

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, 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, 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, The University of Brasilia.
18:30 – 19:00	<b>Alignment as a Fundamental Element of Language Assessment in Chile.</b> Claudia Silva, 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.	<b>Expanding 21st Century Assessment to Promote Gen Z Learning.</b> Silvia Breiburd, ARTESOL.	<b>Reflective Practice and its Contributions as a Supporting Mechanism for Pre-Service Teachers.</b> Cristian Sánchez, 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.

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

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

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, 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, 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 Official Certification.</b> Vera Jacovkis, Universidad de Buenos Aires, Argentina.		
11:00 – 11:30	<b>Formative Assessment and Checking Comprehension Using 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, 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, 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, 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, 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.	<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, 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, Universidad Bernardo O'higgins.	<b>Developing a Low-proficiency Expeditious Reading Test for the English Language.</b> Francisco Naranjo, Lakeland University Japan.	<b>Memory, Retention, and Retrieval: Neuroscience Principles Applied to Successful Testing.</b> Joaquin Triandafilide, Asociación Chilena de Neuroaprendizaje.	<b>Does Formative Assessment Represent a Core Practice for Teaching English Effectively in Chilean Public Education?</b> Malba Barahona, PUCV.	<b>Language Assessment Literacy in Pre-Service Teacher Education in Brazilian Federal Universities: An Overview.</b> Gladys Quevedo. University of Brasilia.	<b>Collaborative Learning in the EFL Classroom.</b> Naomi Vera, Saint George's College.	

14:00 – 14:30	<b>Assessing Process to Visualize Progress: the EFL portfolio strategy.</b> Mónica Campos, 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, 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, Universidad de Concepción.	
14:30 – 15:00	COFFEE BREAK						
15:00 – 16:30	<b>WORKSHOP 1 ROOM C 1-1</b>  <b>Introduction to Language Assessment Statistics*.</b> Richard Spiby, Assessment Research Group, British Council.  *Attendees need to bring a laptop.			<b>WORKSHOP 2 ROOM C 1-3</b>  <b>Teaching Strategies to Promote EFL Learning in Chilean Classrooms.</b> English Opens Doors Program (PIAP) Team, Chilean Ministry of Education.			
16:30 – 17:30	<b>Public Speaking and Debate as a Methodology to Increase Critical Thinking and Communication Skills in a Foreign Language (English).</b> <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>						