1\textsuperscript{st} British Council New Directions in English Language Assessment
Latin America

MEXICO CITY
21-23 March, 2019

#NewDirectionsLatam
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Message</td>
<td>2</td>
</tr>
<tr>
<td>Background</td>
<td>3</td>
</tr>
<tr>
<td>Previous Conferences</td>
<td>4</td>
</tr>
<tr>
<td>Conference Themes</td>
<td>6</td>
</tr>
<tr>
<td>Conference Programme</td>
<td>7</td>
</tr>
<tr>
<td>Plenary Speakers on Day 1</td>
<td>11</td>
</tr>
<tr>
<td>Panel Discussion Speakers</td>
<td>14</td>
</tr>
<tr>
<td>Breakout Sessions on Day 2</td>
<td>16</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>35</td>
</tr>
<tr>
<td>Partners</td>
<td>36</td>
</tr>
<tr>
<td>Floor Plan</td>
<td>37</td>
</tr>
</tbody>
</table>
Welcome Message

Welcome to New Directions Latin America 2019, the first edition of the British Council’s English Language Assessment conference in Latin America!

I am delighted to be hosting this first edition of the conference in Mexico City. It’s tremendously exciting to be welcoming such a range of speakers and delegates to this wonderful city.

Over the next three days, you will join renowned speakers, global experts and decision makers in sharing and identifying what defines the next level in the world of English language assessment.

The theme of this year’s event is ‘Alignment of Assessment with Learning Outcomes, Curriculum and Teaching’. It aims to explore trends in English language assessment and to showcase innovative approaches and research in the field.


I am excited to present to you an impressive programme of talks and workshops delivered by specialists from over 20 countries, including Mexico, all of Latin America, the UK, and destinations as far away as Uzbekistan, China, and Singapore. Our speakers will invite you to start a conversation about assessment to keep abreast of leading developments in this fascinating area.

Many thanks to all the state governments and education authorities that have made it possible for their assessment experts and professionals to attend New Directions. Special thanks also go to our UK assessment partners for their interest and support.

I trust that the conference will provide you with ample opportunities to network and learn from fellow academics and practitioners, that it will be beneficial to you and your language learners and that ultimately it will help to foster greater international exchange and cooperation.

Kevin Mackenzie
Director Mexico
British Council
1st British Council New Directions in English Language Assessment Latin America

New Directions Latin America is an international conference on trends and issues in language assessment, with a focus on Latin America. The conference is organised by the British Council and will bring together language educators, policy makers, and assessment researchers to exchange ideas, information, and the latest research findings.

This inaugural conference will look particularly at the interaction between assessment and education. This year’s conference is the first New Directions in Latin America, building connections between countries across the region and with the wider international language testing research community.
Previous Conferences

Since being established in 2013, the British Council’s New Directions in English Language Assessment conference in East Asia has celebrated six editions, with the latest in Kuala Lumpur in October 2018.

1st British Council New Directions in English Language Assessment, 2013
Language Assessment in China | Beijing, China

The first New Directions conference addressed issues associated with assessment for learning, washback and formative assessment, localisation and customisation, adapting tests to Chinese contexts and developing English teacher assessment literacy. The event in Beijing coincided with a number of anniversaries: 35 years since the British Council was established in China; 25 years of IELTS worldwide and 10 years of the British Council delivering IELTS in China in partnership with the National Education Examinations Authority.

2nd British Council New Directions in English Language Assessment, 2014
The Role of English Assessment in Internationalisation | Tokyo, Japan

The second conference in Japan brought together chief educational officers and key officials from across Asia to review issues of localisation and globalisation in English language assessment and of expanding capacity to address current and future education and assessment challenges. It also provided a valuable networking opportunity and set the stage for further cooperation across East Asia and beyond.

3rd British Council New Directions in English Language Assessment, 2015
Quality and Consequence | Seoul, Korea

New Directions 2015 in Korea looked at test quality and the consequences of testing from the point of view of society and education policy. It also considered the impact of testing on pedagogy and curriculum design, examining the challenges in the testing and assessment sector and solutions to be found if countries such as Korea are to address the concerns amongst the wider public about the integrity and quality of testing methodologies.
The critical role that language assessment plays in education was one of the main focuses, with how descriptions of proficiency, teaching ability and teachers’ assessment knowledge inform teaching and assessment being one of the important topics discussed. The conference also looked at how language testing interacts with teaching and learning at the beginning and end of educational cycles and beyond as students are equipped for the working world. Last but not least, the possibility of new technology solutions to large scale demands was also being explored, in light of the demands of a focus on communicative competence in East Asia.

The focus in Hanoi 2016 was to look at the role and effects of standardised testing and the development and/or use of proficiency scales to describe language ability. We also considered the benefits and challenges of performance testing. Previous New Directions have provided an important forum for the interaction of local and global perspectives, reflecting the wide range of challenges facing language education both within the region and internationally. The theme aimed to highlight the approaches and solutions to these challenges being proposed in the region and internationally.

The focus in 2018 was on the challenges and use standards in learning systems. We focused on whether standards should be the priority in ensuring that the English language ability of students is adequate for their future needs, the risks of borrowing standards from one system to set goals and make policy decisions in other contexts, the alignment of existing national tests to local or international proficiency standards, and how these national or international standards inform language teaching and learning. We also considered the future role of artificial intelligence in language testing, particular in large-scale assessment as well as the adaptation of international standards and frameworks to localized contexts.
Conference Themes

Main Theme

Alignment of Assessment with Learning Outcomes, Curriculum and Teaching

Sub-themes

- Assessment for mobility in employment and education
- Assessing English for Specific Purposes
- Assessing the language proficiency of teachers
- Assessment and stakeholder expectations / perceptions
- Assessing speaking
- Assessment literacy
<table>
<thead>
<tr>
<th>Location</th>
<th>Start</th>
<th>End</th>
<th>Duration</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditorium Sánchez Vilaseñor</td>
<td>08:00</td>
<td>09:00</td>
<td>60 min</td>
<td>Registration – Sánchez Vilaseñor Auditorium</td>
</tr>
<tr>
<td></td>
<td>09:00</td>
<td>09:45</td>
<td>45 min</td>
<td>Opening Address and Ceremony</td>
</tr>
<tr>
<td></td>
<td>09:45</td>
<td>10:30</td>
<td>45 min</td>
<td>Plenary Title: Localisation in Learning Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professor Barry O’Sullivan</td>
</tr>
<tr>
<td>Courtyard Sánchez Vilaseñor</td>
<td>10:30</td>
<td>11:00</td>
<td>30 min</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>11:00</td>
<td>11:45</td>
<td>45 min</td>
<td>Plenary Title: A Mexican Assessment Adventure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adriana Abad</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dr. Patricia Grounds</td>
</tr>
<tr>
<td></td>
<td>11:45</td>
<td>12:45</td>
<td>60 min</td>
<td>Panel Discussion 1: Assessment Literacy and Practice in Latin America</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Panel Chair: Dr. Nick Savile</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Panelists: Professor Constant Leung</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dr. Patricia Grounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Salomé Villa Larena</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Richard Spiby</td>
</tr>
<tr>
<td>Launch Area Espacio Montserrat</td>
<td>12:45</td>
<td>14:15</td>
<td>90 min</td>
<td>Lunch</td>
</tr>
<tr>
<td>Auditorium Sánchez Vilaseñor</td>
<td>13:30</td>
<td>14:15</td>
<td>45 min</td>
<td>Introductory meeting for Latin American Association for Language Testing and Assessment (LAALTA): All participants welcome</td>
</tr>
<tr>
<td></td>
<td>14:15</td>
<td>15:00</td>
<td>45 min</td>
<td>Plenary Title: Insights Gained from Using a Learning-Oriented Approach to Scenario-Based Assessment Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professor James Purpura</td>
</tr>
<tr>
<td></td>
<td>15:00</td>
<td>15:45</td>
<td>45 min</td>
<td>Plenary Title: Englishs and Multilingual Practices – New Challenges for Language Assessment?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professor Constant Leung</td>
</tr>
<tr>
<td>Courtyard Sánchez Vilaseñor</td>
<td>15:45</td>
<td>16:15</td>
<td>30 min</td>
<td>Tea Break</td>
</tr>
<tr>
<td>Auditorium Sánchez Vilaseñor</td>
<td>16:15</td>
<td>17:15</td>
<td>60 min</td>
<td>Panel Discussion 2: National-level English Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Panel Chair: Professor Barry O’Sullivan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Panelists: Rosalia Valero</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Moreva Elizabeth Gonzalez</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Carolina Vidal Leyton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elizabeth Shepherd</td>
</tr>
<tr>
<td>Sheraton Mexico City Santa Fe Hotel</td>
<td>18:00</td>
<td>21:00</td>
<td>3 hours</td>
<td>Cocktail Networking Event: All Conference Participants</td>
</tr>
<tr>
<td>Location</td>
<td>Start</td>
<td>End</td>
<td>Duration</td>
<td>Event</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td>-------</td>
<td>----------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Courtyard Buildings F and G</td>
<td>8:30</td>
<td>9:00</td>
<td>30 min</td>
<td>Registration and Tea Break</td>
</tr>
<tr>
<td>Breakout Sessions</td>
<td>09:00</td>
<td>09:30</td>
<td>30 min</td>
<td>Colin Barnett Teaching Fellow Columbia University Assessment Literacy Enacted? Unearting Spontaneous Assessment Events in Student-teacher Conferencing</td>
</tr>
<tr>
<td></td>
<td>09:40</td>
<td>10:10</td>
<td>30 min</td>
<td>Elsa Fernandez González Universidad Autónoma de Tamaulipas Does Writing Assessment Training Really Work? The Mexican EFL Perspective</td>
</tr>
<tr>
<td></td>
<td>10:20</td>
<td>10:50</td>
<td>30 min</td>
<td>Hugh Moss Senior Education Advisor, Cambridge Assessment English Supporting the Development of Assessment Capacity in Colombia</td>
</tr>
<tr>
<td></td>
<td>10:50</td>
<td>11:20</td>
<td>30 min</td>
<td>Tea Break</td>
</tr>
<tr>
<td>Location</td>
<td>Start</td>
<td>End</td>
<td>Duration</td>
<td>Location</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Espacio Montserrat</td>
<td>11:20</td>
<td>11:50</td>
<td>30 min</td>
<td>Breakout Sessions</td>
</tr>
<tr>
<td>Lunch Area</td>
<td>12:00</td>
<td>12:30</td>
<td>30 min</td>
<td>Breakout Sessions</td>
</tr>
<tr>
<td>Lunch Area</td>
<td>12:30</td>
<td>13:40</td>
<td>70 min</td>
<td>Lunch</td>
</tr>
<tr>
<td>Buildings F and G</td>
<td>13:40</td>
<td>14:10</td>
<td>30 min</td>
<td>Room 001, Building F</td>
</tr>
<tr>
<td>Room 001, Building F</td>
<td>15:00</td>
<td>15:30</td>
<td>30 min</td>
<td>Room 002, Building G</td>
</tr>
<tr>
<td>Room 002, Building G</td>
<td>15:30</td>
<td>16:00</td>
<td>30 min</td>
<td>Room 003, Building G</td>
</tr>
</tbody>
</table>

**Breakout Sessions**

- **Room 001, Building F**
  - **Event**: Assessing the Language Proficiency of Teachers
  - **Location**: Espacio Montserrat
  - **Start**: 11:20
  - **End**: 11:50
  - **Duration**: 30 min

- **Room 002, Building G**
  - **Event**: Assessing Mobility Expectations / Perceptions
  - **Location**: Lunch Area
  - **Start**: 12:00
  - **End**: 12:30
  - **Duration**: 30 min

- **Room 003, Building G**
  - **Event**: Constructing Vocabulary Measures with the Rahe Model: A Guide for Teachers
  - **Location**: Lunch Area
  - **Start**: 12:30
  - **End**: 13:40
  - **Duration**: 70 min

- **Room 001, Building F**
  - **Event**: Building G: Alignment of Assessment with Learning Outcomes, Curriculum and Teaching
  - **Location**: Room 001, Building F
  - **Start**: 15:00
  - **End**: 15:30
  - **Duration**: 30 min

- **Room 002, Building G**
  - **Event**: Assessing the Language Proficiency of Teachers
  - **Location**: Room 002, Building G
  - **Start**: 15:30
  - **End**: 16:00
  - **Duration**: 30 min

- **Room 003, Building G**
  - **Event**: Constructing Vocabulary Measures with the Rahe Model: A Guide for Teachers
  - **Location**: Lunch Area
  - **Start**: 12:30
  - **End**: 13:40
  - **Duration**: 70 min

**Event Descriptions**

- **Room 001, Building F**
  - **Event**: Assessing the Language Proficiency of Teachers
  - **Location**: Espacio Montserrat
  - **Start**: 11:20
  - **End**: 11:50
  - **Duration**: 30 min

- **Room 002, Building G**
  - **Event**: Assessing Mobility Expectations / Perceptions
  - **Location**: Lunch Area
  - **Start**: 12:00
  - **End**: 12:30
  - **Duration**: 30 min

- **Room 003, Building G**
  - **Event**: Constructing Vocabulary Measures with the Rahe Model: A Guide for Teachers
  - **Location**: Lunch Area
  - **Start**: 12:30
  - **End**: 13:40
  - **Duration**: 70 min

**Event Details**

- **Room 001, Building F**
  - **Event**: Assessing the Language Proficiency of Teachers
  - **Location**: Espacio Montserrat
  - **Start**: 11:20
  - **End**: 11:50
  - **Duration**: 30 min

- **Room 002, Building G**
  - **Event**: Assessing Mobility Expectations / Perceptions
  - **Location**: Lunch Area
  - **Start**: 12:00
  - **End**: 12:30
  - **Duration**: 30 min

- **Room 003, Building G**
  - **Event**: Constructing Vocabulary Measures with the Rahe Model: A Guide for Teachers
  - **Location**: Lunch Area
  - **Start**: 12:30
  - **End**: 13:40
  - **Duration**: 70 min
<table>
<thead>
<tr>
<th>Location</th>
<th>Start</th>
<th>End</th>
<th>Duration</th>
<th>Event</th>
</tr>
</thead>
</table>
| **Building F and G**          | 14:20  | 14:50  | 30 min   | **OOM G002 BUILDING G**  
**GENERAL THEME**  
Leopoldo Pinzón  
Director of the Language Institute  
Universidad Santo Tomas  
Debunking a Myth: Colombian Higher-education Examinations and Virtual Language Learning  
Johanna Motteram  
British Council  
WPLN Testing in Singapore: Localised Solutions for Workforce Development  
Janeth Telio Carrillo  
EXAVER test coordinator  
Universidad Veracruzana  
The EXAVER Proficiency Test: Customers’ Experiences for Test Improvement  
Susan Jones  
Lead Academic, English Language (Americas)  
Trinity College London  
Positive Washback: Authentic English Tests Foster Successful Teaching and Learning |
|                               | 15:00  | 15:30  | 30 min   | **Ana Ligia Barbosa**  
University of Campinas  
Aligning Needs Analysis and Test Design for Brazilian Military Pilots  
Jose Luis de Paz  
User engagement manager  
Tyndale Education  
Exam Preparation – Positive or Negative Backwash Effect?  
Viviana Caicedo Triana  
British Council  
Language and Language Testing Policies in Colombia: An Analysis of English Tests as Policy Tools  
Marisol de la Caridad Patterson  
Associate Professor  
Universidad de las Ciencias Informáticas  
Test Specifications for Assessing English Proficiency in Cuban Higher Education  
Co-presenter  
Ivonne de la Caridad Collado  
Director of Language Centre  
Universidad de las Ciencias Informáticas, Cuba |
| **Courtyard**                 | 15:30  | 16:00  | 30 min   | **Tea Break**                                                       |
| **Building F and G**          | 16:00  | 16:30  | 30 min   | **OOM G002 BUILDING G**  
**GENERAL THEME**  
Alberto Costa  
Senior Assessment Manager Americas  
Cambridge Assessment English Brazil  
Panamá Bilingüe: An Inspiring Story from Central America  
Philip Horne  
Test Quality Assurance Manager  
British Council  
CEFR Companion Volume: Re-aligning Pronunciation-Focused Descriptors in a Holistic Scale  
Jason Turner  
Senior Vice President, Global Services  
MetaMetrics  
Maximising the Utility of English Assessment Scores  
Jhorman Alejandro Cantillo Hernández  
Language Centre Director  
Universidad Tecnológica de Bolívar  
Relationship Between Teachers’ Assessment Practice and Students’ Academic Achievement in the Process of Learning English: The Case of the UTB |
| **Building F Auditorium**     | 16:40  | 17:00  | 20 min   | **Closing Ceremony – Certificates of Attendance – Prize Draw**       |
Plenary Speakers on Day 1

**Professor Barry O’Sullivan** | Head of Assessment Research & Development, English & Exams | British Council

Barry O’Sullivan is the Head of Assessment Research & Development at the British Council where he was responsible for the design and development of the Aptis test service. He has undertaken research across many areas on language testing and assessment and its history and has worked on the development and refinement of the socio-cognitive model of test development and validation since 2000. He is particularly interested in the communication of test validation and in test localisation. He has presented his work at many conferences around the world, while almost 100 of his publications have appeared in a range of international journals, books and technical reports. He has worked on many test development and validation projects over the past 25 years and advises ministries and institutions on assessment policy and practice.

He is the founding president of the UK Association of Language Testing and Assessment (UKALTA) and holds honorary and visiting chairs at a number of universities globally. In 2016 he was awarded fellowship of the Academy of Social Science in the UK, and was elected to Fellowship of the Asian Association for Language Assessment in 2017.

**Abstract: Localisation in Learning Systems**

Traditionally, we have looked on education as being comprised of different elements. These were typically compartmentalised under the terms curriculum, delivery and assessment. The three elements rarely, if ever, crossed paths and communication between experts in each area was uncommon. This was particularly the case with assessment, which, in some regions was deliberately excluded from the educational eco-system as this was felt to ensure impartiality and objectivity. I have argued for many years that the compartmentalisation of the elements ran counter to the reality that an education system is just that. A system. As such, it is underpinned by standards, which are reflected in the system’s curriculum, delivery structures and assessment instruments. Localisation is critically important to any learning system as it refers to our efforts to make the system and its elements appropriate to the particular population for which it has been developed. The concept of localisation, therefore, has significant consequences for all aspects of our learning systems.

In this presentation, I will present my view of education as a learning system, while stressing the importance of localisation within that system. One practical aspect of the importance of localisation within an English language learning system is the appropriateness of vocabulary teaching, learning and assessment. I will exemplify this by briefly outlining the Knowledge-based Vocabulary List (KVL) Project. In this project, the British Council and the University of Nottingham have come together to develop L1-specific wordlists based on the actual difficulty of individual words to learners.

**Constant Leung** | King’s College London

Dr Constant Leung is Professor of Educational Linguistics in the School of Education, Communication and Society, King’s College London. His research interests include additional/second language teaching and assessment, language policy, and teacher professional development. He is joint-editor of Language Assessment Quarterly, Editor of Research Issues of TESOL Quarterly, and serves as a member of the Editorial Boards of Australian Review of Applied Linguistics, Language and Education, and the Modern Language Journal. 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) has won the 2018 British Council ELTons award for innovation.

**Abstract: Englishes and multilingual practices – New challenges for language assessment?**

We all know that the languages we use do not stay still, they change over time. We also know that most people in the world know and use more than one language. It is certainly the case that most of us vary and adjust the ways in which we use our language/s in different situations. In this talk I will look at some of the recent research in fields such as workplace multilingual communication and academic language in international universities, and explore their relevance for second/additional language assessment. My overall aim is to explore the need to revise and/or broaden the assumptions and values underpinning some of the established concepts and practices in English language assessment, with a view to stimulate debates among colleagues working in different languages and world locations.
**Plenary Speakers on Day 1**

**Adriana Abad | Language Centres Director, Universidad Veracruzana**

Adriana has been the Director of the Universidad Veracruzana’s seven Language Centers and ten Self-access Centers and for nine years. She was the Coordinator of EXAVER English proficiency tests, developed by the Universidad Veracruzana in collaboration with the British Council, Cambridge University and Roehampton University. She has also been working at the Universidad Veracruzana as a counsellor at the Self-Access Language Center for 19 years. She holds a Master’s degree in English Language Teaching. Current research interests include self-access language learning, language testing and blended learning.

**Dr. Patricia Grounds | External Consultant, British Council**

Pat has worked with many EFL organizations as teacher, teacher educator, academic & administrative director, curriculum design and examinations development leader, postgraduate tutor and dissertation/thesis supervisor, examiner and examinations developer, textbook writer and website coordinator. She is now an external consultant for British Council, Universidad Veracruzana (EXAVER English proficiency tests), Universidad Autónoma del Estado de Hidalgo and UNICARIBE and Cambridge (DELTA). As course tutor (British Council/University of Southampton’s MA in ELT: Online), she has received a Vice-Chancellor’s award for Innovative Teaching. Current research interests and publications include the nature of the online learning experience, especially for postgraduates.

**Abstract: A Mexican Assessment Adventure**

The University of Veracruz has traditionally enjoyed very strong links with the UK, particularly, via their long-standing relationship with the British Council. When the English language curriculum was radically reformed in the late nineties, the University involved British Council and other UK consultants in key aspects. A new curriculum requires matching ways of assessing, so consultancy was particularly sought, to update ELT staff in assessment literacy and provide input for the effective design of new assessment procedures, congruent with pedagogic principles underlying the new curriculum.

Having created new specifications and procedures for the design of progress and achievement tests, the next priority became proficiency tests, so students and staff could certify their knowledge of English, e.g. for exemption from courses, to meet entrance requirements for undergraduate and postgraduate degrees, etc. Excellent internationally recognized exams existed, but considering the average monthly income for families of undergraduates at the University of Veracruz was then around $1,600 pesos (about 65 sterling, today), these were inaccessible to most.

Through agreements among the University of Veracruz, the British Council, Cambridge Assessment, and the University of Surrey Roehampton, an exciting assessment adventure began, and a series of proficiency tests have been developed, following international standards and with quality input from UK advisors. Our presentation maps key stages of this project, milestones, achievements and glitches, up to the present day, when our tests have obtained official recognition from the Mexican Ministry of Education and research and development continue to help us on a path of continuous improvement.
Plenary Speakers

James Enos Purpura | Columbia University

James E. Purpura is Professor of linguistics and education in the Applied Linguistics and TESOL Program at Teachers College, Columbia University, where he teaches L2 assessment and L2 research methods. Besides his publications in journals and edited volumes, Jim’s scholarly books include: *Strategy use and language test performance: A structural equation modeling approach* (CUP) and *Assessing grammar* (CUP). He is currently working on *Learning-oriented assessment in language classrooms: Using assessments to gauge and promote language learning* (with C. E. Turner) (Routledge) and *The writings of L. F. Bachman: “Assuring that what we count counts” in language assessment* (with A. J. Kunnan) (Routledge). Jim is currently the co-editor of *Language Assessment Quarterly* (with C. Leung), and is series co-editor of *New Perspectives on Language Assessment* (with A. J. Kunnan) (Routledge) and *Language Assessment at ETS: Innovation and Validation* (with J. Norris, S. Ross, & X. Xi) (Routledge). He was the President of the International Language Testing Association (2007-2008) and is an expert consultant for the European Association of Language Testing and Assessment. He served for several years on the Committee of Examiners at ETS and currently serves on the Defense Language Testing Advisory Panel in Washington, D.C. In 2017, Jim was a Fulbright Scholar at the University for Foreigners of Siena.

Abstract: Insights Gained from Using a Learning-Oriented Approach to Scenario-Based Assessment Design

The enduring promise of content-and-language-integrated-learning (CLIL) is that language curricula will be contextualized within some discipline-specific domain (e.g., ecology), where learners are exposed to and assisted with disciplinary content (facts, concepts) and linguistic content, so that these same learners will be able to integrate and use topical and communicative resources to complete tasks that they would likely encounter in a real-life domain of language use. Given that CLIL is situated in disciplinary practices, CLIL instruction is not just about the acquisition of disciplinary content and related communicative resources but is equally concerned with how learners use topical and communicative resources to perform disciplinary-specific tasks that tap into, among other factors, a host of complex socio-cognitive processes (e.g., reasoning, collaborative problem-solving). An example of such a situation would be when students are placed in a scenario, where they have to work collaboratively to reason through a problem related to the potential impact on an ecosystem of the loss of one species in the food chain. A successful resolution to this problem involves the acquisition and integration of discipline-specific language and content related to this problem, but success in this situation also involves moderating factors such as problem comprehension, peer instruction, reasoning skills, cognitive load, assistance processes, collaboration strategies, and socio-affective strategies. Given the number of factors involved in this real-life situation, what CLIL outcomes would we want to measure and how can we account for the moderating effects of the other factors? Or even, how can we structure the assessment task in a way that would require learners to engage in the kinds of complex thinking processes they might encounter in a real-life problem-solving task of this sort?

The purpose of the current talk is to discuss the affordances of scenario-based language assessment (SBA) as a technique for eliciting performance and measuring a broadened range of constructs related to the assessment of CLIL outcomes. This talk first relates assessment design to real-life competencies and shows how learning-oriented assessment can serve as a design framework for these assessments. Then, it defines SBA and describes how scenarios, conceptualized as a purposeful set of carefully sequenced, thematically-related tasks designed to simulate real-life performance, can provide a concrete mechanism for measuring an expanded range of theoretical constructs related to CLIL. Finally, the talk illustrates with an example how learning-oriented assessment has been used as a theoretical framework for designing SBAs and the insights obtained from such an assessment.
Panel Discussion Speakers

Panel 1 Topic: Assessment Literacy and Practice in Latin America

Panel Chair

Dr. Nicholas Saville | Director of Research & Thought Leadership in Cambridge English and Secretary-General of ALTE, University of Cambridge, United Kingdom

Dr. Nicholas Saville is Director of Research & Thought Leadership in Cambridge English (University of Cambridge) and Secretary-General of ALTE. He has a PhD in Language Assessment, an MA in TESOL and a BA in Linguistics. Before joining Cambridge Dr. Saville taught at the University of Cagliari (Italy) and worked in Japan. He is an expert on the Common European Framework of Reference (CEFR) and edits the English Profile Studies series with Dr. Fiona Barker. Dr. Saville is joint editor of Studies in Language Testing (CUP) with Prof. Cyril Weir and has recently completed a volume on Learning Oriented Assessment (LOA) with Neil Jones (SiLT 45).

Panelists

Dr. Patricia Grounds | External consultant, British Council

Dr. Pat Grounds has worked with many EFL organizations as teacher, teacher educator, academic & administrative director, curriculum design and examinations development leader, postgraduate tutor and dissertation/thesis supervisor, examiner and examinations developer, textbook writer and website coordinator. She is now an external consultant for British Council, Universidad Veracruzana (EXAVER English proficiency tests), Universidad Autónoma del Estado de Hidalgo and UNICARIBE and Cambridge (DELTA). As course tutor (British Council/University of Southampton’s MA in ELT: Online), she has received a Vice-Chancellor’s award for Innovative Teaching. Current research interests and publications include the nature of the online learning experience, especially for postgraduates.

Salomé Villa Larenas | President of LAALTA, Lancaster University

Salomé Villa Larenas is language teacher, language tester, and teacher educator. She is a PhD candidate in Applied Linguistics (language testing) from Lancaster University and she holds an MA in Applied Linguistics from Melbourne University. Salomé’s work experience has included teaching in different contexts in Chile, from Primary School to English teacher education in Higher Education. She has collaborated with the Chilean Ministry of Education in several projects on curriculum design of English teaching, and English teaching methodology courses. She is co-founder and current president of the Latin American Association for Language Testing and Assessment (LAALTA). Her research interests are language testing and assessment, teacher education, and language teaching methodologies.

Professor Constant Leung | Professor of Educational Linguistics in the School of Education, Communication and Society, King’s College London

Professor Leung’s research interests include additional/second language teaching and assessment, language policy, and teacher professional development. He is joint-editor of Language Assessment Quarterly, Editor of Research Issues of TESOL Quarterly, and serves as a member of the Editorial Boards of Australian Review of Applied Linguistics, Language and Education, and the Modern Language Journal.

Richard Spiby | Assessment Research Group

Richard Spiby is a member of the Assessment Research Group at the British Council with a focus on the development of receptive skills. He has previously worked in the UK and Turkey, mainly in the university sector, in test production, management and research. His areas of interest include cognitive processing, strategy use in reading and listening, statistical analysis and inclusivity in language assessment.
Panel Discussion Speakers

Panel 2 Topic: **National-level English Assessment**

**Panel Chair**

**Professor Barry O’Sullivan | Head of Research & Development, English & Exams, British Council**

Professor Barry O’Sullivan is the British Council’s Head of Assessment Research & Development. He has worked on numerous test development and validation projects globally and advises ministries and institutions on assessment policy and practice. He has undertaken research across many areas on language testing and assessment and its history and has worked on the development and refinement of the socio-cognitive model of test development and validation since 2000. He has presented his work at many conferences around the world, while almost 100 of his publications have appeared in a range of international journals, books and technical reports. He is the founding president of the UK Association of Language Testing and Assessment and holds visiting chairs at a number of universities globally. In 2016 he was awarded fellowship of the Academy of Social Sciences in the UK, and was elected to Fellowship of the Asian Association for Language Assessment in 2017.

**Panelists**

**Rosalía Valero | Strategic Development Head Americas | Cambridge Assessment, Mexico**

Rosalía is Strategic Development Head Americas and is based in Mexico. She manages education transformation activity in Americas, working with ministries of education and educational institutions. Rosalía’s expertise lies in English language teaching and training, professional development, and English Language Teaching management. She’s an active member of the Education Group of the British Chamber of Commerce in Mexico, as well as the UK/Mexico Education Strategy External Advisory Board managed by the British Embassy. Rosalía presents regularly at conferences in various countries. Her main professional interests also include assessment, the digital educator, lexicography, and gender issues. She enjoys writing and often contributes to several blogs on teaching English, particularly writing about raising bilingual children, using her own experience with her son. Prior to joining Cambridge Assessment English, Rosalía worked as an educator, trainer, and educational services manager. Rosalía holds an MSc in English Teaching from the University of Aston.

**Moravia Elizabeth Gonzalez | Test Manager, Colombian Institute of Educational Assessment**

Moravia is a Test Manager at ICFES (Instituto Colombiano para la Evaluación de la Educación) in Colombia. She is in charge of coordinating the design of English test for high school students, foreign language teachers and undergraduate students in Colombia. Moravia has over 26 years’ experience within ELT, including 21 years within ICFES, where she has performed different roles. Moravia has been involved in different projects at ICFES, which includes her participation in international tests as PIRLS and PISA. Moravia holds a B.A in Philology and Languages from Universidad Nacional de Colombia and a M.A in Applied Linguistics for TEFL.

**Carolina Vidal Leyton | Head of Assessment Development, Agency for Quality Education, Chile**

Carolina studied psychology at the University of Chile and holds a Master’s degree in Assessment and Evaluation in Education from the University of Melbourne, Australia. She has worked as an educational psychologist in educational institutions and in this capacity she has reviewed, developed, and evaluated assessment instruments. She has developed her career largely in the public policy sector at the Agency for Quality Education in Chile, focusing mainly on the development of a new system of skills assessment through alternative methods, such as ongoing and formative assessment. Carolina is currently the head of the development unit at the Agency for Quality Education, responsible for the design and implementation of the Simce Inglés test.

**Elizabeth Shepherd | University of London**

Elizabeth worked in research for the British Council for 13 years in the UK, North America and East Asia. Her research experience included leading the design of an internationally comparative assessment English language capability. Elizabeth presented at the New Directions conferences in Seoul, Hanoi and Shanghai. She is currently studying part-time towards finalising a PhD at Birkbeck College, University of London, exploring the English language assessment policy in Vietnam. She currently works as Director international education research at IFF Research, a London based research organisation. Elizabeth is currently leading projects with the UK Department for Education, OfS and universities in the UK.
Adriano Roggiero | Peru | Manager | CEIP Idiomas

Adriano was born in Quito, Ecuador and lived there until he decided to open a new branch of his company in where he has been living for the last 5 years. He first started working as an English teacher at CENDIA, one of the leading English language centers in Quito. He rapidly fell in love with the language and how it affects the lives of students. In the last few years, he has become interested in international examinations and their use in government and private companies and the implementation of CEFR standards in curricula.

Abstract: The Current Status of English Assessment in Recruitment in Peru

English language proficiency is becoming more and more important in the Peruvian job market. In recent years we have seen an increase in the requirement of English skills in recruitment in Peru. At the same time there has been a similar rise in the public’s interest in standardized English tests. Both trends are good news for us to have a more unified understanding of language levels. However, these two don’t seem to be linked. We want to understand what the expectations of employers are when they ask for a certain level of English in their application requisites and how they are measuring this. So far, we’ve analyzed 3 of the most important job listings websites and found that no job opportunity uses CEFR vocabulary nor asks for a specific certification. 92% of the job listings surveyed show companies asking for basic, intermediate, or advanced levels of English. This is not new but highlights a problem with the expectation the level of English from future employees and applicants having certain perceptions of their English abilities. We want to further complement our research with the following questions: what types of companies are asking for English knowledge and what levels? Why are these companies asking for those levels of English? How are they assessing them? Finally, are current methods of assessment successful or can stakeholders’ expectations be improved by the implementation of a standardised test? The results will help us align testing practices and further ease in their implementation in job application processes.

Alberto Costa | Senior Assessment Manager Americas | Cambridge Assessment English Brazil

Alberto Costa, Senior Assessment Services Manager Americas for Cambridge Assessment English, holds the Cambridge RSA Diploma for Overseas Teachers of English (DOTE) and has a specialization in teacher training (PRINSEL T) from the College of St. Mark & St. John in Plymouth, UK. He has worked as a teacher, teacher trainer and academic consultant for 30 years, having also worked as a course tutor for the teaching qualifications CELTA, ICILT and DELTA. Based in Brazil, he has been in Cambridge Assessment English for 3 years and continuing professional development for teachers is one of his key interests.

Eneida López | Panamá | Director | Panamá Bilingüe

Eneida has been coordinating the Panamá Bilingüe programme at national level since its inception. She has been involved in education at various levels for many years. She was Director at Universidad Latina Panamá for many years.

Abstract: Panamá Bilingüe: An Inspiring Story from Central America

The introduction of international certification has been undertaken by many countries in Latin America recently with the aim of improving learning outcomes. However, this introduction necessitates that a number of changes are made if the desired aim of raising standards is to be realised. These changes include revising existing curricula, developing teachers’ language proficiency, adjusting teaching practice to make it more communicative and introducing digital technologies in teaching and learning.

In this session we will describe a project implemented in conjunction with Cambridge English by the Panamanian government with the goal of improving teaching standards in public schools. We will draw on findings from surveys and testimonials from stakeholders and will focus on key changes implemented in language learning and teaching. We will explore the impact of these projects and will end with a best practice model for the implementation of similar programmes.
Ana Ligia Barbosa | Brazil | University of Campinas

Ana holds a MA and is a doctorate research student in Applied Linguistics from the University of Campinas (Unicamp), with a scholarship from CAPES – Brazil. She is a specialist in Resources for the Teaching of English as a Foreign Language from McKenzie University, Sao Paolo, Brazil. She is an oral examiner for the Brazilian Certificate of Proficiency in Portuguese as a Foreign Language (Celpo-Bras). She is also an EFL teacher for adults, with a special interest in Aviation English in the military context. Finally, she is a member of the research group “Aeronautical English Studies,” GEIA, linked to the Brazilian Institute of Air Space Control (ICEA).

Abstract: Aligning Needs Analysis and Test Design for Brazilian Military Pilots

Language needs analysis and English for Specific Purposes (ESP) have always been considered so inextricably intertwined that we can hardly tell them apart. The former is a dynamic and ongoing process to determine the language needs in the target language use situation; the latter is that specific English language, for adults or young adults, to be used either in the academic or occupational scenario (HUTCHINSON; WATERS, 1987; ROBINSON, 1991). Many ESP studies (FLOWERDEW, 2013; CHOSTELIDOU, 2011) have put more emphasis on the alignment between needs analysis and the teaching and learning process than to the role needs analysis can play on second language test design. Hence, the Ph. D. thesis project presented in this session aims to design a language test for a group of Brazilian high-performance military pilots – who represent Brazil and its Air Force abroad, while airborne and on the ground, as diplomatic representatives –, based on a needs analysis for the group. The main question that guides the study is: what are the characteristics of an English proficiency test for a group of pilots with such special needs? By means of a qualitative study, data has been generated with the aim to determine the content, the construct and the means of operationalization of such a test which, hopefully, could provide reliable information for these pilot’s safety on international flights. By the end of this study we hope to contribute to the unexplored area of studies on language assessment for military pilots in Latin America.

Claudia Medina | Mexico | Academic Director | CMI ELT Services

Claudia holds a BA in ELT and COTE. She has taught English for over 20 years at all levels. She is an oral examiner for Cambridge (from YLE to FCE) and CENEVAL. She is a teacher trainer, has been an academic consultant and has also participated in ELT conferences.

René Adán | Mexico | General Director | CMI ELT Services

René holds a BA in ELT and has taught English for almost 20 years. He has worked in almost all levels but preschool (from primary all the way to university). He also holds ICELT and is an Oral examiner for Cambridge (from YLE to FCE). He is a teacher trainer and has also participated in ELT conferences.

Abstract: Aiming at Improving English Classes in Morelos: Using Assessment as a Guide

The following study assesses outcomes of students from the preparatory schools of the University of the State in Morelos and the alignment between teaching and curriculum based on a new syllabus that has been developed, which gives emphasis to the development of competences. This syllabus takes for granted that students have a certain level of English due to their years of English study in primary and secondary education. However, many students who come from small communities have not had any contact with the target language. Despite the theoretical foundation of the syllabus, teachers still base their work in the classroom and the evaluation on memorisation and grammar. Also, teachers focus only on lower order thinking skills when designing exams, which are administered by the teachers themselves. This study will be carried out on Preparatory 5 located in Puente de Ixtla, with 4 second-semester groups whose three midterm exams will be designed by the researchers and administered by the academic coordinator. Hence, the methodology to be used is both qualitative and quantitative as it will include interviews to both teachers and students at the beginning and at the end of the semester, and the exams results will be analysed using “can do statements” written by the researchers based on the syllabus. We expect the teachers to self-evaluate and adapt their teaching to the syllabus and, as a result, for students to be able to actually produce in the target language.
Colin Barnett | Teaching Fellow | Teachers College, Columbia University

Colin Barnett has been in the field of English language teaching, training and assessment since the late 1990s. He has taught students, trained teachers, and has been involved in assessment and assessment projects in Europe, Asia, and North America. He is currently working towards an Ed. D in Language Assessment. Beyond renovating discarded furniture, his interests are assessment practices supporting learning, digital and terrestrial learning experience design, scenario-based assessments, and assessment literacy for teachers.

Abstract: Assessment Literacy Enacted? Unearthing Spontaneous Assessment Events in Student-teacher Conferencing

Classroom-based assessment aims to gather evidence of learning to generate formative and summative information that provides insights on the next steps for a learner and what has been achieved to date, respectively (Purpura, 2004; Turner & Purpura, 2016). Used in particular contexts, the ensuing assessment events (Purpura, 2018) include formal/planned assessments as well as ‘on-the-fly’/unplanned assessments (Purpura, 2004; Shavelson, 2008). While formal and planned assessments are well documented, accounts of on-the-fly assessment events, embedded in instruction, may be limited to those involving well-known correction techniques. If a wider range of assessment practices is used by teachers then those practices may be under-appreciated as valid assessment practices (Berry & Sheehan, 2017) or exist as unconscious behaviours by teachers, impacting their usage.

To fully understand the range and qualities of spontaneous assessment events, embedded in instruction, we must have a system to identify and account for their occurrence. In doing so, we can unearth spontaneous assessment events which may otherwise go unnoticed and lay bare the mechanics of those events for future deployment. This paper presents how techniques from Conversation Analysis (Sacks, Schegloff, & Jefferson, 1974) and dimensions of Learning Oriented Assessment (Turner & Purpura, 2016) were used to identify and dissect what was happening in on-the-fly assessment events occurring in the ‘collaborative interactional frame’ (Poehner & van Compernolle, 2011) of a student-teacher conference. The (non-)verbal resources identified this single-case analysis are shared along with reflections on how such processes support assessment literacy.

Dr Cristiane Corsetti | Brazil | Training Coordinator | Edify

Cristiane works as a training coordinator and a teacher trainer for the bilingual programme Edify in Brazil. Her duties include the design and supervision of a training scheme for kindergarten, primary and secondary school teachers (Edify partner schools), including training sessions and reference documents. She is also a DELTA Module 2 local tutor (Nile Institute).

Cristiane holds a PhD in Applied Linguistics from Pontifícia Universidade Católica do Rio Grande do Sul, with a doctoral period at Lancaster University, UK. She has vast experience in teaching English as an additional language and is a specialist in language assessment.

Abstract: Multi-region Language Assessment of Brazilian Teachers for a Bilingual Programme

One of the main challenges of implementing a bilingual programme on a large scale in Brazil is ensuring local school teachers have the necessary language proficiency to cater for its linguistic demands and pedagogical objectives. While larger cities are more likely to encounter teachers at CEFR C1 and C2 levels, smaller towns or peripheral areas may have far fewer professionals who have reached these levels. This may be due to a shortage of language institutes with a comprehensive programme and/or fully trained teaching staff conducive to the development of the four language skills. This presentation describes the instruments and assessment procedures designed to measure the language ability of 140 prospective teachers from different regions in Brazil. In the first part, it will detail the objectives and pedagogical pillars of a bilingual programme. It will also draw a parallel between EFL and school teachers. Participants will reflect on the desired CEFR level for professionals running bilingual programmes. Next, it will cover the assessment instruments and present a summary of achieved results. Data and levelling procedures will be analysed and discussed from a critical perspective. Lastly, this presentation will suggest actions to support teachers who will be taking part in bilingual programmes and whose language ability is subpar in relation to the desired CEFR level. Many of these actions are geared towards multiplying knowledge through local agents such as online, peer taught or exam preparation courses as well as external incentives for teacher development.
Douglas Altamiro Consolo | Brazil | Associate Professor | UNESP – State University of Sao Paulo

Douglas Altamiro Consolo holds a PhD in Applied Linguistics from the University of Reading, in England, and a title of Associate Professor in English from UNESP (State University of Sao Paulo) in Brazil. He currently works as a lecturer and researcher at UNESP, in Sao Jose do Rio Preto, and as the co-ordinator for the Foreign Language Centre on the same campus. He has published 24 book chapters, two books, several articles in specialized journals, as well as full texts and abstracts in conference proceedings, and organized four books. He has presented in various conferences, both in Brazil and abroad.

Camila Sthéfanie Colombo | Brazil

Camila Sthéfanie Colombo holds a Bachelor of Arts in English and Portuguese and an MA in Applied Linguistics from UNESP (State University of Sao Paulo), and is currently working towards her PhD at the same university. Her PhD project focuses on criteria to assess language teachers’ proficiency in the EPPLE (Proficiency Examination for Foreign Language Teachers) examination. She teaches English and Portuguese at secondary and tertiary levels at the IFSP (Federal Institute of Sao Paulo) in Barretos. She has published a book and a book chapter on English language teaching for children and presented in conferences in different parts of Brazil.

Abstract: Teacher Talk in EFL: Language for Communicative and Pedagogical Purposes

This research study aims at offering a better comprehension of the concept of linguistic-communicative-pedagogic proficiency of teachers of English as a foreign language. We aim at verifying the existence of differences (i) between foreign language teachers’ ability to use the language for general and for pedagogical purposes, and (ii) between the characteristics of teachers’ aforementioned abilities performance and their proficiency grading in a specific Brazilian examination, the EPPLE (Proficiency Examination for Foreign Language Teachers). Initially, we describe and analyze teachers’ oral performances in tasks of general and specific language use in the examination. Later, we analyze such performance samples in relation to the concepts of assessment holistically attributed to candidates in the examination. Results point to evidence of higher levels of pedagogical language use abilities associated with higher levels of language use abilities for general purposes. However, the opposite does not prove to be true, that is, candidates who manage communicative language use do not necessarily know how to use the language for teaching purposes. Thus, the contrast provided by this research study endorses the thesis that questions the sufficiency of communicative-language ability to work as an English teacher, reinforcing the need for proper teacher training to enable teachers-to-be to use classroom language. Results from this study are expected to contribute towards the assessment of language teachers’ proficiency and in teacher education, in Brazilian and other Latin American contexts.

Edgar Hernández | Mexico | English Coordinator | Centro Educativo Cruz Azul, A.C

Edgar Hernandez Flores is registered in the MADEMS Master’s programme at the National Autonomous University of Mexico (UNAM). Some of his current interests include assessment design and test quality assurance using the Item Response Theory. He enjoys using Python and R in his job activities as English Coordinator at Centro Educativo Cruz Azul in Hidalgo.

Abstract: Constructing Vocabulary Measures with the Rasch Model at Elementary School

With constant pressure on English teachers for better results, either in the public or private sector, many language teachers and schools rely entirely on commercial certifications to measure their students’ performance. This talk is aimed at test development practitioners or anybody interested in developing their own instruments for measuring vocabulary and basic reading comprehension at elementary schools, either for research or for monitoring school-wide progress. The constructive approach for developing an instrument includes the design of a) a construct map, b) a set of items, c) an outcome space, and d) a measurement model (Wilson, 2005). Each of the steps is analysed in a practical fashion with the aid of a vocabulary test for students at an elementary school. The rationale for the vocabulary construct map is explored from a theoretical basis (Read, 2000). The procedures to create a set of items are discussed as well. To construct the measures, the Rasch model is briefly introduced and the quality of the results are explained. The applied techniques for setting cut-off points in the instrument are examined, and the performance level descriptors are related to the final scores in the instrument (Cizek & Bunch, 2007).

The final product is a methodology which allows teachers to produce tailor-made instruments that connect the performance level descriptors from their study programs to specific scores from practical instruments. Limitations from the approach presented are discussed. Winsteps is used to perform the statistical analysis, but a statistical background is not required.
Elizabeth Shepherd | United Kingdom | PhD Candidate, Birkbeck | University of London

Elizabeth worked in research for the British Council for 13 years in the UK, North America and East Asia. Her research experience included leading the design of an internationally comparative assessment English language capability. Elizabeth presented at the New Directions conferences in Seoul, Hanoi and Shanghai. She is currently studying part-time towards finalising a PhD at Birkbeck College, University of London, exploring the English language assessment policy in Vietnam. She currently works as Director International Education Research at IFF Research, a London based research organisation. Elizabeth is currently leading projects with the UK Department for Education, OfS and universities in the UK.

Abstract: Language Policy and Assessment Practice: Testing Speaking in Latin America

English language learning is a strategic priority for governments throughout Latin America. Several countries in the region have developed national policies or central strategies and made considerable investment to expand language learning opportunities. English language policy frameworks are being developed throughout the region, examples of which, at varying stages of progression can be found in Colombia, Ecuador, Mexico, Panama, Peru, Argentina, Brazil, Chile, and Uruguay. Policy frameworks often establish standards of measurement and proficiency goals for students and in many cases teachers. These are then used to document the success, or failure, of national initiatives. Increasingly, in Latin American and throughout the world, language tests are being used as instruments of policy making (Shohamy 2006), allowing national authorities to track levels of proficiency in relation to their established policy goal, and subsequently adjust the policy where necessary.

The importance of speaking as a productive language skill is increasingly recognised by policy makers, by and large for is perceived contribution to communicative workforce productivity. It has also been consistently identified as a communicative weakness, in Latin America and other global regions, linked to ineffective pedagogical practices to support the development of this skill. Improving the development of oral proficiency constitutes a central focus of current English language teaching methodologists and assessment specialists. This session will present analysis of macro language policy and assessment practice throughout Latin America, with specific focus on the inclusion, or otherwise, of speaking assessment and the challenge this presents to teaching practice. Examples of meso and micro level assessment policy appropriation, and its impact, will also be included.

Elsa Fernanda González | Mexico | Universidad Autónoma de Tamaulipas

Elsa Fernanda Gonzalez holds a PhD in Applied Linguistics and ELT from the University of Southampton. She is a recipient of the 2015 Research Assessment Award from the British Council and currently works at the Universidad Autónoma de Tamaulipas as the coordinator of the BA in Applied Linguistics. She has published research articles in national and international journals and has given academic talks at international events in USA, Canada, Colombia, and the UK. Her areas of interest include classroom assessment of ESL/EFL productive skills and assessment literacy.

Abstract: Does Writing Assessment Training Really Work? The Mexican EFL Perspective

EFL teachers around the globe have expressed their lack of writing assessment training (WAT) and their insecurity when conducting it in their classrooms. Researchers have suggested that providing teachers with assessment knowledge and practice, in other words, providing teachers with tools to become assessment literate, may allow them to provide students with more reliable writing assessment and become more confident in their regular assessment practices (Gonzalez & Vega-Lopez, 2018; Weigle, 2007; Stoyoff & Coomb, 2012; Fulcher, 2012). One of the many strategies widely used to increase teacher assessment literacy (AL) includes WAT. However, its benefit and actual impact on classroom assessment has remained unexplored. The present study analyzed the impact that two sessions of WAT had on eleven Mexican EFL university teachers who were tracked for a period of 12 months. Data was collected with a background questionnaire, teacher focus group sessions, and two semi-structured interviews to the eleven teachers. Data obtained suggested that training had positive impact in three main areas: a) classroom teaching of writing, b) classroom assessment of writing and c) teachers’ self-awareness of assessment. However, the impact of the training on teachers’ actual classroom assessment was quite shallow. Greater impact was found in teachers’ reflection processes and self-awareness of themselves as EFL teachers and assessors. The Writing Assessment Training Impact Categorization is proposed in an attempt to classify the innovations training may have encouraged in EFL teachers. The presentation finalizes with a discussion of possible implications for EFL classroom assessment, teacher trainers and language program managers.
Flora Wang | China | Project Manager | British Council

Flora Wang Shuang is a project manager for language testing and assessment projects and research at the British Council in China, where she has been directing large-scale projects for the past five years. Flora has been involved in directing key stakeholder engagement activities related to IELTS and Aptis both across China and the East Asia region and amongst a range of partners, including higher education institutions and ministries of education. Most recently she has been involved in the promotion of China’s Standards of English (CSE) and managing conferences such as New Directions East Asia.

John Dylan Burton | United States | Assessment Solutions Consultant | British Council

John Dylan Burton is an Assessment Solutions Consultant with the East Asia Assessment Solutions Team (EA-AST) in Beijing, China, where he is responsible for teacher training, rater-reliability research, and conference planning. He holds an MA in Language Testing from Lancaster University. Dylan has over 15 years of experience working in language teaching and assessment. He has worked as a teacher, examiner, examiner trainer, item writer, presenter, and teacher trainer in Japan, Spain, and China. His research interests are in the assessment of speaking, rater cognition, and language assessment literacy.

Abstract: Policy in Action: Promoting Localised Proficiency Standards through Stakeholder Engagement

Across Latin America, ministries of education strive to promote language skills by adopting standards of language proficiency that aim to encourage teachers and learners to reach optimistic goals. Borrowing standards from other countries or regions, however, may be problematic, as contextual factors critical to local education systems often require different approaches to language education and assessment. Likewise problematic is the understanding and use of these standards by educators, as training and resources may be scarce.

This presentation will report on China’s Standards of English (CSE) – a localised English language proficiency framework – as a case study for how one region has sought to set standards for its own educational context. It will first consider the rationale and objectives of the CSE as well as recent developments in how these standards have been used in the region, highlighting the advantages of localisation over the use of international standards. The presentation will then consider the vital role of stakeholder engagement activities when promoting these standards amongst educators, in particular efforts by the British Council and the ongoing impact to this day. Key regional activities will be described as well as preliminary data supporting the positive promotion, understanding, and use of the CSE.

Despite the differences in educational contexts, it is hoped that this study may serve as an important example for best practice in Latin America, be it through the responsible use of international standards or by understanding the key role stakeholder engagement plays when helping educators demystify proficiency frameworks and their application.
Breakout Sessions on Day 2

Hugh Moss | United Kingdom | Senior Education Advisor | Cambridge Assessment English

Hugh Moss is a Senior Education Advisor at Cambridge Assessment English. He is responsible for providing expert technical advice and consultancy services to Ministries of Education and Educational bodies worldwide. Hugh has over 25 years' experience within ELT, including 16 years within Cambridge Assessment English, where he has performed a number of roles. Hugh has considerable experience of education reform and has worked on projects with Ministries of Education from Colombia, Angola and the Basque Country. Hugh holds a M.Ed. in English Language Teaching from the University of Sheffield.

Dr. Fátima Vidal | Director of Special Projects | CENEVAL

Fátima Vidal works in Ceneval and is responsible for the design of the teachers' entry and promotion assessments in Mexico. She has experience in large-scale assessment, tests development design and procedures and as a teacher. Fátima holds a PhD in Social Psychology from the UNAM.

Abstract: Measuring the Effectiveness of Teaching Knowledge Test (TKT) in Mexico

For ministries of education, schools and universities, an important consideration when implementing initiatives aimed at raising English language standards, is knowing if they are having the desired impact. The key to evaluating success is via data collection, which provides policy makers and educationalists with evidence of how well interventions have worked, as well as providing a basis for informed decision making.

During the course of the presentation, participants will learn more about data gathering and how it formed the basis of a multi-stakeholder research study, assessing the effectiveness and impact of the Teaching Knowledge Test (TKT) within the Mexican educational context. Practical advice will be offered on the adoption of a ‘mixed methods’ approach to research, involving the use of instruments such as surveys, structured interviews and test takers’ score data.

Furthermore, the presenters will consider how to take into account the viewpoint of different stakeholders and through a summary of the research findings will demonstrate the beneficial impact of assessing teachers’ knowledge from the point of view of teachers, their employers and training institutions.

Hugh Moss | United Kingdom | Senior Education Advisor | Cambridge Assessment English

Hugh Moss is a Senior Education Advisor at Cambridge Assessment English. He is responsible for providing expert technical advice and consultancy services to Ministries of Education and Educational bodies worldwide. Hugh has over 25 years' experience within ELT, including 16 years within Cambridge Assessment English, where he has performed a number of roles. Hugh has considerable experience of education reform and has worked on projects with Ministries of Education from Colombia, Angola and the Basque Country. Hugh holds a M.Ed. in English Language Teaching from the University of Sheffield.

Moravia Elizabeth González | Colombia | Test Manager | ICFES

Moravia is a Test Manager at ICFES (Instituto Colombiano para la Evaluación de la Educación) in Colombia. She is in charge of coordinating the design of English test for high school students, foreign language teachers and undergraduate students in Colombia. Moravia has over 26 years’ experience within ELT, including 21 years within ICFES, where she has performed different roles. Moravia has been involved in different projects at ICFES, which includes her participation in international tests as PIRLS and PISA. Moravia holds a BA in Philology and Languages from Universidad Nacional de Colombia and a M.A in Applied Linguistics for TEFL.

Abstract: Supporting the Development of Assessment Capacity in Colombia

The presenters take a historical look at how assessment was utilised in Colombia’s national bilingual project. Instituto Colombiano para la Evaluación de la Educación (ICFES) partnered with Cambridge Assessment English to support the development of English tests aligned to international standards as part of Colombia’s Ministry of Education’s National Bilingual Project aim of equipping the country’s student population with English skills for work and higher study. Participants will be provided with an overview of the approach to benchmarking students’ and teachers’ level of English according to the Common European Framework of Reference and how the data produced acted as an essential element in the setting of English language targets and design of assessments appropriate to the level of test takers.

The session will explore elements which led to a successful partnership, and will detail what and how institutional capacity has been developed to produce quality, fit for purpose English tests, aligned to the CEFR. It will furthermore consider how to ensure effective quality assurance measures are put in place to ensure the maintenance of standards over time.
Janeth Tello Carrillo | Mexico | EXAVER Test Coordinator | Universidad Veracruzana

Janeth Tello Carrillo has been a teacher of English for 15 years at Universidad Veracruzana. She has given courses of English to children, teenagers and adults in face-to-face, virtual and blended courses. She’s now the coordinator of the EXAVER evaluation Program at the Universidad Veracruzana. Her interests lie in item writing, training examiners and management.

Abstract: The EXAVER proficiency test: Customers’ experiences for test improvement

Managing the Mexican proficiency test, EXAVER, involves overseeing the process of writing exams at A2, B1 and B2 levels (CEFR), and important responsibilities regarding test validity and quality control. Special attention has to be paid to the standardisation of procedures followed by examiners, as well as the materials utilised during test administration.

EXAVER exams are currently offered to university students and the general public in eight examination centers, spread all over the state of Veracruz, twice a year. Approximately 2,500 candidates take one of our tests every year. As providers of a service, it is vital for us to understand the customer experience.

During the September – October 2018 test administrations, an online survey was designed to collect data regarding customers’ opinions of the test enrollment process and the administration of the test. The survey consisted of twenty closed-ended questions and one open-ended question which five hundred and twenty-two candidates completed. Quantitative data from the twenty closed-ended questions were analyzed and interpreted using frequencies, percentages and range. The comments from 250 customers’ responses to the open-ended question were analyzed, following principles of grounded theory. Our findings suggest three main areas of improvement in relation to test validity and quality control: materials, procedures and examiner training. A proposal to strengthen validity in two main areas of the test is suggested and we plan to implement ongoing research, to feed into the improvement of validity and quality control in the EXAVER tests.

Jason Turner | United States | Senior Vice President, Global Services | MetaMetrics

Over the last ten years, Jason has had a variety of roles with MetaMetrics before becoming Vice President of Global Services. Jason has worked extensively in the training and implementation of the Lexile and Quantile Frameworks in classrooms across the globe. He has also worked closely with assessment and publishing partners around the world in the implementation and development of reading and math programs. Jason has published extensively on educational topics, including measurement and performance standards, trained thousands of educators and administrators, and has presented at conferences and symposiums around North America and the UK. Prior to joining MetaMetrics, Jason worked across a variety of educational and commercial fields, including as a consultant and professional development trainer.

Abstract: Maximizing the Utility of English Assessment Scores

As increasing numbers of learners study English and take examinations designed to monitor language growth and determine readiness for entrance into the next stages of education, it is important to maximise test score utility by incorporating information from supplemental metrics to identify appropriate reading materials for learners.

During the pilot stages of the Aptis Teens Higher (ATH) development, a study was conducted to link The Lexile Framework reading scale to the ATH scale. Now, scores on ATH may be reported as Lexile measures as well as and CEFR levels. Participants were Chinese learners preparing for IGSCE exams. The average learner reading ability (N=1358) was 1033L, within the B2 range on the CEFR scale. Previous linking studies with Aptis General and Aptis Advanced show strong alignment of CEFR levels and Lexile measures reported from the three assessments.

In a related study of IGSCE textbooks and exam papers administered in Chinese international schools, text complexity, in Lexile measures, ranged from 780L to 1180L. When a learner’s English reading ability (e.g. 1033L) is lower than the text demand of a text/exam (e.g. 1180L), he/she will encounter reading comprehension challenges. Knowing the Lexile measure of a learner and text provides educators insight into when a learner will need reading comprehension support. In addition to examining ATH, Aptis General, and Aptis Advanced learner results and IGSCE texts, Lexile measures are used to examine reading demands of graded reader texts, Japan’s Eiken test, S Korean school textbooks, and university texts in the UK and USA, as well as many other materials from around the globe.
Breakout Sessions on Day 2

**Jhorman Alejandro Cantillo Hernández | Colombia | Language Centre Director | Universidad Tecnológica de Bolívar**

Jhorman Cantillo is a full-time English teacher at Universidad Tecnológica de Bolivar language centre. He received his undergraduate degree from Jorge Tadeo Lozano University in International Trade and his Master’s from Universidad del Norte in English Language Teaching (ELT). He worked as an academic director for seven years at an important institution in Cartagena and holds more than 14 years of teaching experience in the university field. His areas of teaching and research interest include teaching young and adult language learners, teachers’ development, and assessment to promote learning in the language classroom.

**Abstract: Relationship Between Teachers’ Assessment Practice and Students’ Academic Achievement in the Process of Learning English: The Case of the UTB**

This research paper reports the correlation existing between teachers’ assessment practice and students’ academic achievement in the process of learning English. Assessment is defined as a unit of measurement and as a checkpoint which examines both teaching and learning during a specific period in order to help teachers ‘reorient their teaching practice to the goal of supporting learners’ development’, map students’ current level of performance, and have a general overview of teaching strategies needed to increase learners’ performance accuracy. This case study took place at Universidad Tecnológica de Bolívar where the assessment practice of thirty-three English teachers was analysed for 16 weeks. It used mixed methods research as the approach for analysing data and used the Statistical Package for the Social Sciences (SPSS) and open and axial coding to understand its analysis. As a result, findings led to ten emerging axial categories such as assessment as a dynamic practice, a means to orient instruction, mediation, a means to characterise teachers’ and students’ strengths and weaknesses, a process, a source of knowledge, a space for interaction, a teaching and learning experience, an ongoing process, and performance. Furthermore, six statistical correlations existing between teachers’ assessment practice and students’ academic achievement in the process of learning English such as periodical assessment and feedback, ongoing assessment for learning, lesson and assessment planning, teamwork and individually grading, assessment techniques, and teachers’ effective communication.

---

**Jill Fortune | United Kingdom | Language Dept. Head / Academic Consultant | Universidad Externado de Colombia / British Council**

Originally from the UK, Jill has worked in the field of ELT for the last 18 years in Europe and Latin America. She has worked as a professor in both public and private education, as well as an academic consultant for the state-run Pruebas Saber. She holds a Master’s in TESOL, and is currently working as the Head of the Languages Department at Universidad Externado de Colombia, as well as an Academic Consultant for the British Council.

**Abstract: International Expertise and Local Knowledge: Striking a Balance**

Colombia is one of the countries in Latin America that has opted to include English as an integral part of their national state-applied examinations at different stages of secondary and higher education. Taking advantage of years of research and experience in English language testing in other countries, expertise was called upon in the initial design and implementation stages of these exams, and has continued to have an influence in updates since then. The expected backwash into mainstream EFL education from these state-run, yet internationally-designed, exams means that classroom teaching often sees students focusing on the specific skills necessary to pass the exams. Given that the logistics related to applying an exam nationwide mean that not all areas of language competence are tested therein, such backwash in EFL curricula might be considered somewhat of a concern. This, together with the fact that international models are designed for international audiences, means that all too often, they lack the local relevance needed for local candidates to be able to engage meaningfully with the test.

This presentation, then, highlights the complexities of integrating international assessment models with what could or should be more contextualized and relevant EFL education models in Latin America, and poses the question as to how far such imported expertise and models can and should be adopted in Latin America, and how much they might be used more for inspiration and possible baselines, heading more towards the inclusion of more local knowledge and input.
Johanna Motteram | Consultant | British Council

Dr. Johanna Motteram is a Language Assessment Specialist working with the British Council Global Assessments group. She works on a wide variety of projects related to language testing, including development of tests for specific populations, test localisation, and test impact research. She has a special interest in the assessment and teaching of writing, and has recently been involved in the development of an online course to help IELTS candidates from the Philippines move from scores of 6 to 7 writing. Apart from language assessment, Johanna is also committed to improving her footwork in tennis.

Abstract: WPLN Testing in Singapore: Localised solutions for workforce development

Singapore is an exemplar of a swiftly developing nation with a multilingual population. English is the language of schooling, government and many workplaces, yet some of the workforce is not comfortable working in English. Since nationhood in 1965, the government’s focus has been building a competitive workforce. As a small island nation, Singapore’s population is its most significant resource. At first, heavy investment in teacher training and school building meant all Singaporean children could attend primary school. In the 80s and 90s all children were offered 10 years of free education. However, for complex reasons, a cohort of students did not complete high school education. These non-matriculated individuals are now a focus of the government’s push to equip the workforce for the future. Increasing workplace skills is seen as the key to economic stability and workforce engagement. English Language Workplace Literacy and Numeracy (WPLN) are central to this goal.

This paper reports on a British Council Global Assessments project to replace an existing suite of WPLN assessments. The new assessments must be introduced such that legacy scores are still meaningful, and with minimal disruption to the workforce development program. The work includes customising APTIS for the local candidature, benchmarking the new assessments against the existing tests and commissioning a numeracy assessment. To achieve the Singapore Government’s outsourcing agenda, the test development and localisation work is nestled within a bespoke end-to-end online registration and payment system, includes an automatic reporting solution, and British Council (Singapore) will be responsible for test delivery.

Jorge Luis Beltrán Zúñiga | Mexico | Doctoral Student | Teachers College, Columbia University

Originally from Tuxtla Gutierrez, Jorge has a Master of Education in Applied Linguistics from Teachers College, Columbia University, and is currently pursuing his doctorate with a concentration on second language assessment. Throughout his career, he has been awarded scholarships to fund his studies, such as a Fulbright grant, the CONACYT scholarship, and the Zankel Fellowship. In 2018, he was awarded one of the British Council’s Aptis Assessment Research Awards. His research interests and current projects include speaking assessment, scenario-based computerized tests, and learning-oriented assessment. His work has been presented at international professional conferences like LTRC and AAAL.

Abstract: Testing Spoken Argumentation: Impact of Choice in Scenario-based Assessment

Even though there have been numerous developments in language, certain contexts of use remain understudied. For instance, L2 spoken argumentation needs to be further examined, particularly since certain real-life tasks require ELLs to display their ability to build and defend an argument (e.g. class discussions or debates). Thus, a scenario-based speaking test focusing on argumentation was developed and analyzed. This integrated computerised test guided students through an argumentation cycle (Song, Deane, Graf, & van Rijn, 2013), so that students had to learn about the topic of mandatory voting in order to provide a solid argument either in favour or against this policy.

71 college students from a TESOL program in Chiapas, Mexico, took the test. To examine the possible effects of choice, three randomly-assigned experimental conditions were implemented. The experimental group took a test form in which they were able to choose the position to defend throughout the test. Two control groups were assigned the position to defend (i.e. either the position in favour of or against the policy).

Results from Many-Facet Rasch Measurement suggest that the test successfully separated students into various proficiency levels, with minor discrepancies across forms. Moreover, qualitative analysis revealed important differences in use of interactional forms and conveyance of pragmatic meanings by low and high ability students. Finally, marked differences in perceptions of the test were reported. While certain revisions will have to be made to the test, there is evidence suggesting that developing learning-oriented tests based on scenarios is useful for this regional context.
**Jose Luis de Paz | Mexico | User Engagement Manager | Tyndale Education**

Jose Luis De Paz is an educator with over 25 years of experience in public and private organisations. As a former teacher trainer, tutor, and business manager for different schools, universities, and publishers, Jose has participated as a lecturer at different international events. He is the founder of Tyndale Education- academic consultancy and assessment solutions. His main areas of interest in assessment are item analysis and the importance of positive backwash effect.

**Abstract: Exam Preparation – Positive or Negative Backwash Effect?**

Washback in testing has been defined as the influence a test has on the way candidates perform in any classroom. This concept is key in assessment since examinations prevail in most programmes in the world. This presentation will focus on the results of teachers concentrating excessively on the exam format. Most authors in this discipline have suggested a balanced view towards testing and concentrating on the learner needs, not on the exam (Weimer, 2002).

In the last few years, different ELT professionals have been very much interested in proficiency or teaching knowledge exams. The result has been an important increase in exams promotion and their relevance to achieve promotion and prestige in the career.

During this talk, participants will be asked to share their experiences in this process and some ideas will be proposed to improve results.

---

**Judith Fairbairn | United Kingdom | Manager, Assessment Development Team | British Council**

Judith Fairbairn leads on assessment development projects for the British Council’s Global Assessments team, which includes assessment design, item writing, test quality assurance and bespoke assessment solutions for clients. Areas of expertise include research into rating speaking and writing tests, online rater training, rating scale development, and equality, diversity and inclusion in testing. Judith has an MA in Language Testing (Lancaster University) and is studying a PhD at University College London, Institute of Education focusing on rater decision making processes when marking speaking tests.

**Richard Spiby | United Kingdom | Test Development Researcher | British Council**

Richard Spiby has been Test Development Researcher for receptive skills (reading and listening, together with grammar and vocabulary) since June 2016. His main responsibilities involve analysing operational data and revising and developing the receptive skills components of the Aptis test. Richard has previously worked in the UK and Turkey, mainly in the university sector, in test production, management and research.

**Abstract: A Test Development Model for Developing a Localised Test**

This talk is aimed at test development practitioners as a practical example of a test development project for clients in China. The British Council’s circular-flow model of test development (Fairbairn and Dunlea, 2018) is illustrated.

The development also employed a theoretical model of localisation (O’Sullivan and Dunlea, 2015) to adapt an existing test, Aptis for Teens, for a particular group of test takers and for a clearly defined test use. From the initial stakeholder engagement activities undertaken to identify the test development context through to the final product, challenges that required balance and compromise are explored. The project was successful because it included an assessment research team, an assessment development team and a team working with the client on the ground.

The product developed was a test for teenagers (13-17 year olds) with a high level of proficiency (B2-C2) for entry into an English as a Medium of Instruction high school. Theoretical and ethical questions of young learners being tested at a high CEFR level were encountered. Proper sampling methodology for trialling was another area that raised questions. Item writing and quality assurance of content was challenging with such high level task types.

The circular-flow model facilitated an iterative process of test design that included regular stakeholder engagement and resulted in some interesting solutions. For example, including a speaking task that attempts to elicit interactive competence in a computer-delivered test. This test development case study showcases a process based on principled compromise to produce a quality test that achieves the overall aims of all stakeholders.
Leopoldo Pinzón | Colombia | Director of the Language Institute | Universidad Santo Tomás

Leopoldo Pinzón is the Director of the Language Institute of Saint Thomas University in Bogota, Colombia. During his 16 years in the field, Leo has worked for just three institutions as the former Director of La Salle University’s Language Centre and the Academic Secretary of the Catholic University’s Language Institute. He is also an international Cambridge Assessment oral examiner, a position he has held for ten years, examining candidates nationwide. Additionally, Leo is a member of the ICFES’ National Technical Committee for English Tests, advising on the construction of English tests used in the SABER exams (Colombian high-stakes examinations).

Abstract: Debunking a Myth: Colombian Higher-education Examinations and Virtual Language Learning

The world economic crisis has dramatically impacted the Latin American region. It has particularly affected the youth and their opportunities to access higher education. With a reduction of approximately 50% in tuition in higher-education in Latin America in the last five years, universities in the region are expanding their horizons towards new ways of offering their programs to help them increase their student population.

One of these ways is E-learning, which favours, on the one hand, students who cannot attend face to face classes due to their working schedules, avoiding commuting, saving valuable time, and permitting them to set their own learning pace; additionally, on the other hand, universities profit from E-learning as it reduces costs in aspects such as facilities, administrative expenses, and, mostly, in faculty, increasing the teacher: student ratio as much as 1:500, versus the traditional 1:20 average of the region.

Notwithstanding these advantages, there is scepticism on whether E-learning can be an appropriate method for language learning due to the constraints on interaction, authenticity and meaningfulness that it entails.

Based on the outcomes of the Colombian compulsory higher-education examinations in the last seven years, this presentation aims to analyse the suitability of E-learning for language learning. Covering a population of 1.300.000 students, 400 universities and 500 academic programs, this study presents a robust and comprehensive analysis of the actual implication of implementing an E-learning approach, offering a detailed landscape on the achievements this methodology has attained and what can be expected as language goals from these programs.

Marion Alain Meunier | Mexico | Universidad Veracruzana

Marion Alain Meunier Colula holds a degree in International Business Administration from the Universidad Veracruzana. He is currently responsible of the logistics of the administrations and the design of the EXAVER English Language Certification Exams of the Universidad Veracruzana. In addition, he is studying an MBA in the Institute of Research and Higher Studies of Administrative Sciences of the Universidad Veracruzana.

Abstract: Examiner Engagement and Candidate Satisfaction: The Case of EXAVER

The EXAVER programme consists of a suite of three English Language Certification Exams belonging to the Universidad Veracruzana (UV), Mexico. The examinations were designed and developed with the support of the British Council, the University of Cambridge, and the University of Roehampton, England. With this set of three exams, the Universidad Veracruzana certifies the English proficiency of its own staff and students, and the general public, based on the Common European Framework of Reference for Languages (CEFR) (Hernández Alarcón, 2010).

This study aims to explore whether there is a connection between the level of work engagement of 73 EXAVER examiners and 1,400 candidates’ level of satisfaction in the service provided while taking any of the tests in the February - March 2019 administration. It has been demonstrated that a high level of engagement in employees benefits organisations due to the disposition they show to generate better results (Saks, 2006). Measuring the level of satisfaction is crucial, hence the importance of providing a quality service, since it does not necessarily mean offering luxury, but rather matching the client’s needs with the delivery of appropriate services (Alvares Garcia, 1995). Data will be gathered by applying two assessment tools. The UWES-17 (Schaufeli & Bakker, 2004) will measure examiners’ level of work Engagement and the SERVQUAL (Zeithaml, Parasuraman, & Berry, 1988) will be utilised to measure the candidates’ level of satisfaction of the service. Data analysis of both batteries will prove if there is a connection between both variables.
Breakout Sessions on Day 2

Marisol de la Caridad Patterson Peña | Cuba | Associate Professor | Universidad de las Ciencias Informáticas

As a teacher trainer and EFL teacher for more than 40 years, she has delivered postgraduate courses and workshops training both pre-service and in-service teachers, as well as undergraduate and postgraduate university students. She has collaborated and participated as a teacher in the “University for All” TV programs and worked for two years as an ESP teacher in the Republic of Angola. Involved in research projects and author of books (4) and articles related to English language teaching and learning, and to the use of technology in EFL classes. She has been in summer courses scholarships in Montreal and Edinburgh and has presented papers in international scientific conferences held in Cuba.

Ivonne de la Caridad Collada Peña | Cuba | Director of Language Centre | Universidad de las Ciencias Informáticas

A teacher and teacher trainer for more than 30 years. She has been Head of Department, Dean of Faculty and is currently Director of the Language Center. She has taught both undergraduate and graduate courses on Linguistics, Lexicology, ESP and EFL, among other subjects. She has a Master’s Degree in Management and has received training activities from the British Council, the University of Windsor, Canada, and several Flemish universities. She has had several articles published in scientific journals and books, as well as wide participation in international conferences. She is currently the Cuban coordinator of the project that is presented.

Abstract: Test Specifications for Assessing English Proficiency in Cuban Higher education

Due to the increasing need for the use of English by Cuban professionals, the Cuban Ministry of Higher Education (MES) has designed a new educational policy for the teaching and learning of English, which implies changes in curriculum, teaching and assessment practices and the implementation of a certification system. This paper presents the development process of a system of test specifications that resulted from a project carried out in a collaborative approach by an external expert from the University of Bremen and a network of developers from all Cuban universities. Partners in this endeavour are the Cuban Ministry of Higher Education, the University of Informatics Sciences, the University of Bremen, Germany, and the British Council Cuba and UK. We will present the process and steps of the development of the series of test specifications for assessing reading, listening, writing and speaking skills at both A2 and B1 levels of the Common European Framework of Reference (CEFR). The alignment of the resulting specifications with the new curriculum learning outcomes is described. These specifications lay the basis for test development and classroom assessment, and function as item writer guidelines. CEFR descriptors, GSE (Global Scale of English) objectives and local expertise were taken as reference frameworks.

Dr. Miriam Sester Retorta | Professor | Federal University of Technology-Paraná

Bachelor’s and certified English teacher at Letras Português-Inglês from Pontifical Catholic University of São Paulo (1989), master’s at Foreign Language Studies from the Federal University of Paraná (1996), doctorate at Applied Linguistics from the State University of Campinas (2007) and post-doctorate at Applied Linguistics from the State University of Londrina (2016). Currently is the leader of the research group Technology, Teacher Education and Literacies. Coordinates the project intitled Mobile, Digital and Multiliteracies to Visually Impaired Students. Also concentrates studies on Assessment Literacy and Teacher Education.

Heloise de Andrade Patitucci | Certified Portuguese and English Teacher | Grupo Educacional Bom Jesus

Heloise is a certified English teacher at Letras Português-Inglês from the Federal University of Technology-Paraná. She currently teaches English at the Grupo Educacional Bom Jesus.


For many years, education for students with special educational needs has been marked by segregation and exclusion. Faced with a new reality of inclusive practices and policies in Brazil, the educational environment has been redefining its practices in order to meet the new requirements. The Brazilian National Secondary Education Examination (ENEM) has also been developing new practices to include candidates with special educational needs. Thus, this study aims to analyse the application of the English test of ENEM for visually-impaired candidates and compare the findings to the current legislation which protects the rights of these students/candidates. For this purpose, under the theoretical framework of Nery (2003), Bachman (1991), Hughes (1994) and Alderson (1995), we analysed and compared all the English tests which have been applied since 2010 to the curriculum and public notices of the ENEM. Also, from October to November 2018, visually-impaired candidates from the Institute for the Blind in Curitiba, who had recently taken ENEM, were interviewed. Results show that due to procedural limitations on how the exam is applied to these candidates, the English test lacks construct validity, and as a consequence, instead of providing them with a chance to pass and thus, accepted at a university, the test makes it more difficult, if not impossible, for them to continue their studies in higher education institutions.
Mónica Hernández Islas | Mexico | Language teacher and researcher | Universidad de Guadalajara

Mónica Hernández Islas (PhD Technologies in Education - Nova South-eastern University in North Miami, Florida) is a full-time English language teacher and researcher at the University of Guadalajara Coastal campus (CUCOSTA), Mexico. Her interests include the use of educational technology to support foreign language learning in undergraduate students.

Dr. Caroline Moore | Language teacher and researcher | Universidad de Guadalajara

Caroline Moore (PhD Language Studies – University of Kent, U.K.) is involved in ELT and teacher education through her work with the University of Guadalajara as a full-time lecturer and with the British Council as an academic consultant.

Abstract: Affect and Effect in Assessing Teacher Language Proficiency

The regular assessment of the language proficiency of foreign language teachers has been introduced as "standard practice" in the Universidad de Guadalajara during this decade; nevertheless, it is an activity that appears to provoke some resistance from language teaching staff, not least because of the implications this has for job security. This presentation will talk about some preliminary research-in-progress which aims to ascertain the perceptions of teachers as to the assessment experience. Areas such as preparation, expectations and implications, test-taking skills, and volition are explored. Individual interviews were carried out with 8 members of faculty and then the data was analysed under a qualitative framework (Ritchie & Lewis, 2003) to identify dominant themes and commonalities between participants. It is hoped that the data from this study carried out in a Mexican context will contribute to policy making in language assessment practices of employed teachers and best-practice in assessment processes both within Mexico and perhaps in other regions which share common characteristics.

Oybek Ganiev | Uzbekistan | Head Specialist | State Test Centre

Ganiyev Oybek is the head specialist at the State Test Centre in Tashkent, Uzbekistan, where he oversees test design and delivery. He worked in English language education for over 10 years prior to this post, beginning at Karshi Transport College in Kashkadarya and moving on to a number of other roles, including head teacher from 2009-2017 at an academic lyceum in Tashkent.

Ganiyev Oybek holds a B.A. in translation and interpretation from the University of World Languages and an M.Sc. in journalism from the National University of Uzbekistan.

Abstract: Development Prospects of the National System of Foreign Language Proficiency Assessment

The State Testing Centre (STC) in Uzbekistan, founded in 1994, is responsible for wide scale assessment of different segments of education and civil servants in the country. In recent years the country education system is going through several phases of massive reforms.

In this regard, the President of the country Sh. M. Mirziyoyev has adopted a number of legal acts aimed at a qualitative change in the content and forms of education, and also initiated major reforms in the field of testing in education. Following the changes, the STC has developed a test for teachers to help the ministry to qualify teachers for a salary bonus and thus encouraging better professional development.

STC has developed the Salary Bonus Test (SBT) for teachers which focuses on 4 skills and Grammar & Vocabulary component. This presentation will focus on SBT design and delivery as well as some key statistical information of teacher proficiency within the test across 2017 and 2018.

The demand for internationalisation of education in the country is encouraging the change in test development. Benchmarking the tests to international standards is crucial to address the needs of the education sector. To address this demand, STC is collaborating with the British Council in creating a new generation of English language tests and build local capacity. The starting point of this exiting journey is the adoption of Apts for Teachers for the purposes of testing teachers for salary bonuses which is already being used by the Ministry of higher education to encourage professional development of teachers.
Breakout Sessions on Day 2

Pablo Silva Rios | Chile | Director English Pedagogy Program | Universidad Alberto Hurtado

EFL teacher with an MA in Applied Linguistics, Lancaster University with focus on language assessment. Team member and team coordinator of the EFL team at the Curriculum and Assessment unit at the Ministry of Education, Chile for 8 years since 2004, where the national EFL curriculum, and resources are developed. Academic member of staff at Universidad Alberto Hurtado since 2007 for the assessment courses both in pre-grad and in the MATEFL program. Currently the director of the English Pedagogy Program, doctoral candidate in the Education PhD program at Universidad Academica de Humanismo Cristiano.

Abstract: Assessment For Learning in the EFL Classroom, a Perspective from the Public School System in Chile

Traditionally, assessment is perceived by EFL teachers, especially in public school contexts in Chile, as an activity that runs parallel to language development. One major implication of this well-established belief is that opportunities to monitor the learning process with the purpose of providing feedback to learning as well as teaching are limited to a minimum. One of the major concerns teachers express when questioned about the reasons why they limit assessment experiences to what is minimally required by the school system is that assessment is both time-consuming and an activity that deviates their attention from their central duty: teaching. This presentation presents exploratory experiences which aim at strengthening the connections between EFL teaching and assessment to the point where the distinction between one and the other becomes obscure; assessment as the ongoing process of monitoring learning prevents teachers from teaching blindly by following the curriculum, but without really noticing the effect on students’ learning.

Philip Horne | United Kingdom | Test Quality Assurance Manager | British Council

Philip works as Test Quality Assurance Manager at British Council, overseeing item development and the training of the item writing cohort. Prior to this, he worked as an Assessment Solutions Consultant in China and East Asia, working on a number of assessment-related projects and teacher training. He has an MA in Language Testing from Lancaster University, and plans to begin PhD studies focusing on rating scale validation relative to the recently published CEFR Companion Volume.

Abstract: CEFR Companion Volume: Re-aligning Pronunciation-focused Descriptors in a Holistic Scale

The CEFR Companion Volume (CV) represents a transition point in the benchmarking of tests against the CEFR. This is especially important in this case study, because the test in question is not only retrospectively aligned against the CEFR, but tasks and rating scales are based upon it a priori. This transition, therefore, calls for a re-examination of benchmarking to ensure valid alignment continues.

This presentation specifically reports on a study of the updated Phonological Control Scale in the CV. This has clear implications for the CEFR-linked pronunciation descriptors in the holistic rating scale utilized in the case study. There are also broader issues concerning pronunciation descriptors within holistic rating more generally. Research questions focused, therefore, on the nature of pronunciation-related decision-making in holistic rating, and whether a more detailed operationalisation of pronunciation descriptions (based upon the CV) would refine scoring.

The study took a mixed-methods approach. Six raters rated a number of speaking tasks (n=50), using both the existing rating scales and the updated Phonological Control Scale. This was followed by a series of paired interviews, which indicated that the current pronunciation descriptors lack sufficient detail. However, there was high correlation between the two sessions (rs = .91), indicating that pronunciation can factor more greatly into decision-making in holistic rating. Furthermore, a chi-squared test revealed that pronunciation-based decisions occur less frequently at higher levels in particular, again indicating the descriptors in their current format are less relevant to decision-making. The session concludes by suggesting modifications and potential revised descriptors.
Roberto Criollo | Mexico | Lecturer & Researcher | Benemérita Universidad Autónoma de Puebla

Roberto Criollo is a doctoral candidate in Linguistics at the Benemérita Universidad Autónoma de Puebla (BUAP) He holds an MA in TESOL from Columbia University (NYC, USA), sponsored by Fulbright. As a lecturer and researcher, he has taught English in different institutions and contexts, and he has presented numerous papers at national and international events. He is the author of several textbooks for EFL, ESP and research. He has directed over 100 BA and MA theses in TESOL and Applied Linguistics. More recently, he was the Director of the Department of Languages at the BUAP.

Abstract: Language Teacher Certification in the Implementation of a Foreign Language Policy at the BUAP

This paper will present the experience of implementing a Foreign Language Policy at the Benemérita Universidad Autónoma de Puebla. The project included a language needs analysis in all different areas and departments of this institution, and the adoption of a number of measures to effectively promote its internationalization. Given the role of foreign languages (especially English) in internationalization policies, it was necessary to establish achievable and measurable objectives in terms of language proficiency to enable students and faculty to participate in international mobility programs. One of the most important measures was the establishment of an A2 mandatory level as a graduation requirement for all BUAP students. The rationale behind this decision was to select a level that was easy to attain and then gradually increase it to B2, which is usually required for academic mobility programs. As for the teachers in the language programs, B2 was considered an initially acceptable minimum level. In order to enable participants to develop their communicative competence and be able to certify it, the following measures were taken: diagnosing students’ and teachers’ levels, consolidating a Testing Center, and providing language courses for teachers and students. Surprisingly, when the moment to have teachers’ and students’ proficiency certified came, the results showed that their level was far from optimal, and that a whole new culture of learning, teaching, and using languages was necessary. Results with data from our program will be presented and discussed. Then, conclusions and implications for similar programs in Mexico will be drawn.

Rosalía Valero | Mexico | Strategic Development Head - Americas | Cambridge Assessment English

Rosalía Valero, Strategic Development Head – Americas at Cambridge Assessment English, holds an MSc in Teaching English from Aston University. She has worked as a teacher, teacher trainer and educational services manager for over 25 years. Rosalía is based in Mexico City.

Dr. Alejandro Velázquez Elizalde | Mexico | Lecturer | Universidad Nacional Autónoma de México

Alejandro Velázquez is a linguist and education specialist. He has been part of the team who wrote the National English Syllabus since 2009. He holds a PhD in Educational Research from the DIE-CINVESTAV. Since 2010, he has been a lecturer at the Department of Translation and Interpreting at the ENALLT (former CELE), UNAM. He has participated in over 20 conferences in Mexico and abroad on literature, historical linguistics and literacy development. He has published over 10 articles and book chapters on the same issues. His research interests are syllabus and assessment development, as well as literacy development in basic education.

Abstract: Curriculum Review for Secretaría de Educación Pública (SEP), Mexico

This presentation will explore the approach adopted by Cambridge Assessment English when it supported SEP in the revision of its English language teaching curriculum in pre-schools, primary and secondary schools in Mexico. A focus will be on highlighting the principles of a quality English curriculum and will provide participants with a detailed run-through of the stages involved in undertaking curricula review, including a comparison of aspects of English language use described in curricula against the CEFR, looking across skills and across levels of proficiency. Consideration will also be given to the extent to which curricula embrace pedagogical approaches conducive to communicative learning, as well as the factors which need to be taken into account to ensure the successful implementation of curricula. The outcome will be to provide education and testing practitioners as well as policy makers with an overview of English language curricula development and successful implementation.
**Dr. Rose Cleshman | Director of Academic Standards and Measurement | Pearson**

Dr. Clesham is the Director of Academic Standards and Measurement, working in Global Assessment at Pearson. Her career started in teaching, and teacher education, before moving on to governmental positions, responsible for running national assessment programmes in the UK. Her roles in Pearson have included leading assessment design and research teams, carrying out national and international alignment and benchmarking studies, and presenting at major international conferences. Issues surrounding the content, standards, fairness, reliability and validity of assessments are central to her work, in particular to meet the needs of evolving international educational landscapes and requirements.

**Abstract: Using Comparative Judgement to Align English Language Curriculum and Assessment**

Validity is the central concept underpinning the development and evaluation of Curriculum and associated assessments. A key component of educational validity, and the focus of this presentation is that there should be alignment between the intended and the assessed curriculum. There is an assumption that English Language Learning Outcomes and Curriculum have an established alignment with assessment performance standards, however this is often hard to establish, particularly where Learning Outcomes are curriculum focused and derived through theorised content standards, whereas assessment standards are achieved by observable performances on a sample of the domain.

This presentation demonstrates an innovative method that can be used to establish curriculum and assessment alignment of standards, using computer based comparative judgement (CJ) studies. This method (sometimes referred to as pairwise comparison) produces inferences and rank orders by comparing one student’s response with another, hundreds of times, by a large number of raters, using a theoretical standard rather than a marking rubric. Because the judgements are quick and intuitive, a large number of comparisons can be generated, which can then be analysed statistically to establish a scale of difficulty/ability. The raters in this exercise were Curriculum and Learning Objective writers, not assessment experts.

Computer based comparative judgement studies are increasingly being used in the fields of educational standards setting, moderation, marking (with no marks), and comparative analyses of perceived levels of difficulty and actual performance levels. This presentation will discuss the outcomes of such a study and the implications for English Language curriculum and assessment developers.

**Sotiria Kou | United States | Assistant Professor of English | Community College of Philadelphia**

Sotiria has worked in education and assessment for over 20 years, performing various roles from curriculum and assessment material designer to teacher training in Europe including the UK. Currently, she is actively involved in designing content-based ESL courses; running a service-learning partnership programme for ESL students; co-heading the design of an online grammar flipped classroom; collaborating on the revision and alignment of programme and course learning outcomes; and compiling data on the correlation between course learning competencies and test success rate. She is also a certified IELTS examiner and an OUP test material writer.

**Abstract: Four Dimensional Curriculum for Adult ESL Learners and its Assessment: Benefits and Challenges**

International learners of English at ESP programmes in community colleges in the U.S. do not just need language instruction to integrate into American society; they also need employment-transferrable skills, and a sense that they are valued members of a community. The literature on curriculum design and pedagogy (C. Tassone, 2017, Healey, M. 2005) supports the need for curricula that equip our future citizens with a range of skills that can be constructively applied to academic life, the workplace, and civic engagement activities. Building competencies that enable collaboration within the community and the workforce provides our future citizens with opportunities to take on new and fulfilling challenges and enjoy accomplishments; these competencies can also prepare these individuals for a volatile work environment while teaching them civic responsibility for sustainable humanity – key points explicitly stated by the Center for Curriculum Redesign, United Nations, and Council of Europe. Fortunately, such curricula are already being designed and implemented; however, assessment standards that measure employment-transferrable skills are still in their nascent stages. Thus, there is a clear need for such assessment standards.

In this session, the presenter describes a “four-dimensional curriculum” used in a community college English for Business course, and the accompanying assessment rubrics that she developed; these rubrics assess knowledge, employable skills and growth mindset.
Susan Jones | United States | Lead Academic, English Language (Americas) | Trinity College London

Susan is currently based in Nevada, USA, working for Trinity College London to grow Trinity's presence throughout the Americas. From 2015-2018 Susan was based in Dubai, UAE, providing academic support for Trinity in Asia. From 1999-2015, Susan worked at Zayed University, Dubai, as a faculty member (English Language, History), faculty mentor, IT trainer and Associate Director, Center for Educational Innovation. Before moving to Dubai, Susan worked on outcomes-based education in South Africa and taught at the University of Nevada and Georgia State University. Susan received her MS TESL degree from Georgia State University in 1996, BA in 1991.

Abstract: Positive Washback: Authentic English Tests Foster Successful Teaching and Learning

Today, globalization is central to every discussion of education and employability. Through technology and the internet, multinational companies and global supply chains, as well as migration, globalization touches the lives of virtually every citizen, not only the elite. Mobility in employment, both within countries and across international boundaries, is a goal for most people today and can lead to greater opportunities and professional growth. But the key for access to these opportunities is a skill set which can be applied in new contexts, including English, the lingua franca for international communication. Across Latin America, youth unemployment tops 18%, with consequences for years in the future if students do not acquire the necessary skills in school. Students need more than just theoretical knowledge, they want real world skills (such as English language proficiency) that they can apply when they enter the workforce. Education systems must move towards a constructive alignment that enhances deep learning and motivation.

This presentation will show how English language tests can help to achieve these imperatives, particularly as part of a comprehensive program starting with learning outcomes that articulate the skills; curricula that offer opportunities to develop the skills; teachers with the training to support development of the skills; and finally, assessment that requires demonstration of real skills, not just memorization of information. The presentation will demonstrate how an authentic test will have a positive impact on how English is taught and practiced in the classroom as well as provide language learners with transferable and marketable language skills.

Viviana Caicedo Triana | Colombia | British Council

Viviana Caicedo MA graduated from the Universidad Pedagógica Nacional de Colombia in 2013 with a BA in Spanish and Foreign Languages and holds a Master’s in Education, Policy and Society from King’s College London. She has worked at the British Council in Colombia and the UK. While working with the Assessment Research Group in London, Viviana contributed to different British Council research projects with a language testing focus, such as English Impact that provides robust policy-relevant data evidencing English language capability of students in four regions of the world: Madrid, Bogotá, Sri Lanka, and Bangladesh. Her research interests are focused on language assessment and language teaching policies and the potential and limits of these to support egalitarian ideals and promote justice in language education in Latin America.

Abstract: Language and Language Testing Policies in Colombia: An Analysis of English tests as Policy Tools

Language and language testing policy are an important aspect within the current educational context in Colombia. The government has adopted international standards for the creation of the policy in foreign languages known as the National Bilingualism Programme 2004–2019 (NBP) and more recently, Bilingual Colombia 2014–2018. Furthermore, the adoption of the Common European Framework of Reference for Languages (CEFR) as a reference system to evaluate and monitor the progress of such programmes has led to the creation of the Saber 11 English test. This paper reports on an analysis of the connection and influences between the language and language testing policies in terms of how language tests are used as policy tools to maintain the authority and the validity of the use of a second language in Colombia. Building on this background, the present study employed a socio-critical approach to understand the influence that the high-stake testing policy has on language education policy in Colombia, and to determine the challenges and possibilities these two policies have when adopted in the national context. It also provides a framework on the effects of language testing at a national level in terms of policy reforms and evaluation. The presentation will focus on the answer to four questions used to understand the relation between the agents (i.e. policymakers, students, teachers, and society) involved in the process of creation and the implementation of the policies. In addition, the conclusions are presented and discussed.
Walter Araya | Costa Rica | Professor | University of Costa Rica

Walter holds an MA in TEFL- main focus University Administration. His speciality is in Education Planning and Administration. He has been a professor and researcher of the School of Modern Languages at the University of Costa Rica for 16 years. He is the Coordinator of the Evaluation Programme in Languages of the University of Costa Rica and has published different articles and presented different talks in different countries, including Colombia, Cuba, Chile and Costa Rica.

Abstract: The Language Evaluation Programme at the School of Modern Languages of the University of Costa Rica: its Development and Challenges

The School of Modern Languages at the Universidad de Costa Rica is 55 years old (the oldest in Costa Rica). For more than 20 years, this school has been providing Costa Rican society with different assessment services. Some of the tests offered are:

- English Certification Test
- English Diagnostic Test
- Language Certification Test for University Professors
- Reading Comprehension and Text Analysis Tests for Graduate Students

The University of Costa Rica has an extensive experience providing language evaluation to a wide variety of populations. All the different instruments we use are unique and reliable. They meet specific needs of a great number of people. Some of these tests are offered in more than 20 languages. As the most important public university in the country, a big effort is made to provide affordable and tailored instruments that are extremely rigorous and meaningful to the different target population and stakeholders.

The University of Costa Rica invests heavily in research of psychometric and statistical analyses of items, results, population, among different factors to improve the different instruments created.

This presentation will describe the most important aspects of each test and constructs, characteristics of the population, stakeholders and general results. Additionally, diverse challenges found in the last five years will be described.

Yuanyue Hao | China | Researcher; Doctoral student | New Oriental Education & Technology Group; University of Oxford

Yuanyue is currently a researcher for New Oriental Education & Technology Group, China and a DPhil student and Swire Scholar in Department of Education, University of Oxford with research interests in pronunciation assessment, L2 identity and speech recognition. Prior to joining Oxford, Yuanyue obtained an MA degree in Applied Linguistics from Fudan University, China with a focus on language testing and assessment and a BA degree in TESOL from East China Normal University.

Abstract: Assessing Pre-service English Teachers’ Pronunciation and its Comprehensibility

Pronunciation competence is regarded as one of the key qualifications for non-native English teachers. Research has shown that teachers’ pronunciation has a significant effect on learners’ perception, language attitude and learning performance (Dragojevic & Giles, 2016; Levis et al., 2016). However, there have been few studies on pronunciation assessment targeted at pre-service teachers. Also, current practice of pronunciation assessment is diagnostic in nature, with focus on correcting particular sounds rather than assessing the overall pronunciation performance. Moreover, recent studies informed by global Englishes propose comprehensibility and intelligibility as the desirable goal for second language pronunciation teaching and learning, but it would suffer some methodological drawbacks to conflate pronunciation assessment with comprehensibility/intelligibility judgement. Thus, this work-in-progress attempts to develop and validate a pronunciation rating scale with six dimensions and explore the relationships between the dimensions and comprehensibility.

The six dimensions in the rating scale include vowel production, consonant production, stress, tone and intonation, fluency and speech flow. Participants will be pre-service English teachers from China. They will be assessed against the pronunciation rating scale and the comprehensibility scale designed by Issacs et al. (2018) on a reading-aloud task. Correlation and multiple regression analyses will be conducted to investigate pronunciation predictors of speech comprehensibility, followed by detailed acoustic analysis by Praat. Despite a focus on China, this study also has implications for language assessment and teaching in America, where English is widely used as an additional language for communication that can be further facilitated by comprehensible pronunciation.
We extend our deepest gratitude to the Universidad Iberoamericana for their wonderful support.
A special recognition for the contribution of:

Conference Co-Chairs
Dr. Victoria Clark
John Dylan Burton

Conference Project Manager
Miguel Tellez

New Directions 2019 Committee
Prof. Barry O’Sullivan
Harriet Gardner
Richard Spiby
Mina Patel
Liliana Sanchez
Alex Wood

We would additionally like to thank the following members of the British Council Mexico for their invaluable assistance and support.

Dante Martinez
Victor Zamora
Alejandro Gil
Erika Lizarraga
Daniela Ruiz
Keri Craig

Thank You!