



**Title of Project:**

Exploring the Language Assessment  
Literacy of Teacher Educators in Chile

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**Project Summary:**

So far, language assessment literacy (LAL) research has primarily focused on the knowledge, skills and practices of language teachers and of other stakeholders to some extent (e.g., Hasselgreen *et al.*, 2004; Pill & Harding, 2013). However, to date, no studies have looked into detail in the LAL of those who prepare pre-service teachers for their future profession, i.e. teacher educators. Also, no validated framework exists which specifies what the LAL knowledge base of teacher educators should be, nor do there seem to exist validated instruments to measure their LAL. At the same time, language assessment is an underexplored research area in Chile and little is known about the language assessment knowledge of not only language teachers, but also of teacher educators.

This study aims to explore the LAL of English as a Foreign Language (EFL) teacher educators in Chile in terms of their theoretical knowledge, skills and practices, and the extent and nature of the LAL training they conduct with pre-service EFL teachers. The study involves the development of a *LAL Framework for Teacher Educators* and a *Language Assessment Literacy Inventory* – an online ‘test’ of LAL. The study also comprises interviews with Chilean teacher educators, and analyses of the language assessment materials they use. Results from this study will shed light onto the current state-of-affairs of language assessment training in Chilean teacher education programmes, and in turn inform future teacher training and policy-making. By extension, it may also impact on the quality of language assessments for EFL learners in Chile.