

Prototyping innovative tasks to diagnose academic reading in EFL teacher education programmes

Camilo Ramos-Gálvez - Lancaster University. c.ramosgalvez@lancaster.ac.uk

Diagnostic Language Assessment

- Fine-grained feedback; Low-stakes;
- Strengths & weaknesses → **Instruction/treatment.**
- Existing testing systems (e.g., *CriterionETS*, *DIALANG*, *DELTA*, *DELNA*, etc.) offer some possibilities but also have some limitations.

(Alderson et al., 2014; Alderson et al., 2015; Harding et al., 2015)

Academic Reading

- Crucial for learning (Moore et al., 2012)
- However, existing systems lack:
 - Expeditious global reading items
 - Higher-level skills (e.g., reading across texts/building an intertextual model) validation
 - Texts at the difficulty of university students.
 - The testing of text structure

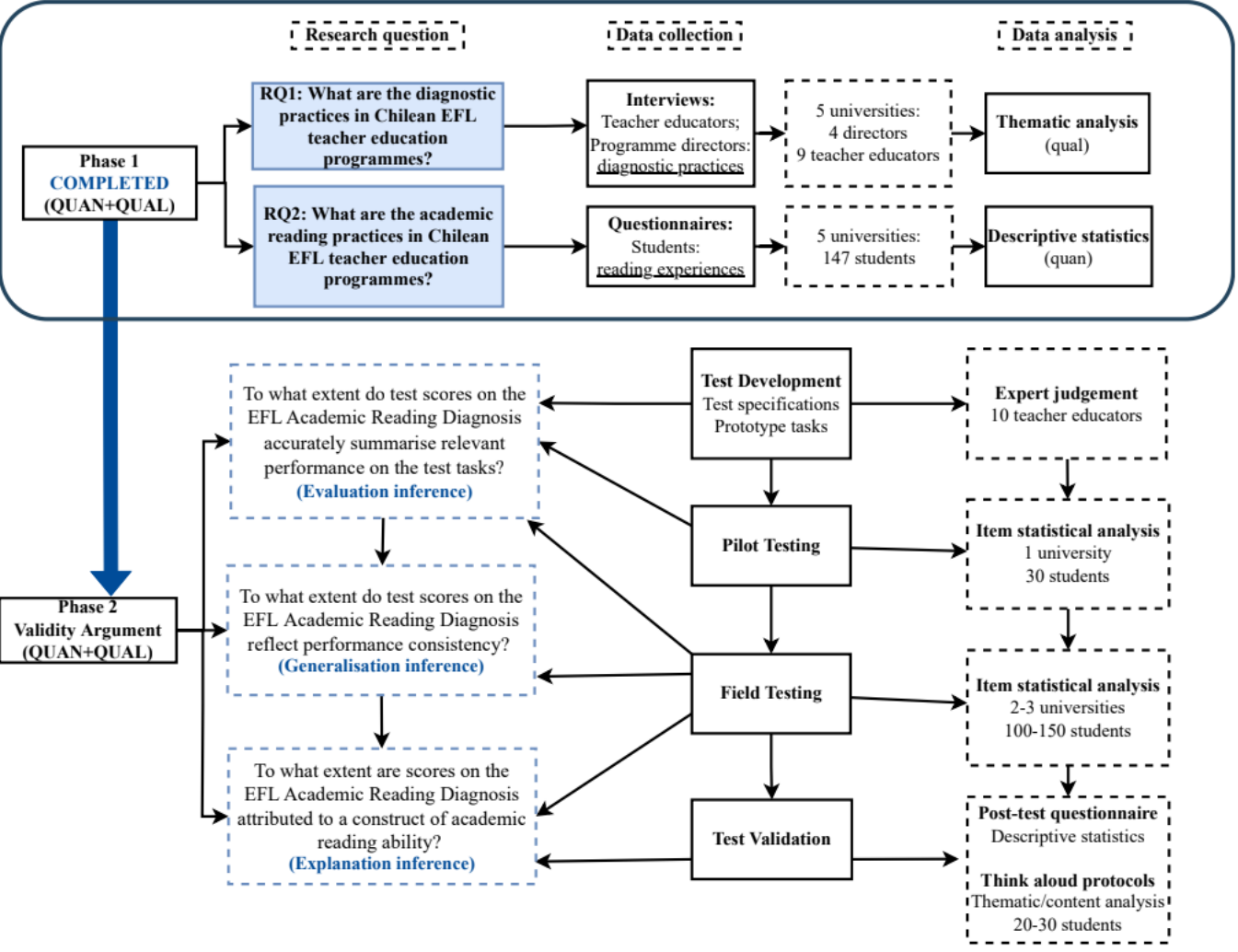
(Weir et al., 2012; Weir & Chan, 2019)

The Chilean Context

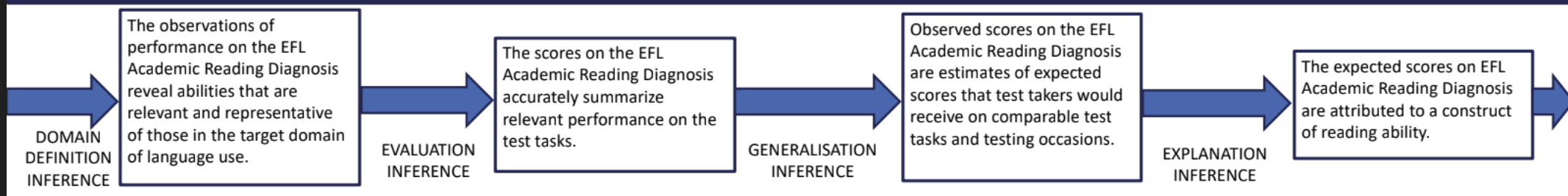
- No studies on EFL teacher education.
- Current diagnoses show unclear test purpose, validation, and use.

(Giaconi, et al. 2019)

PhD project
To design and validate aspects of a new diagnostic assessment of academic reading for Chilean EFL teacher education programmes



VALIDITY ARGUMENT



TEST SPECIFICATIONS abr.

Purpose: To diagnose academic reading in EFL						
Specific purpose	A. Expeditious global reading - skimming B. Expeditious local reading - scanning C. Evaluative reading D. Synthesising across texts	Target language situation	Page 1 / 1 Reading for academic studies in English as a foreign language teacher education	Input sources	Authentic academic texts such as: online media, textbooks, academic journals, academic websites, teacher educators/lecturers in EFL	Topics Education, language learning, linguistics, applied linguistics, educational psychology