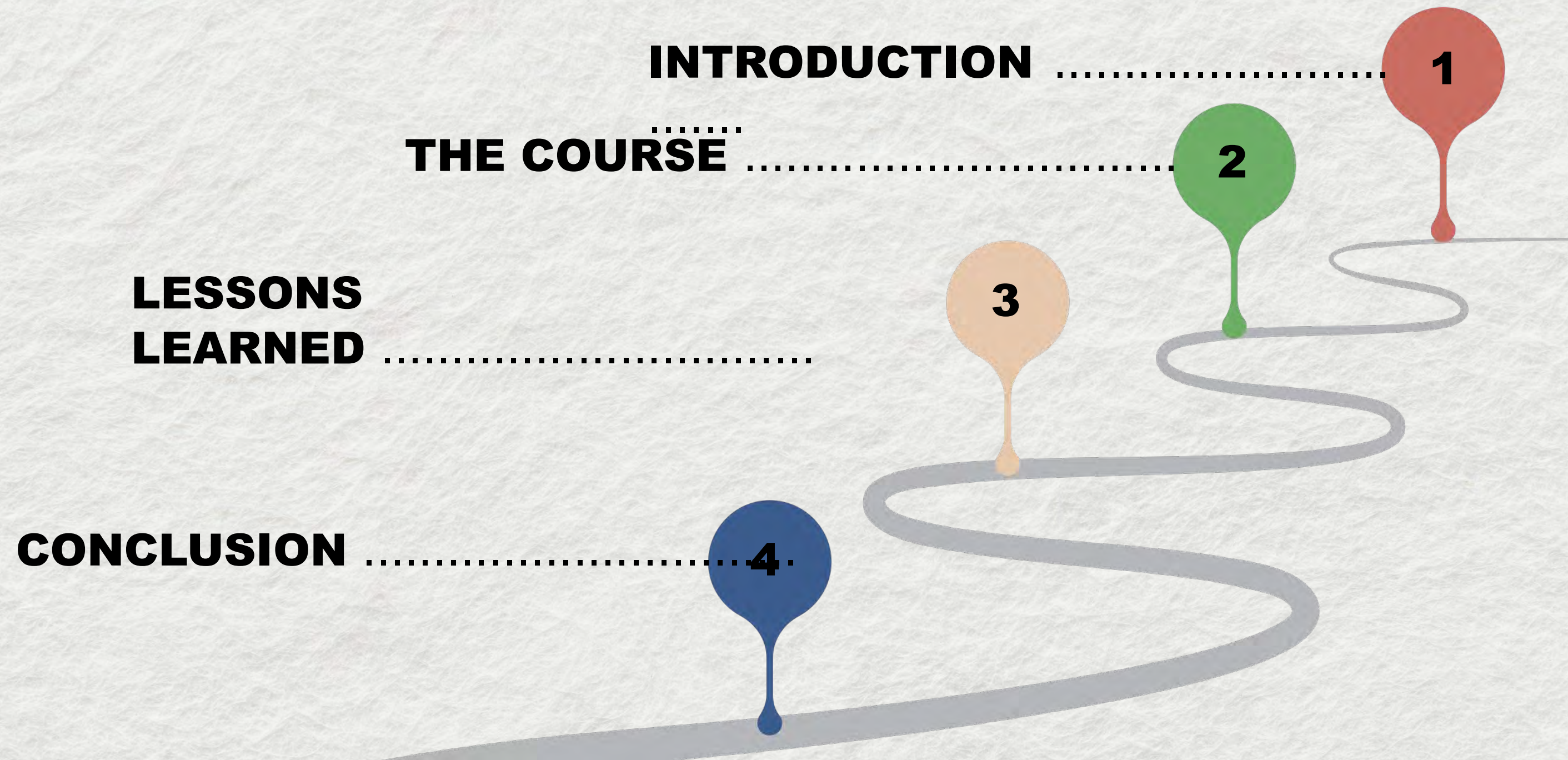


# Language assessment literacy in a pre-service English language teacher education course: a Brazilian experience

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# INTRODUCTION





## Pre-service teacher education in Brazil

- Common National Guidelines for Basic Education Teacher Education (Brazil, 2019);
- Lack of courses on language assessment for pre-service teachers in universities (Quevedo-Camargo, 2020);
- Implementation and improvement of a mandatory curricular component in UnB.
  - **“English: Teaching Laboratory 3 (assessment)”**



# THE COURSE



**DGRI**  
Dirección General de  
Relaciones Internacionales



**DCIA**  
Dirección de Centros de  
Idiomas y de Avanzados





## SYLLABUS:

“The course aims to develop language assessment literacy (English) by conceptualizing basic constructs and considering the needs, objectives, and functions of assessment in school practice. The course includes practical activities in analyzing, developing, and experimenting with assessment tools from the perspective of teaching and using language as socially situated practices.”



## STRUCTURE

- **Modules:** Six main modules focused on assessing different language skills;
  - **Micro-tasks:** Readings, videos, and questionnaires for comprehension and participation (40% of the grade);
  - **Hands-on Tasks:** Practical assignments designing assessment tasks (40% of the grade);
    - **Final Task:** Multiple-choice exam covering theoretical concepts (20% of the grade);

## DURATION

- 90 hours;
- **Classes:** 3 hours 40 minutes weekly;
- **Remote Activities:** 1 hour 50 minutes weekly;

# Course Format





## Participant Profile

### Students:

- Enrolled in the fourth semester of the English Language and Literature teaching degree;
- Minimal prior teaching experience;

Semester/Year	Number of participants
2nd/2019	06
1st/2021	23
2nd/2021	19
1st/2022	06
2nd/2022	12
1st/2023	17
2nd/2023	18
1st/2024	25



# LESSONS LEARNED

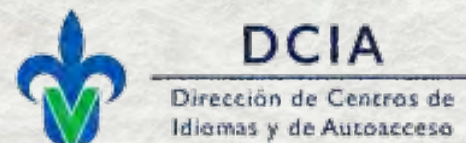


## Scope of Content

- Necessity to focus on selected topics due to the broad nature of assessment;
- Modular structure allowing depth and integration of various skills;

## Language and Accessibility

- Importance of clear and accessible language for students with limited experience;
- Use of Portuguese to support comprehension;





## Theory- Practice Integration

- Combining theoretical knowledge with practical examples;
- Using students' past experiences to contextualize learning;

## Ethical and Respectful Environment

- Maintaining a respectful approach to existing educational materials and teachers;
- Emphasizing the need to learn how to assess rather than criticizing past practices;



## Student Experiences

- Adapting course content based on students' previous assessment experiences;
- Enhancing the range of assessment methods known to students;

"Certainly, [the course] has greatly influenced my current view of assessment: both as a student and as a future teacher... it's very different from what I had before. [...] The view we have on assessment is very shallow, and most of the time, it lacks transparency. So, I think it showed me my profession as something truly professional, something that requires techniques, a lot of study, and a lot of dedication, and that was what was missing." (10:26 pp 4 – 5 in Final Interview – Participant 1)



# CONCLUSION



# Impact

- The course aligns with current educational needs and legal requirements;
- The course aims to provide future teachers with robust repertoire of ethical and reflective assessment practices.

# Future Directions

- Model for similar courses in other educational contexts;
- Encourage the implementation of curricular components about assessment in pre-service education courses.





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