing, retrieval and generative use in test development with implications for both EFL teaching and research.

#### **PRESENTER: ANABEL MONTESERIN & MAGDALENA ZINKGRAF**

**ABOUT:** Magdalena Zinkgraf teaches English 3 and is a researcher at the Teacher-training course in UNCo. She holds an MA in ELT and Applied Linguistics, University of London. At Fadel, she leads the J033 research team, which investigates formulaic sequence acquisition. She has participated in numerous conferences and published some articles in national and international journals. **Anabel Monteserin** is the head of Language Acquisition and English Grammar IV at Fadel, UNCo. She also coordinates the English Grammar Module in first year in the Teacher and Translator Training Courses. She is part of the J033 research team, which investigates formulaic sequence acquisition. She is a postgraduate student in Maestría en Lingüística Formal, UNCo, at present writing her thesis. She has participated in national and international conferences on First and Second Language Acquisition.

### CONCURRENT SESSION

# H

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 11:25 to 11:55 | Room #3

#### ABSTRACT:

#### **Assessing Creativity in ELT through an Arts Integrated Curriculum**

This paper discusses the introduction of Creativity as part of the assessment process in ELT. We propose to follow an Arts integrated curriculum with learning outcomes targeted at a dual learning objective: demonstrating understanding of a certain topic while achieving self-expression through an art form. We will concentrate on the students' own reflections upon their work based on assessment criteria focused on their learning processes which combine language learning and self-expression through art.

#### **PRESENTER: GRISELDA BEACON**

**ABOUT:** Teacher educator and holds an MA in Literature from Philipps-Universität Marburg, Germany. She delivers workshops and talks on literature and art, is a co-author of Together (OUP), a coursebook series for Argentina. She lectures American Literature at UBA and teaches Children's & Young Adults Literature, Creativity & Drama Techniques at Teacher Training College.

### CONCURRENT SESSION

# H

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 11:25 to 11:55 | Room #4

#### ABSTRACT:

#### **Feeling of English teachers-to-be when being assessed.**

The presentation reports preliminary results of a study with 179 teachers-to-be at different stages of their education and focuses on their feelings when being assessed. We found a strong link between positive feelings and the benefits they get from assessment and feedback, and between negative feelings and the perception they have about themselves as learners.

#### **PRESENTER: MAGDA RODRÍGUEZ-URIBE, PEDRO A. CHALA-BEJARANO & SONIA PATRICIA HERNÁNDEZ-OCAMPO**

**ABOUT:** Magda Rodríguez-Uribe is a full-time professor at Pontificia Universidad Javeriana, Colombia. She holds a B. A. in Modern Languages (Universidad de Los Andes, Colombia) and an M. A. in Education (Universidad de La Sabana, Colombia). Her research interests comprise teaching English as a foreign language, assessment and assessment literacy, and language teacher's education. **Pedro Antonio Chala-Bejarano** is a full-time professor at Pontificia Universidad Javeriana, Colombia. He holds a B. A. in Philology and Languages (Universidad Nacional de Colombia) and an MA in Foreign Language Teaching (Universidad Pedagógica Nacional, Colombia). His professional interests include EFL writing and materials design. He has authored school and university EFL teaching materials. **Sonia Patricia Hernández-Ocampo** is a language teacher educator at Pontificia Universidad Javeriana and Ph.D. candidate in Education (Universidad de Los Andes, Colombia). Her research interests involve language assessment, teacher education and interculturality.



# ACTIVITIES PROGRAMME

## CONCURRENT SESSION

### H

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 11:25 to 11:55 | Room #5

**ABSTRACT:**

**Formative Assessment and Diversity. Strategies to improve teaching and learning**

Summative and formative assessment are integral components in learning. However, despite extensive literature on the positive impact of formative assessment on student achievement, schools heavily rely on summative assessment to grade students and inform about overall progress. The speaker will share research findings and evidence-based practice on the benefits of formative assessment to meet students' needs in diverse classrooms. Effective tools and strategies that refocus on learning rather than on test results will be provided.

**PRESENTER: PAOLA DANESI**

**ABOUT:** Paola Danesi holds international certificates on Communicative Language Teaching and Sociolinguistics from the Institute of Education (London University). - teaches English Language III at training college level - is a teacher trainer in state schools. - coordinates the English department of a school. - has co authored teachers' books.

## CONCURRENT SESSION

### I

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 12:05 to 12:35 | The Performers Theatre

**ABSTRACT:**

**A validity analysis proposal for on-site placement instruments**

For teachers with no specific evaluation training, validating large-scale instruments poses a challenge that requires employing diverse methodological approaches. Nevertheless, is there a concrete frame for validating placement tests? Is there enough literature available to guide non-experts in these processes?. This presentation introduces a series of research designs implemented to measure an original placement test' validity. Results obtained from these studies, their impact on decision-making and their limitations regarding validity and reliability.

**PRESENTER: ROSA CERDA, GABRIEL JESÚS MORALES MORALES & ALEXIS MUÑOS MANZANO**

**ABOUT:** Rosa holds a degree in English Linguistics and Literature, and English Language Education from Universidad de Chile and an MA in Applied Linguistics for TESOL from Durham University. She coordinates the English Language Programme at Universidad de O'Higgins. She is interested in teacher development and material adaptation and creation. **Gabriel** holds a degree in English Linguistics and Literature from Universidad de Chile, and is TEFL MA candidate at Universidad Metropolitana de Ciencias de la Educación. He is an adjunct teacher at English Language Programme at Universidad de O'Higgins. His research interests are lexical and textual aspects in TEFL materials. **Alexis** holds a degree in English Teaching from Universidad Bernardo O'Higgins, an MA in TESOL from Universidad Andrés Bello, and is currently studying an MA in Neuroscience at Universidad Mayor. He is an adjunct teacher at English Language Programme at Universidad de O'Higgins and is interested in metacognition and neurolinguistics.





## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

SUNDAY 19th. | 12:05 to 12:35 | Room #2

I

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

#### ABSTRACT:

#### **Language teacher educator's self-assessment of their instructional practices in virtual learning environments.**

In this presentation, we share and discuss our joint collaborative reflections as we, teacher educators, critically examine and self-assess our instructional practices in the process of preparing student-teachers for optimal learning in a virtual learning environment. We describe the experience and present the findings of our self-assessment, based on a collaborative reflective journal, audio-recordings of meetings and student surveys. We also discuss pedagogical implications, as well as methodological implications concerning the design of self-study research.

#### **PRESENTER: PAULA MARIANA FALETTI & MARÍA GIMENA SAN MARTÍN**

**ABOUT:** **María Gimena San Martín** is a tenured lecturer in EFL methodology at the EFL Teacher Education Programme, Universidad Nacional de Córdoba. She is also the coordinator of an online Postgraduate Programme. She holds an MA degree in Applied Linguistics and an EFL Teaching degree. Her research interests include teacher education and development, and action research. **Paula Mariana Faletti** is a lecturer in EFL methodology at Facultad de Lenguas, Universidad Nacional de Córdoba. She also works as a techno-pedagogical consultant and provides training in technology-mediated teaching. She holds an MA degree in Applied Linguistics and an EFL Teaching degree. Her research interests include educational technology, teacher education, and discourse analysis.

### CONCURRENT SESSION

SUNDAY 19th. | 12:05 to 12:35 | Room #3

I

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

#### ABSTRACT:

#### **Developing assessment criteria to evaluate creative tasks with an intercultural focus**

In recent years, English literature chairs at XXXX have explored creative options to develop students' Intercultural Communicative Competence (ICC) to enrich their ability to interact successfully in different cultural contexts, while reflecting on cultural diversity and their own cultural identity. But how do we assess those complex and enriching experiences? This paper explores authentic evaluation, defined as one that reflects the learning, growth, motivation, and attitudes of the student in relation to instructional classroom activities.

#### **PRESENTER: SUSANA M. COMPANY & MARÍA JOSÉ ALEMÁN**

**ABOUT:** **Susana M. Company**: Teacher of English (Universidad Nacional de Tucumán) and Master of Arts in English Language and Literature (University of Maryland, C.P., USA; Fulbright scholar). Lecturer and researcher at Universidad Católica de Salta, Universidad Nacional de Salta and PSLV N°6007, focusing on Anglophone Literatures, intercultural education and ESP. **María José Alemán**: Teacher of English, Profesorado Superior de Lenguas Vivas, Salta. Licenciata in English, Universidad Católica de Salta. Master of Arts in Professional Development for Language Education (with Distinction), Leeds Metropolitan University. She teaches at Universidad Católica de Salta and is a team researcher in that university.



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

I

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 12:05 to 12:35 | Room #4

#### ABSTRACT:

#### Creating Rubrics with Digital Tools for authentic Assessment

To sustain a communicative, contextualized, and inclusive classroom, formative assessment provides students with the resources to improve their learning. As new challenges such as distance and hybrid learning push us to work with experiential approaches such as project work, a rubric that responds to formative assessment improves the students' chances of becoming effective users of English. This paper's aim is to explore digital tools that will help in the design of efficient, thoughtful and useful rubrics.

**PRESENTER: ANA PAULA PINO, ROMINA HIRNIAK & MARÍA MEZA**

**ABOUT:** Ana Paula Pino graduated from Fairleigh Dickinson University (USA) with a BA in English Literature and an MA in Tesol. She is a lecturer of Advanced Didactics and Practicum at TTC IPES Paulo Freire and Academic and English Coordinator at EPEIM school. At present, she is a public official at TDFAelAS Ministry of Education. Romina Hirniak is an EFL educator from INSPT(UTN), a post graduate Diploma in Neurosciences and she is currently attending Innovation and Educational Technology Diploma at UTN (FRRe). She has been teaching in primary and secondary level extensively. She works at Centro de idiomas at IPES "Paulo Freire" and she is an online teacher for IT Developers in Rio Grande TDFAelAS. She has presented at FAAPI on several occasions since 2017. Maria Meza is currently a fourth-year student at TTC IPES Paulo Freire. She has been working as an EFL teacher at Haspen School and Polivalente de Arte. At present, she is the English Coordinator at Haspen School in Rio Grande, TDFAelAS.

### CONCURRENT SESSION

I

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 12:05 to 12:35 | Room #5

#### ABSTRACT:

#### The impact of an analytic scoring rubric on the writing process of undergraduate students

This study explores whether the implementation of an analytic scoring rubric has a positive impact on the writing process of university EFL students. This research analyzed students' productions, first and second drafts, to measure their progress considering the criteria presented in the assessment instrument. Finally, some pedagogical implications are discussed in terms of the impact this type of rubrics could have on students' writing performance.

**PRESENTER: PAUL CARRERA, ANA CECILIA CAD & JULIETA SALINAS**

**ABOUT:** Paul Carrera is a university professor who is doing his Master's Degree in applied linguistics. Ana Cecilia Cad is a university professor who holds an MA in Applied Linguistics. Julieta Salinas is a lecturer in English Language who is working in her MA Thesis on Language and Intercultural Studies.

### CONCURRENT SESSION

J

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 15:10 to 15:40 | The Performers Theatre

#### ABSTRACT:

#### Assessing in-service training on teaching and learning formulaic sequences

This presentation describes an in-service training course offered to EFL teachers in primary and secondary schools on the teaching and learning of formulaic sequences (Wray, 2002) and its evaluation process. Whereas the formative assessment of participants' intake of the course's contents pointed to the successful incorporation of concepts and pedagogical proposals, the analysis of participants' practical assignments (formal summative assessment) underlined some difficulties as to the implementation of these contents in the tasks.

**PRESENTER: MAGDALENA ZINKGRAF & GABRIELA FERNÁNDEZ**

**ABOUT:** Magdalena Zinkgraf teaches English 3 and is a researcher at the Teacher-training course in UNCo. She holds an MA. in ELT and Applied Linguistics, University of London. At Fadel, she leads the J033 research team, which investigates formulaic sequence acquisition. She has participated in numerous conferences and published some articles in national and international journals. Mg. Gabriela Fernández is the head of English IV and a teacher assistant for English I for the Teacher and Translator Training Course at Fadel, UNComa. She has a Master's degree in Teaching English as a Foreign Language (Jaén University, Spain). She investigates the acquisition of formulaic sequences by EFL primary school students as a member of research project J033



## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

J

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers



SUNDAY 19th. | 15:10 to 15:40 | Room #2

**ABSTRACT:**

#### **Left to their own devices? Exploring Online Interactive Speaking**

The technical limits of online speaking tests have forced a monological focus to the detriment of establishing interactional competence within the online speaking construct. There is a growing case for exploring interactive speaking online. It's time for technology to serve the construct, not vice-versa. This session I will look at the insights and findings from a pilot of a new online, interactive speaking task.

**PRESENTER: NICK GLASSON**

**ABOUT: Ana Paula Pino** Nick is currently studying for a PhD at the Centre for Research in English Language Learning and Assessment focused on exploring the interactional features elicited in an online speaking task.

### CONCURRENT SESSION

J

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers



SUNDAY 19th. | 15:10 to 15:40 | Room #3

**ABSTRACT:**

#### **Growth mindsets: Argentine young learners' positive attitudes to learning**

In this presentation, we will look at the concepts of fixed and growth mindsets, what these mean in practice and how to develop positive attitudes to learning and assessment in your students. The presentation will be illustrated with examples taken from a study of young learners in Argentina and Peru in 2017. The learners who participated in this study had positive attitudes towards learning English and reported they were motivated to master the English language.

**PRESENTER: AMY DEVINE & GRAEME HARRISON**

**ABOUT: Amy** is a Senior Research Manager at Cambridge Assessment English. She manages research on the impact of assessments and digital learning tools for young learners. Amy's research interests include the role of affective variables in learning, with a particular focus on test-taker emotions, motivation and engagement.

**Graeme** has worked for many years in English teaching, assessment and education reform in a variety of different countries in South America, Europe and Asia. His current role as Principal Impact Manager for Cambridge English involves leading on impact professional development, and carrying out impact research on Cambridge products and services.

### CONCURRENT SESSION

J

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers



SUNDAY 19th. | 15:10 to 15:40 | Room #4

**ABSTRACT:**

#### **Testing Times: sustainable assessment and evaluation without the tears**

How do we know that learning is happening? Is the answer in a test score? Or is it when we see our students so immersed in an activity that "they forget they are doing it in another language" (Krashen, 2009)? This session aims to explore the evaluation of our learners' procedural language proficiency through projects, and to understand Holt's assertion that "learning is not the product of teaching. Learning is the product of the activity of learners." (1964).

**PRESENTER: ALASTAIR JAMES GRANT**

**ABOUT: Alastair Grant** is an experienced teacher trainer and ELT author. He is Head of English at Colegio Nuevo de Las Lomas in Buenos Aires, and a teacher trainer for both International House Montevideo and International House Lima. He is a consultant on the Profesorado de Inglés at Universidad Tecnológica Nacional.





## ACTIVITIES PROGRAMME

### CONCURRENT SESSION

J

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 15:10 to 15:40 | Room #5

**ABSTRACT:**

#### **Video recordings as instruments for assessment and evaluation**

The purpose of this presentation is to show the rationale for the use of video recordings for evaluation purposes at university level, in the subject English grammar, during the Covid 19 pandemic. Not only were the videos submitted assessed based on their content but also on the resourcefulness and appropriateness shown by producers. The experience proved the significance of video production for the current modality of education and generation of students.

**PRESENTER: CECILIA CARABAJAL, EDITH LUNA VILLANUEVA & MARÍA CELESTE ARIAS CORONEL**

**ABOUT:** Cecilia Carabajal. English and Italian Teacher at Language Spin. Remote teaching experience. Freelance trainer and researcher. Coordinator and active member of GRUVII (Volunteering group). Edith Luna Villanueva: Music teacher. English teacher. Master of Education (University of Bristol, U.K.). Lecturer in English Grammar II, Contrastive Grammar and ICT at the English Department, Faculty of Humanities, University of Catamarca. Founder and active member of GRUVII (Volunteering group). Teacher trainer. Category IV Researcher. Celeste Arias Coronel: English Teacher with remote teaching experience. Founder & Coordinator at Language Spin. Coordinator and active member of GRUVII (Volunteering group).

### CONCURRENT SESSION

J

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 15:50 to 16:20 | The Performers Theatre

**ABSTRACT:**

#### **Engaging learners in sustainable assessment. The case of “can do statements” as a metacognitive strategy**

This presentation discusses the pedagogical value of “can-do statements” as a form of sustainable assessment that can be used to monitor learners’ progress and inform future lesson planning. Given the nature of these statements, the presentation will show how they can be used to trigger learners’ metacognitive skills by encouraging them to reflect on their learning, how to construct them, and how teachers can use them to monitor their teaching practice.

**PRESENTER: MARIO MOYA & EMILY JOHN**

**ABOUT:** Mario is the Course Leader of the Master’s course in English Language Teaching at the University of East London and Emily is the Director of Studies of i-to-i TEFL in Leeds, UK

### CONCURRENT SESSION

J

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

SUNDAY 19th. | 15:50 to 16:20 | Room #2

**ABSTRACT:**

#### **Speaking in the EFL class: Can oral feedback booster wellbeing?**

Oral Corrective Feedback is regularly provided in second language classrooms and can deeply affect students’ wellbeing. Positive Psychology provides teachers with tools to help students undergo less stressing academic experiences. In this presentation, we will show activities to promote awareness of the role of mistakes, knowledge about the types of feedback available, and reflection on the impact of academic emotions. These activities can foster the emergence and use of emotion self-regulation strategies and boosters.

**PRESENTER: ADELINA CENTENO & MARÍA CELINA BARBEITO**

**ABOUT:** Adelina and Celina are EFL teachers at the National University of Río Cuarto. Adelina holds an M.A. in Applied Linguistics and Celina holds an M.A. in TESOL. They are currently interested in finding ways to help future EFL teachers enhance their wellbeing through the lenses of positive psychology.



# ACTIVITIES PROGRAMME

## CONCURRENT SESSION

**J**

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

**SUNDAY 19th. | 15:50 to 16:20 | Room #3**

**ABSTRACT:**

**English under the microscope. New approaches to the assessment (and teaching) of grammar**

The aim of this presentation is to introduce current trends in the assessment of grammar that approach it from an inquiring perspective. We'll illustrate our proposal by sharing three examples of how to implement it in different levels (primary, secondary and higher education). Attendees will be equipped with tools to measure their students' capacity to solve linguistic problems while inviting them to put English under the microscope to analyse, experiment and hypothesise about language!

**PRESENTER: JUAN JOSÉ ARIAS**

**ABOUT:** Juan José Arias is a graduate teacher of English from IES en Lenguas Vivas "Juan Ramón Fernández." He specialized in Linguistics at ISP "Joaquín V. González" and is currently taking an MA in Theoretical Linguistics at the University of Comahue. He lectures Grammar and Linguistics in several institutions (ISPJVG, UNAHUR, IESLVJRF and ENSLVBS).

## CONCURRENT SESSION

**J**

**Target Audience:**  
Researchers /  
Primary school teachers/  
High school teachers /  
Teacher trainers

**SUNDAY 19th. | 15:50 to 16:20 | Room #4**

**ABSTRACT:**

**Developing Assessment in the visible learning classroom- Recent study**

John Hattie (2008) invites us to think of Assessment not as a question of whether it needs to be formative or summative but to think of Assessment in terms of "Feedback information". In a classroom in which visible teaching and visible learning take place, we help students become aware of their own learning process. We will review Hattie's main statements to think of ways in which we can develop a different way of assessing our students.

**PRESENTER: BELÉN TUR & GISELA PAOLA ZOCCOLA**

**ABOUT:** Belén Tur: Teacher of English and Lic. in Education (UBA) She has been teaching English for more than 16 years, specially to Young learners. She coordinates the English Department in a Kindergarten and Primary school in Buenos Aires. She started investigating John Hattie's work three years ago. Gisela Paola Zoccola: Teacher of English and she also holds a degree in Advertising. She has been teaching English for more than 17 years. She teaches in Primary and Secondary school. She attended one conference that John Hattie gave last year and started discussing the different approaches his books suggest. These two presenters have been sharing different resources, tips and strategies with a community of teachers from all over the world since the pandemic started through social media. That community is constituted by more than 8,000 people.