

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

CONFERENCE SCHEDULE - DRAFT

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

TIME	MAIN EVENTS						
15:45 – 16:15	REGISTRATION						
16:15 – 16:30	OPENING CEREMONY. ROOM: AULA MEDIA.						
16:30 – 17:30	Towards Autonomy Support in the Chilean ELT Classroom - Removing the Obstacles. <b>Katharina Glas, Pontificia Universidad Católica de Valparaíso, Chile/Germany.</b> ROOM: AULA MEDIA.						
17:30 – 18:00	COFFEE BREAK						
	ROOM C 1-3	ROOM C 2-1	ROOM C 2-2	ROOM C 2-3	ROOM A-3	ROOM A-6	ROOM A-8
18:00 – 18:30	<b>Well done! Linguistic Resources to Evaluate English as a Foreign Language Learners' Linguistic Behavior in a High School Context.</b> Andrea Lizasoain, Joseline Maldonado, Universidad Austral.	<b>Using Micro-Fiction to Enhance and Assess Academic Writing.</b> Andrew Nelson, Yachay Tech University, USA.	<b>Differences Between Native English Speaker Teachers and their Non-native Counterparts When Evaluating Pronunciation.</b> Mauricio Arcaya, PUC.	<b>The Role of Written Corrective Feedback in EFL Writing Improvement.</b> Benjamin Cárcamo, Carla Donoso, PUCV.	<b>The Realization of Lexical Stress as Produced by C1, Spanish-speaking Learners on a TEFL Program.</b> Felipe Mora, UMCE.	<b>An Interpretation of Face Validity of a Rubric Based on Stakeholders' Perceptions.</b> C. Tagle, C. Lazcano, J. Soto, Universidad de Chile.	<b>Making Sense of Young Language Learners Assessment in a (Brazilian) Public School.</b> Jordanah Oliveira, Vanessa Borges-Almeida, The University of Brasilia.
18:30 – 19:00	<b>Alignment as a Fundamental Element of Language Assessment in Chile.</b> Claudia Silva, Daniel Muñoz, Universidad de Chile.	<b>The Impact of Teaching and Assessing Coherence and Cohesion in 8th grade EFL Students' Writing.</b> Paulo Etchegaray, Universidad Autónoma de Chile.	<b>An Analysis of Construct Validity of a Rubric Based on Theoretical Construct Analysis and Stakeholders' Perceptions.</b> M. Alvarado, C. Perez, M. Salinas, Universidad de Chile.	<del>Expanding 21st Century Assessment to Promote Gen-Z Learning.</del> Silvia Breiburd, ARTESOL.	<b>Reflective Practice and its Contributions as a Supporting Mechanism for Pre-Service Teachers.</b> Cristian Sánchez, Loreto Abarzúa, Emilio Cornejo, UMCE.	<b>Appropriating the Motivational Potential of Task-Supported Language Teaching.</b> Patricia Dittmar, PUCV.	<b>Students' Voices in English Language Learning Beyond the Classroom.</b> Mariangel Carreño, Fhuce – Udelar, Uruguay.

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

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CONFERENCE SCHEDULE - DRAFT

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

TIME	MAIN EVENTS						
8:00 – 8.30	REGISTRATION						
8:30 – 10:00	The Importance of Building Local Networks for Professional Development. <b>Dr. Claudia Harsch, Professor at the University of Bremen, Germany.</b> ROOM: AULA MEDIA.						
10:00 - 10:30	COFFEE BREAK						
	ROOM C 1-1	ROOM C 1-3	ROOM C 2-1	ROOM C 2-2	ROOM C 2-3	ROOM C 2-4	ROOM C 2-5
10:30 – 11:00	<b>ePortfolio Assessing Writing EFL Teacher Education.</b> Lucas Ríos, Universidad Bernardo O'Higgins.	<b>Washback of a Standardized Test on Secondary School EFL Teachers.</b> Rodrigo Muñoz, Valeria Muñoz, Universidad San Sebastián.	<b>Positive Assessment.</b> Robert Young, Universidad Chileno Británico de Cultura, New Zealand.	<b>Continuous Assessment: Collecting Samples of Our Students' Learning Performance and Progress.</b> Luis Diaz, ICHNA Viña del Mar.	<b>ICTs and Social Media Platforms as Assessment Tools in an ESP Course for Social Communication.</b> Claudia Herrera, Felipe Martínez, Universidad Austral de Chile.	<b>Assessment: the Blind Spot of Content and Language Integrated Courses.</b> Daniela Avello, Universidad Alberto Hurtado.	<b>Spanish as a Foreign Language Proficiency levels for an Oficial Certification.</b> Vera Jacovkis, Lorena Mattiauda, Universidad de Buenos Aires, Argentina.
11:00 – 11:30	<b>Formative Assessment and Checking Comprehension Ssing ICT.</b> Ivonne Ovando, Escuela Aysén.	<b>Evaluación de Prácticas Multimodales: Narrativas Digitales en la Enseñanza del Inglés (EFL) en 7° Básico.</b> Dánisa Salinas, Universidad Andrés Bello.	<b>Discourse Competence in Task-Based Performance: Effects of planning time.</b> Claudia Vasquez, The University of Queensland.	<b>How to Apply English for Specific Purposes Texts in an EFL Classroom at Undergraduate Level.</b> Albania Cadena, Escuela Superior Politécnica del Litoral, Ecuador.	<b>Evidence-centered Exam Design: A case study of validation within the test development process.</b> Gerriet Janssen, Universidad de los Andes, Colombia.	<b>Improving Intelligibility and Segmental Aspects of Pronunciation through Phonics Instruction in Chilean 5th graders.</b> Carolina Bustos, María Jesús Millar, Universidad Austral de Chile.	<b>Assessing Competencies for New Teachers of English, the UTALCA Experience.</b> Alejandra Duarte, Universidad de Talca.

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

14:00 – 14:30	<b>Assessing Process to Visualize Progress: the EFL portfolio strategy.</b> Mónica Campos, Pamela Saavedra Jeldres, Universidad Católica de Temuco.	<b>How to Make the Pieces of Teaching and Assessing Listening Fit Together.</b> Beatriz Ulloa, Universidad de los Lagos.	<b>Beyond Tests: Multiple Project Assessments of Literature and Reading.</b> Heather Bruyere, University San Sebastián.	<b>Jokes and Evaluation: Using Humour as an Assessment Instrument.</b> Sandra Gutierrez, Katherine Pérez, Sebastián Rivero Salazar, Universidad de Chile.	<b>Awareness, Autonomy, and Motivation through Negotiated Self-Assessment.</b> Nancy Mitchell, Universidad Diego Portales.	<b>Creating Culture Videos on YouTube as an Assessment for Learning Tool with ELT Students.</b> Marlene Martínez, Paola Fanta Vera, Universidad de Concepción.	
14:30 – 15:00	COFFEE BREAK						
15:00 – 16:30	<b>WORKSHOP 1</b> <b>ROOM C 1-1</b>  <b>Introduction to Language Assessment Statistics*</b> . Richard Spiby, Assessment Research Group, British Council.  *Attendees need to bring a laptop.			<b>WORKSHOP 2</b> <b>ROOM C 1-3</b>  <b>From Research to Practice: Useful tips to teach school learners more effectively.</b> Methodology Coordinator, Universidad Alberto Hurtado.  The evidence has revealed that an early exposure to EFL lessons does not ensure a successful learning outcome. Thus, it is of paramount importance to bridge the gap between research and teaching practices so as to enhance the use of more effective methodologies and strategies in the EFL classroom. To this aim, this workshop offers a variety of engaging activities that encourage an active participation of the attendees, who will learn easy-to-implement tips to teach school learners (K-12).			
16:30 – 17:30	Public Speaking and Debate as a Methodology to Increase Critical Thinking and Communication Skills in a Foreign Language (English). <b>Nicole Hansen, Academic Advisor at the English Opens Doors Program (PIAP), Chilean Ministry of Education.</b> <u>ROOM: AULA MEDIA.</u>						
17:30 – 18:00	CLOSING CEREMONY + RAFFLE - <u>ROOM: AULA MEDIA.</u>						