

# THE IMPORTANCE OF LANGUAGE ASSESSMENT LITERACY IN EFL TEACHER EDUCATION: THE CASE OF CHILE

Dr. Salomé Villa Larenas  
LAALTA immediate past president  
Universidad Alberto Hurtado, Chile



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- Definitions representing different constructs: (Boyles, 2005; Brindley, 2001; Davies, 2008; Fulcher, 2012; Inbar-Lourie, 2008; Jeong, 2013; Levy -Vered & Nasser-Abu, 2015; Malone, 2013; O'Loughlin, 2013; Popham, 2006, 2011; Scarino, 2013; Taylor, 2009, 2013; Vogt & Tsagari, 2014; Xu & Brown, 2016):
  - Knowledge
  - Skills
  - Practices
  - Principles



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The knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. The ability to place knowledge, skills, processes, principles and concepts within wider historical, social, political and philosophical frameworks in order [sic] understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals. (Fulcher, 2012, p. 125).



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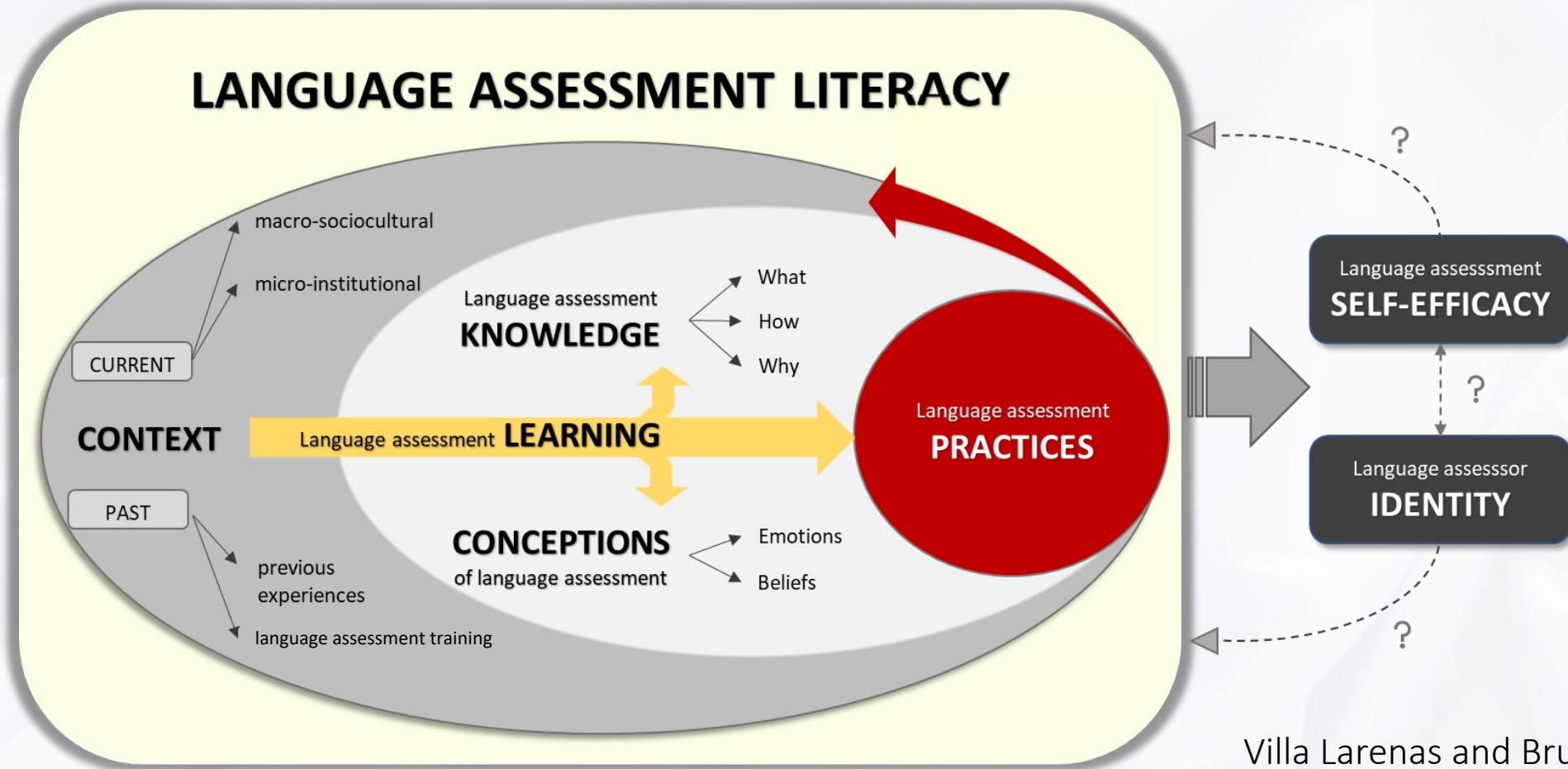


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# Language Assessment Literacy in EFL Teacher Education



Villa Larenas and Brunfaut (2022)



Feelings of underpreparedness for assessment practices:

- Levy-Vered and Alhija (2015): low language assessment self-efficacy in Israel
- Tsagari and Vogt (2017): teachers “**did not feel sufficiently prepared for their everyday [language assessment] activities** after they had completed their pre-service teacher training” in Europe (p. 390)
- Villa Larenas and Brunfaut (2022): low language assessment literacy of teacher educators

Why? Reported insufficient training:

- Lam (2014): China: “not every [teacher education institution] offers mandatory language assessment-focusedt[sic] courses to train prospective teachers (p.190)
- López and Bernal (2009), Hernández (2023): Colombia
- Quevedo-Carmargo and Scaramucci (2018): Brazil
- Villa Larenas (2017): Chile



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# LAALTA: language assessment courses in EFL teacher education in LATAM

New Directions Colombia 2021

Four LATAM countries - 165 universities

1. Brazil (Gladys Quevedo-Camargo) 50 UG programmes
2. Chile (Salomé Villa Larenas) 32 UG programmes
3. Colombia (Sonia Hernández) 23 UG programmes
4. México (Fernanda González) 60 UG programmes



- Online curricula review

- Identify whether the programmes offered assessment courses:
  - general educational assessment courses (GA courses)
  - language assessment courses (LA courses)



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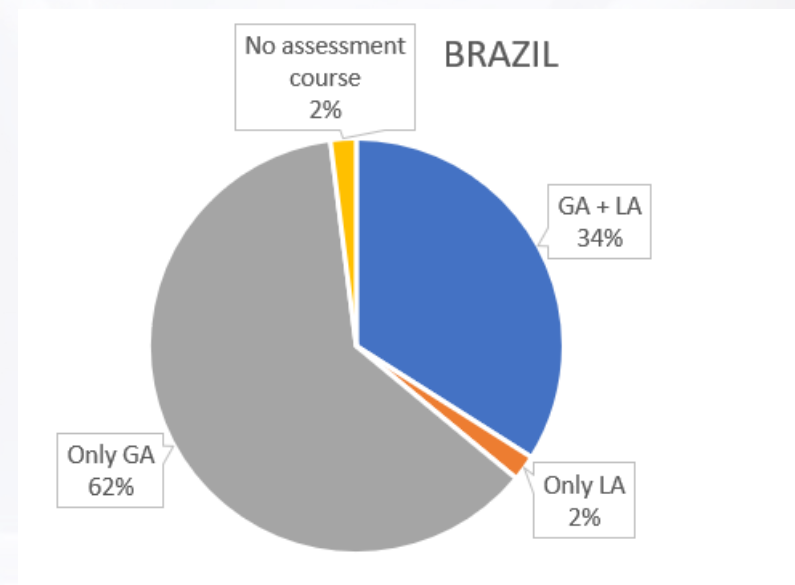
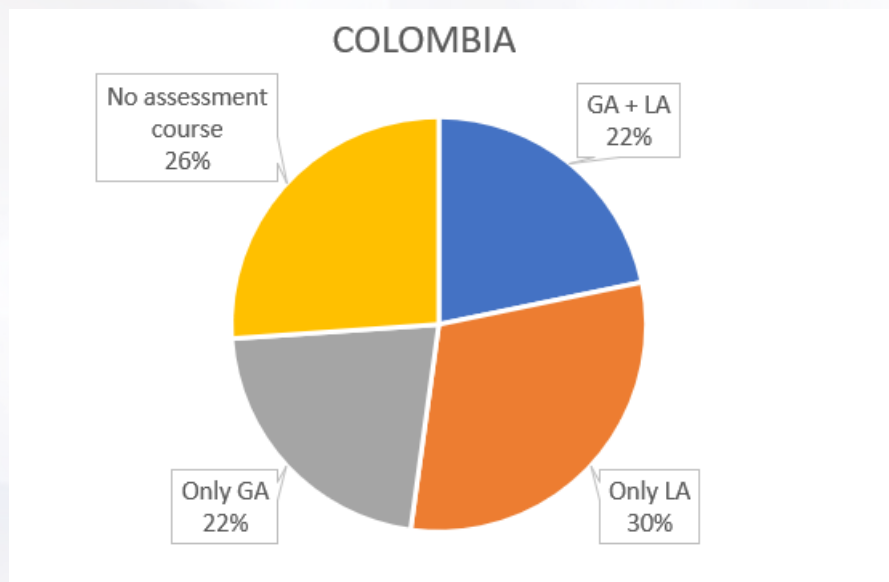
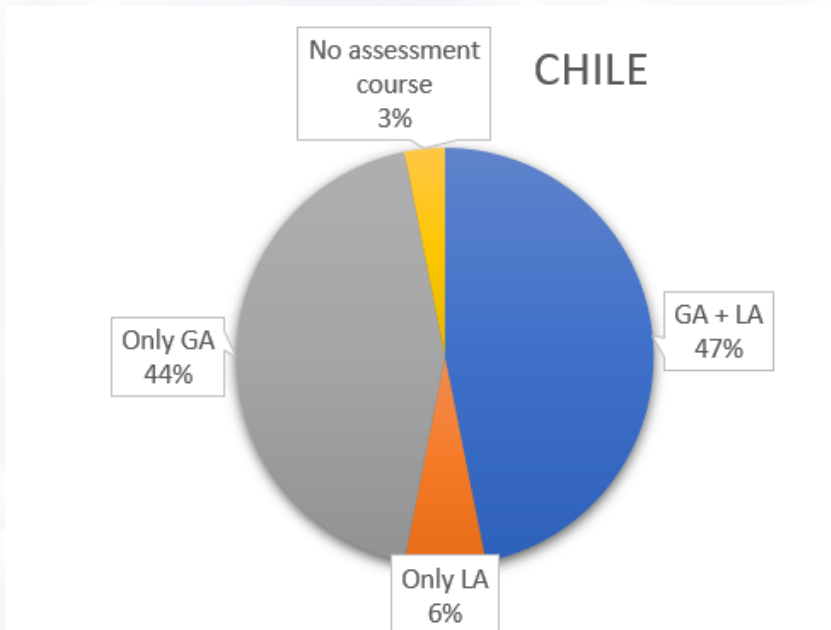
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- General educational assessment + Language assessment
- Language assessment
- General educational assessment
- No assessment course



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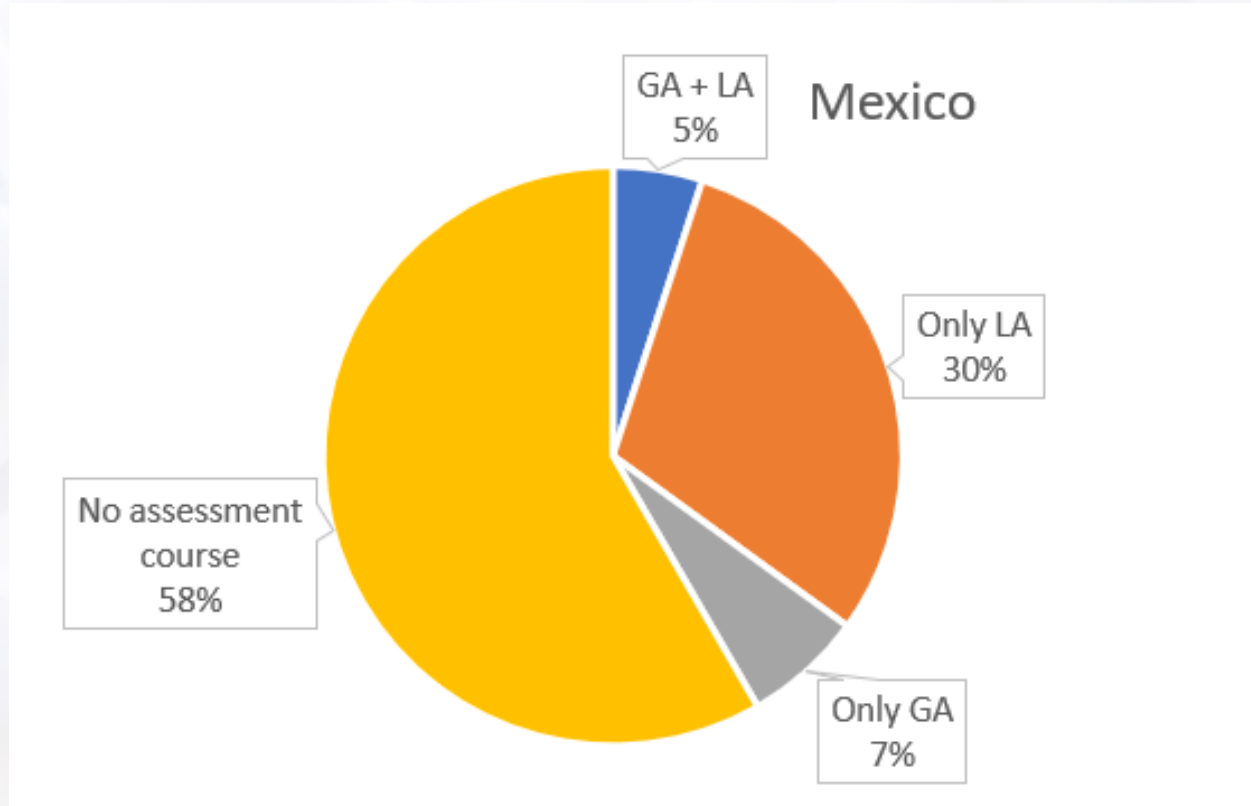
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# Is general educational assessment training sufficient for the language assessment practices of English teachers?

- Levi and Inbar-Lourie (2019)

“the acquisition and development of meaningful language teaching-learning-assessment literacy requires complementary language assessment training which will offer profound engagement and dialogue with language- related matters [...] reaffirm [language teachers’] unique needs” (p. 13).
- Agencia de la Calidad de la Educación (2016):

**General training/disciplinary training:** the importance of articulated curricula.

"The articulation between didactics, curriculum, assessment, and practice courses should be a cross-cutting content, approached from different subjects, which resolves the tension between generalist and disciplinary training. Assessment should be a cross-cutting content, approached from different subjects, which resolves the tension between general and disciplinary training, as both are necessary for the future teacher”.



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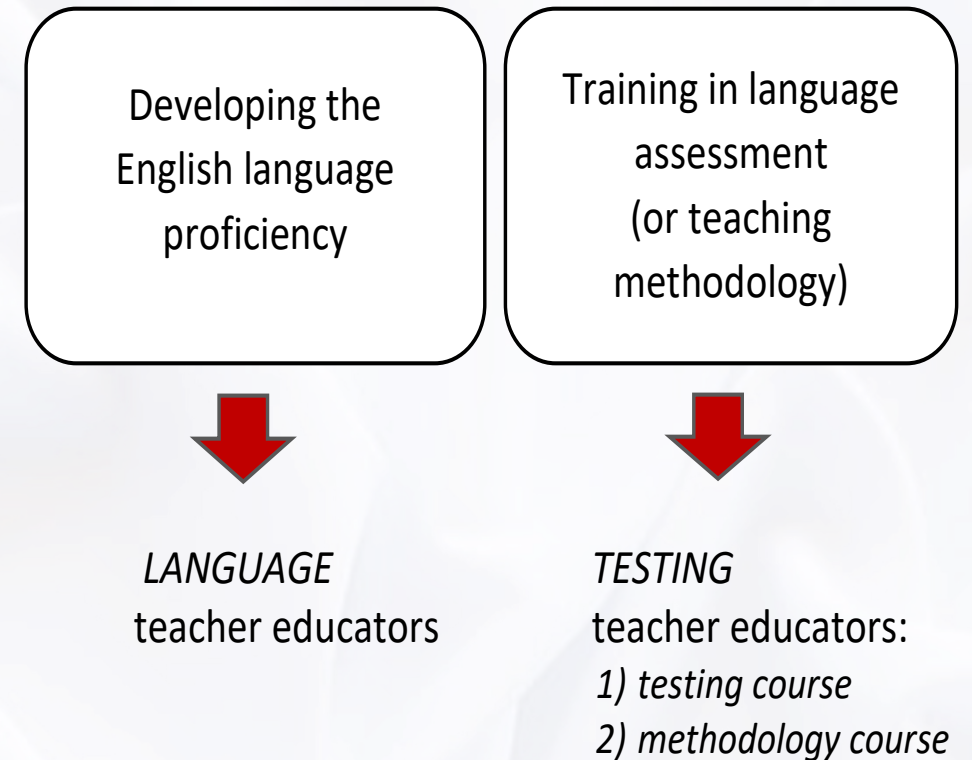


# Study on LAL of teacher educators

Villa Larenas (2020)

- *RQ4. How do the teacher educators develop the LAL of the next generation of EFL teachers they are training?*
- Qualitative study: interviews and analysis of assessment materials
- Interviews and analysis of assessment materials

- Participants: 20 teacher educators



1. modelling of their assessment practices
2. instances for reflection on assessment they offer in their courses
3. Lack of training

# 1. Modelling

By *language* teacher educators

- do **not** model language assessment practices, but they purposefully modelled **teacher skills**, and **teaching methodologies and practices**.

*I: Do you think that this modelling of practices also happens with assessment?*

*LTE7: It's not very explicit. We're putting a lot of emphasis basically on the teaching part. But not in the way we **assess** [...] It's not explicit. But somehow, we are giving them opportunities to improve their own learning process, but without being very explicit about that.*

*I: But it's **mainly based on teaching more than assessing**.*

*LTE7: Yeah, that's the main focus.*

By *testing* teacher educators

- consciously model assessment practices for their student-teachers.

*TTE5: I don't see how I could ask them to do [a statistical analysis] **in the final project and not do it myself**. Part of my reason for doing it at all was to be able **to share it with them**. I did share with them, not their names and not absolutely the one that everybody bombed. But I did share with them so they could see what I had done, and they could see the math. So, it was part of a learning process for all of us.*

## 2. Encouragement of reflection about language assessment practices

By *language* teacher educators:

- The reflection instances they create in their classes focus on their own **language teaching practices**. But **not** in language assessment

*LTE5: We work a lot with awareness, not only in methodology but also in the EFL [courses] and practicum. We are aiming at the students becoming aware, not only of the content [...], becoming aware of how you learn the language, how you learn about the language, and how you teach.*

By *testing* teacher educators

- Only *testing course* teacher educators deliberately encourage reflection on assessment practices

*TTE6: As a teacher trainer, I think that this phase is a meta-cognitive one in which one tries to explain to students the logic behind each of the decisions we are making. [...] We are training reflective teachers. So, I say, “this activity is done, and we do it and we review it and **the assessment is like that, and we do it**”, or, “**the process of this assessment that has such and such objectives...**”. That reflective phase I think is important*



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# 1. Language assessment training they had received in their academic lives

RESULTS:      0 teacher educators → language assessment  
17 teacher educators → educational assessment training  
3 teacher educators → no training at all

- No further training while in-service (grad, CPD)

Regardless of their role:

- Language TE
- Testing TE
- TE coordinator
- TE programme director



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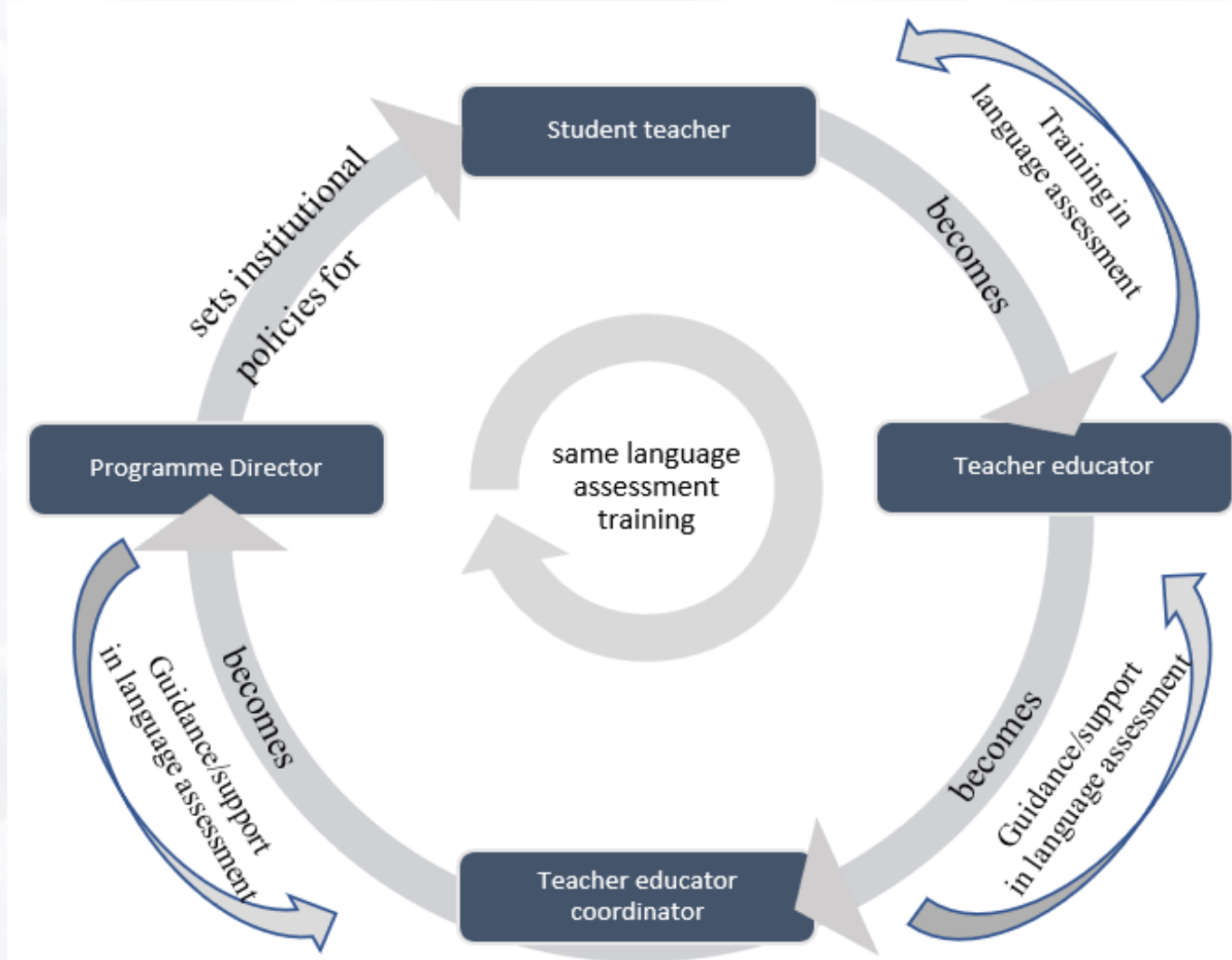


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# The vicious cycle of lack of training



Villa Larenas (2020)



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As a consequence, EFL teacher education becomes a context with generalized limited LAL, which:

- might be unfit to inform policy
- might be unable to critically evaluate their own practices
- might fail to provide support to teacher educators in their language assessment practices
- may restrict teacher educators' possibilities of language assessment learning
- may affect teacher educators' practices while developing the language assessment literacy of their student teachers



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- Language assessment modelling and encouragement of reflection are greatly neglected in language teacher educators' practices, while present in those of testing teacher educators.
- LAL development influences the level of self-efficacy of teaching professionals (Levy-Vered & Alhija, 2015; Villa Larenas, 2020).
- Opportunities for learning about assessment through the teaching of the language assessment course. Sense of ownership.
- The lack of language assessment training is a systematic problem which impacts:
  - in-service teachers
  - teacher educators' practices
  - learning opportunities for future teachers.



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## One starting point could be:

Including language assessment courses in ALL teacher education programmes

According to teacher educators, this should:

- Connect theory and practice (hands-on work)
- Connect content and school reality (teacher education reality vs school reality, real classroom situations)
- Consider national public policies about assessment and cultural assessment traditions



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Thank you!



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