

# Assessment experiences in face-to-face and online Portuguese as a foreign language courses at a language and teacher development centre

*Experiências de avaliação em cursos online e presenciais de português como língua estrangeira em um centro de línguas e desenvolvimento de professores*

*Experiencias de evaluación en cursos presenciales y en línea de portugués como lengua extranjera en un centro de desarrollo lingüístico de profesores*

## ABSTRACT

This paper focuses on proficiency assessment in courses of Portuguese as a foreign language (PFL), considering both context types: face-to-face and online lessons. Online courses have become more frequent because of the restrictions imposed on face-to-face encounters by COVID-19, but also thanks to advantages of remote teaching and the use of technology in education. Assessment is an essential component of the three-part structure assessment, learning and teaching, considering washback effects of assessment in the teaching process. The experiences presented here happened in the context of a Center for Languages and Teacher Education (CLDP), an extension project developed in the three campi of São Paulo State University (UNESP) in Brazil, where undergraduates in Letters courses can act as language teachers. A placement test, examples of written test tasks and an oral activity to assess PFL students are presented, to illustrate possibilities to verify language development and proficiency, and contribute to the development of assessment tools.

**Keywords:** classroom assessment; language teacher development; online assessment; Portuguese as a foreign language; proficiency; testing.



Recebido em: 3 de setembro de 2025  
Aceito em: 24 de fevereiro de 2026  
DOI: 10.26512/les.v26i2.59584

# CADERNOS de LINGUAGEM & SOCIEDADE

*Papers on Language and Society*

**Douglas Altamiro Consolo**

[douglas.consolo@unesp.br](mailto:douglas.consolo@unesp.br)  
[orcid.org/0000-0001-6247-8657](https://orcid.org/0000-0001-6247-8657)

Sao Paulo State University (UNESP), Sao Jose do Rio Preto, São Paulo, Brazil

# ARTIGO

## RESUMO

Neste artigo, discute-se avaliação de proficiência linguística em português como língua estrangeira (PLE), considerando contextos de cursos presenciais e online. Cursos de línguas on-line se tornam cada vez mais frequentes, devido às recentes restrições impostas pela pandemia da COVID-19 a atividades presenciais, e graças a vantagens do uso de tecnologias na educação. Entende-se a avaliação como componente essencial da tríade avaliação, aprendizagem e ensino, com efeitos retroativos no processo de ensino. As experiências de avaliação relatadas ocorreram no contexto de um Centro de Línguas e Desenvolvimento de Professores (CLDP), um projeto de extensão desenvolvido em três campi da Universidade Estadual de São Paulo (UNESP), no Brasil, no qual alunos de graduação de cursos de Licenciatura em Letras atuam como professores de PLE e das línguas estrangeiras que estudam em sua formação inicial para a docência em línguas. Um teste on-line de nivelamento, exemplos de questões em testes escritos e uma atividade oral são apresentados e discutidos, para se verificarem desenvolvimento linguístico e proficiência.

**Palavras-chave:** avaliação em sala de aula; avaliação on-line; formação de professores de línguas; português como língua estrangeira; proficiência; testagem.

## RESUMEN

Este artículo se centra en la evaluación de la competencia en cursos de portugués como lengua extranjera, en contexto de cursos presenciales y en línea. Cursos de idiomas en línea se han vuelto más frecuentes gracias a las ventajas de la enseñanza a distancia y el uso de la tecnología en la educación. Las experiencias de evaluación aquí presentadas sucedieron en el contexto de un Centro de Desarrollo de Lenguas y Profesores (CLDP), un proyecto de extensión desarrollado en los tres campi de la Universidade Estatal de São Paulo (UNESP) en Brasil, donde los estudiantes de pregrado en Lenguas y Literatura pueden actuar en los CLDP como docentes de las lenguas extranjeras que estudian en su formación inicial. Se presenta y discute una prueba de nivel en línea, ejemplos de preguntas de prueba escrita y una actividad oral para evaluar el desarrollo y la competencia lingüística de los estudiantes.

**Palabras-clave:** evaluación en el aula; desarrollo de profesores de idiomas; evaluación en línea; portugués como lengua extranjera; competencia; pruebas.

### Como citar:

CONSOLO, Douglas Altamiro. Assessment experiences in face-to-face and online Portuguese as a foreign language courses at a language and teacher development centre. **Cadernos de Linguagem e Sociedade**, Brasília, v. 26, n. 2, p. 1-7, jul./dez. 2025. Disponível em: . Acesso em: XXX.

### Correspondência:

Nome por extenso do autor principal  
Rua XXX, número XXX, Bairro XXX, Cidade, Estado, País.

### Direito autoral:

Este artigo está licenciado sob os termos da Creative Commons Attribution 4.0 International license  
<https://creativecommons.org/licenses/by/4.0/>



## INTRODUCTION

The need to learn Portuguese as a Foreign Language (PFL henceforth) has increased in the past few years because, among other reasons, the Portuguese language is a requirement for university students, researchers and other professionals to either study, work or engage in projects with partners in Portuguese-speaking countries (Almeida Filho; Moutinho, 2011). The São Paulo State University (UNESP) is among the universities that have partnership programs with foreign institutions. As part of those programs, undergraduates, postgraduates, and academic staff travel to Brazil to take courses or conduct research in which at least an intermediate level of proficiency in Portuguese is required. Once in Brazil, foreign alumni and visitors at UNESP may need to learn Portuguese in order to accomplish their academic aims in the country. For these reasons, UNESP has invested in offering PFL courses, mainly on the three campuses where Letters programs are offered, in the cities of Assis, Araraquara, and São Jose do Rio Preto. “Letters” is an undergraduate program for pre-service language teacher education, in which students learn languages and their literatures (in Portuguese, *Curso de Licenciatura em Letras*).

An important extension project developed at UNESP across its three campuses is the Language and Teacher Development Center (henceforth CLDP), where undergraduate Letters students can act as language teachers in PFL and in the foreign languages included in their degree programs, according to the curriculum of each campus. These language teachers are called “instructors” (*instrutores*, in Portuguese) and all of them are supervised by a professor specialized in the language taught. For example, at IBILCE-UNESP, the languages offered at the CLDP are English, French, Italian, Spanish, and Portuguese as a Foreign Language. Teaching at a CLDP contributes with complementary teacher education for the students who act as tutors in the language programs.<sup>1</sup>

After the start of the COVID-19 pandemic in 2020, face-to-face classes had to be suspended and the solution to continue with the courses offered by the CLDPs was to adopt online instruction, combining synchronous lessons and asynchronous activities. The online foreign language courses offered by the CLDP at IBILCE-UNESP have remained in place to the present day.

This paper focuses on language development and proficiency assessment in PFL classes, considering both face-to-face and online teaching contexts, all based on experiences in PFL courses offered by the CLDP at IBILCE, the UNESP campus in the city of São Jose do Rio Preto, in the state of São Paulo, Brazil. The tests presented and discussed in this article were designed by PFL instructors of the CLDP at IBILCE and revised by their supervisor.

The suggestions of assessment tools and the discussions presented here aim at reporting on examples of successful assessment in the contexts for which the tools were designed, and illustrate assessment possibilities for face-to-face and online courses.

---

<sup>1</sup> For more information about the CLDP-IBILCE, visit <https://www.ibilce.unesp.br/#!/centro-de-linguas-1/>

After a brief theoretical background of language assessment and multiple-choice testing, an online placement test, examples of written test tasks and a classroom oral activity used to assess PFL students are presented, to illustrate a range of possibilities to evaluate language development and language proficiency.

## 1. THEORETICAL BACKGROUND

Language assessment represents an essential aspect in language learning and teaching, that is, assessment, teaching and learning constitute the axes for successful language development (Scaramucci, 1999). The role of assessment in contexts and processes of learning and teaching is also mentioned by Cristovão (2017), who emphasizes the three-part structure constituted by assessment, learning and teaching, and reminds us of “the impact of assessment in language teaching and learning, in language policies, in curricula, in coursebooks, and in national examinations.”<sup>2</sup> (Cristovão, 2017, p. 8, our translation). For Luckesi (2000), assessment implies two interconnected processes: (1) diagnosing and qualifying a given object (for example, students’ advances in language learning, or language proficiency levels); and (2) deciding on actions based on this diagnosis. These assumptions are related to the possibilities of washback effects of language assessment in the teaching and learning processes. Assessment results can play such washback effects (Scaramucci, 2004) on course programs and, in some cases, indicate the need for remedial work.

Assessment includes not only exams and tests, but other practices and processes that can verify and reveal whether learning has happened and thus inform teachers and students, for example, about achievements or failures in educational contexts. For example, classroom tasks and other activities can be used not only to teach and practice language, but to help teachers and students know about the students’ processes of language development.

In the next section, an example of a placement test, and discussions about classroom assessment and multiple-choice tests are presented.

## 2. ASSESSMENT TOOLS

### 2.1 An online placement test of Portuguese as a foreign language (levels A1 – B2)

An online placement test for PFL was developed in order to classify prospective academic foreign visitors to UNESP. Placement tests aim at classifying candidates who are able to enter a course or a postgraduate programme, for instance, or at which level the candidate should start

---

<sup>2</sup> “o impacto da avaliação no ensino-aprendizagem de línguas, nas políticas linguísticas, nas grades curriculares, nos livros didáticos e nos exames nacionais”.

studying at a given school. Test contents contain language items taught at the school, at different levels, or what is required from candidates to enter a course or postgraduate programme, such as reading and/or writing skills.

The online placement test presented here was developed and made available for a period of time prior to the dates when candidates would start their activities in Brazil. In the first stages of the test design, aspects of test security in *Google Forms* and the *Moodle Platform* were compared to determine which of the two would be used. According to the aspects compared and summarized in Table 1, the Moodle platform was chosen.

**Table 1** –Comparison of aspects of test security

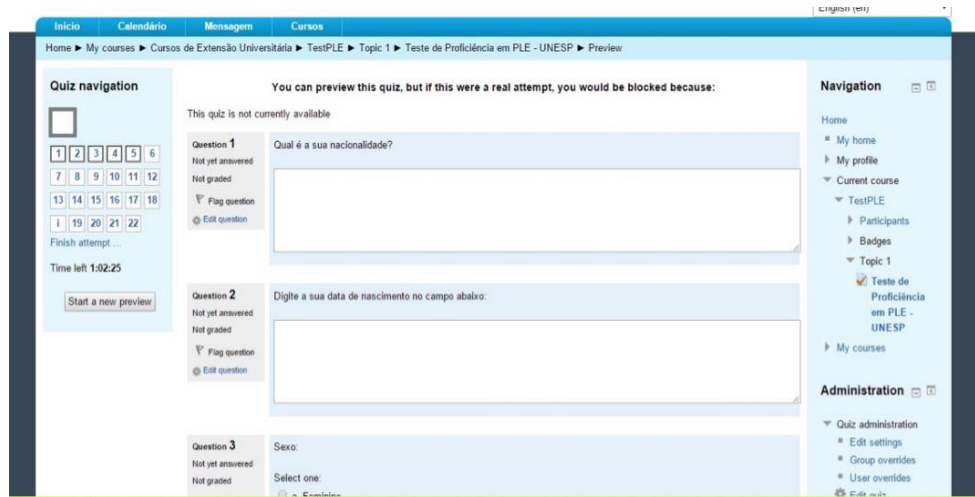
	<u>Google Forms</u>	Plataforma Moodle
User's registration	<b>No</b>	<b>Yes</b>
<u>User's identification</u>	<b>No</b>	<b>Yes</b>
Control of number of trials ( = attempts to take the test )	<b>Yes</b>	<b>Yes</b>
Time control	<b>Yes</b>	<b>Yes</b>
Accessibility	<u><b>Good</b></u>	<b>Regular</b>
File attachments	<b>Yes *</b>	<b>Yes</b>
<u>Multimedia</u>	<b>Yes</b>	<b>Yes</b>

Source: The author.

The placement test classified candidates' proficiency levels as A1, A2, B1 or above B1, based on the Common European Framework of Reference (CEFR), and students were placed into groups for the online courses accordingly. The test questions were presented and answered in written format.

Figure 1 below illustrates one of the screens in the first part of the test, in which test takers were asked personal questions such as date of birth, nationality and previous experiences in learning Portuguese.

**Figure 1 – A computer screen of the first part of the test**

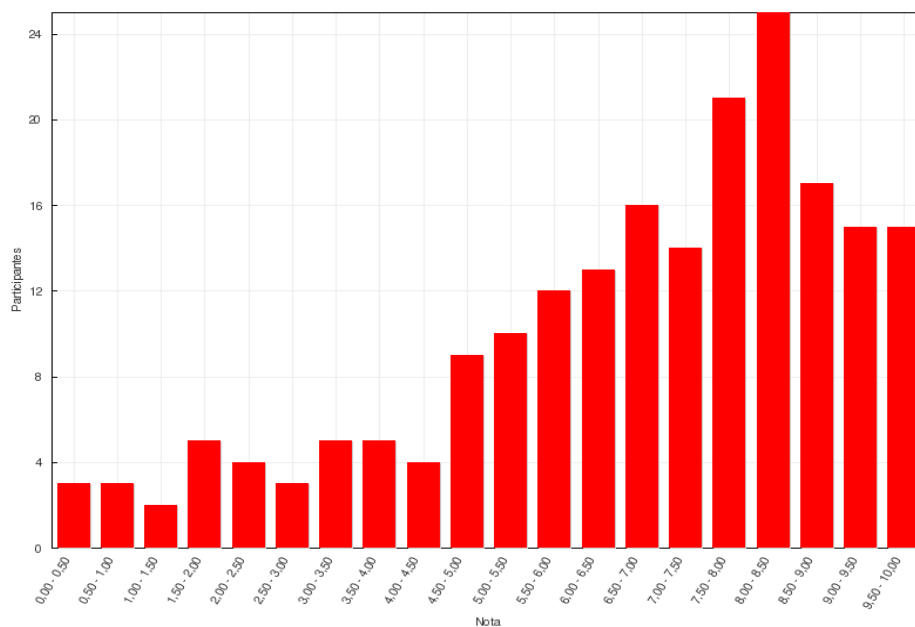


Source: The author.

The last part of the test included a short audio (from *YouTube*) to test listening comprehension and distinguish level B1 test takers from B2 test takers.

A bar chart to illustrate test results is shown in Figure 2. Most test takers' performances were assigned marks between 4.5 and 10.0 (marks corresponding to levels A2, B1 and B2 in CEFR), which revealed that candidates had some previous knowledge of Portuguese and, therefore, did not need to study the language at very elementary levels (A1).

**Figure 2 – Test results (marks 0.0 – 10.0)**



Source: The author.

For further information about this online placement test – including question samples and the criteria used to classify the candidates' levels of proficiency according to the specified levels of PFL proficiency addressed by the test, see Consolo (2021) and Consolo and Pereira da Silva (2016).

## 2.2 Classroom assessment

Classroom assessment is closely connected to teaching and learning, and together they constitute the axes of formal schooling. Assessment can include a diversity of tools and processes to verify students' performance and development in a course (Shohamy; Inbar, 2006), so assessment practices can have a wider role than language testing in learning and teaching contexts. Assessment encompasses the diagnosis of learning outcomes and how the learning process is happening, and helps to inform decisions about the course and the students, according to Luckesi (2000), as mentioned in section 1 above.

In this paper, besides the online placement test mentioned above, two types of assessment tools for classrooms – paper-and-pen test items and an oral presentation, are presented and discussed. They have been used to assess students at a basic level (A1-A2) course of PFL at the CLDP / IBILCE-UNESP. Both of them aim not only to check achievements in a course but also to provide formative feedback for students that helps them to move forward with clearer guidance to reach their learning goals. According to Hadji (2001),

Regarding formative assessment, Hadji states that its main function is to contribute to a good regulation of the teaching activity (or education, in a broader sense). It involves gathering useful information about the teaching-learning process. However, the author reminds us: an assessment process does not have to conform to any particular methodological model in order to be formative.<sup>3</sup> (Hadji, 2001, p. 19, *apud* Chueiri, 2008, p. 58, our translation)

Formative assessment lays in (1) learners' experiences in engaging in assessment activities and taking tests, and (2) in the various possibilities of washback effects of results obtained by means of assessment tools in the learners' experiences.

## 2.3 Multiple-choice test items

One of the test questions presented in the next section (Example 3), and all the questions in the test presented in Appendix A, are multiple-choice questions. For this reason, multiple-choice test items are discussed below. A multiple-choice test question, also referred to as a discrete-point item,

---

<sup>3</sup> “Com relação à avaliação formativa, Hadji (2001, p. 19) sustenta que sua função principal é a de contribuir para uma boa regulação da atividade de ensino (ou da formação, no sentido amplo). Trata-se, portanto, de levantar informações úteis à regulação do processo de ensino-aprendizagem. Todavia, o autor nos lembra: uma avaliação não precisa conformar-se a nenhum padrão metodológico para ser formativa” (Hadji, 2001).

is one of the test techniques in language testing in which candidates are typically asked to respond by giving one correct answer from the available options (Hughes, 2002).

Among other techniques to design test questions, such as true or false and gap filling, multiple choice items are frequently used for the assessment of receptive skills (reading and listening). Although very flexible and practical to correct, the multiple-choice format can be used to assess the integration of ideas across texts, as well as vocabulary and grammar. Creating effective items, though, requires great skill on the part of the item writer – as well as careful editing, reviewing, and trialling of the material (Green, 2014).

Some useful guidelines to write multiple-choice test items:

- (a) Alternatives, i.e. the correct answer and the distractors, in multiple-choice test tasks, may be based on students' common linguistic mistakes in grammar and vocabulary, for example. In the English language, common grammatical mistakes can be in the areas of prepositions, verb forms and tenses, and word order. Distractors can then include these inadequate/wrong uses of grammatical items.
- (b) When producing a set of multiple-choice test questions for a test, the correct alternatives and the distractors should be organized in sequences that are not "predictable", and the correct alternatives should be listed in different positions (different alternatives) distributed in the questions so that, as a whole, the test contains approximately the same number of correct alternatives for each position. For example, in a test with ten multiple-choice questions, each question with four alternatives (a, b, c, d), in three questions the correct alternative is "a"; in two questions the correct alternative is "b"; in three questions the correct alternative is "c", and in two questions the correct alternative is "d", and all of them are randomly distributed in the test.
- (c) Sentences or phrases in correct alternatives and in the distractors should be of approximately the same length; sentences or phrases that are too short or much longer than the other alternatives may stand out and give the impression that they are the correct answer.

Among the advantages of multiple-choice test questions, the following aspects are worth mentioning:

- multiple-choice questions are easier to answer, since test takers basically are expected to choose alternatives;
- the tests are relatively less time-consuming to be taken;
- answers are easier to be scored – mainly because they can be machine-scored;
- their results (a) allow for answer standardization, (b) can be easily displayed in percentages and (c) allow for clear comparisons with other similar tests.

On the other hand, there are limitations to multiple-choice test items, for example:

- multiple-choice questions provide test-takers with ‘standard’, previously prepared answers; such questions usually do not allow for additional ideas to be included in the answers, or for creative language use on the part of test takers;
  - test-takers can try and guess the best answer to be chosen, or decide to choose, for example, the same alternative to answer all the questions in a test, what may guarantee a score above zero;
  - given the two limitations mentioned above, multiple-choice test tasks usually do not test how much knowledge test takers have about a given content, they indicate what test takers (probably) know what is included in the question and in the correct alternative.
- In the next section, the suggestions for classroom assessment are presented.

## 2.4 Classroom (face-to-face or online) assessment tools<sup>4</sup>

In this section, two types of assessment tools are presented – questions from a paper-and-pen test and, and oral presentations. Both aim at assessing achievements in PFL courses.

In face-to-face courses, the paper-and-pen tests are administered in the classroom and marked by the class teacher on a later occasion. In the online courses, similar versions of the written tasks are included in tests developed in *Google Docs* and made available to students during class time. In electronic tests, discrete-point items and multiple-choice items can be marked by the same online resource in which the test was designed, for example, *Google Docs*, based on an answer key. On the other hand, “open-ended answers” often need to be marked by the teacher, since correct responses may vary in content and linguistic structures.

The examples of test tasks presented below were taken from tests of PFL for basic level courses (A1 – A2). The first two test tasks aim at listening comprehension and general linguistic knowledge of Portuguese. The third task aims at grammatical knowledge, and the fourth task is about language in conversation.

Curso de PLE: “Produção Oral: Interações Acadêmicas” (A1-A2)

[ *PFL course: “Oral Production: Academic Interactions” (A1-A2) ]*

### TESTE 1 - PARTE 1

SEU NOME COMPLETO [Your full name]

---

<sup>4</sup> I would like to thank Victoria Pereira da Silva, for her participation in the development of the online placement test, and Guilherme Sonsino Soares and Thais Natalie Lopes da Silva, who acted as PFL instructors at the CLDP-IBILCE, for their contributions in the development of the assessment activities and tasks presented in this article.

**Example 1** - RESPONDA, POR ESCRITO, ÀS PERGUNTAS QUE VOCE OUVIR

[Write the answers for the questions you hear]:

(0.4 cada questão = 2.0 pontos)

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

[Questions to be read aloud by the teacher:]

- 1) Boa noite, tudo bem?
- 2) Qual a sua nacionalidade?
- 3) Qual a sua idade?
- 4) Em que você trabalha, ou trabalhava, no seu país?
- 5) Quando é o seu aniversário?

**Example 2** - OUÇA A CANÇÃO “A GRANDE FAMÍLIA” E COMPLETE OS ESPAÇOS NA LETRA DA MÚSICA [Listen to the song “A Grande Família” and fill in the spaces in the lyrics]: (0.2 cada resposta = 2.0 pontos)

\_\_\_\_\_ família é muito unida  
 E também muito ouriçada.  
 Brigam por qualquer razão,  
 Mas acabam pedindo perdão.  
 Pirraça \_\_\_\_\_!  
 Pirraça mãe!  
 Pirraça \_\_\_\_\_!  
 Eu também \_\_\_\_\_ da família,  
 Eu também quero pirraçar.  
 Catuca \_\_\_\_\_!  
 Catuca mãe!  
 Catuca \_\_\_\_\_!  
 Eu também \_\_\_\_\_ da família,  
 Também quero catucar  
 Catuca \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 Eu também \_\_\_\_\_ da família,

*Também quero catucar.*

[Video available at <https://www.youtube.com/watch?v=xs0XzbC4zUI>]

**Example 3** - LEIA AS SENTENÇAS ABAIXO: [Read the following sentences:]

- (1) Eu \_\_\_\_\_ visitando o Rio de Janeiro e adoro esta cidade.
- (2) Onde você \_\_\_\_\_ ?
- (3) Eu \_\_\_\_\_ professor. E você?
- (4) Vocês \_\_\_\_\_ aprendendo muito com as dicas?

ASSINALE A ALTERNATIVA QUE COMPLETA CORRETAMENTE AS LACUNAS, NA ORDEM QUE OCORREM NAS SENTENÇAS ACIMA: [Choose the alternative that best completes the spaces in the sequence they occur in the sentences above:]

- a) 1. estou; 2. está; 3. sou; 4. estão.
- b) 1. estou; 2. está; 3. é; 4. está.
- c) 1. sou; 2. está; 3. sou; 4. estão.
- d) 1. está; 2. estou; 3. sou; 4. estão.

Adapted from: <https://rioandlearn.com/pt-br/exercicio-verbo-ser-e-estar/>

In the first task, in the first part of the test, students listen to questions read aloud by the class teacher, and are expected to answer the questions in written form. This task focus on listening comprehension and language that would be produced if students were in fact speaking Portuguese. For practical reasons, answers are given in written form. In the second task, students have to fill in spaces in the lyrics of a well-known song in Brazil, from the introduction of a television series called *A Grande Família* (The Large Family). And in the third task, students are expected to know the forms and the differences in meaning of the verbs *estar* and *ser* in order to choose the alternative that contains the verb forms that complete the four sentences correctly.

This test aims at assessing grammar, listening comprehension, speaking competence and vocabulary, based on the language content taught in the first half of the A1.1 course.

A full version of another test, designed and administered for an A1.1 class is presented in Appendix A. The test was administered in two formats – a paper-and-pen version, in a classroom,<sup>5</sup>

<sup>5</sup> The paper-and-pen version was administered to students who needed to have a document stating that they had taken the test on paper, in order to submit the document to the Brazilian Federal Police and be granted the status of residents in Brazil.

and in an online version,<sup>6</sup> in Google Docs. The same test was taken by a total of 20 students who did the same PFL course for one academic term. Table 2 displays the results of the eleven students who took the paper-and-pen version of the test:

**Table 2 – A1.1 paper-and-pen test results (Mean = 9.77 / Median = 10.0)**

STUDENTS	TOTAL MARKS	MISTAKES
St1	9.5	Exercise 1 – Item 4
St2	10.0	-
St3	9.5 *	Exercise 2 – Item 7
St 4	10.0 *	-
St 5	9.5	Exercise 2 – Item 6
St 6	10.0 *	-
St 7	10.0	-
St 8	10.0	-
St 9	9.5	Exercise 1 - Item 4
St 10	10.0	-
St 11	9.5	Exercise 1 - Item 4

Source: The author.

The mean (9.77) and median (10.0) of the paper-and-pen test are considerably close to each other, which indicates marks were symmetrically distributed. By the same token, the mean (9.78) and median (10.0) calculated for the online version also indicate a good degree of symmetry in the of marks in the online test as well. The median values in both tests are exactly the same. These values indicate very similar results in both formats of the test.

The nine students who did the online version of the same test had the results shown in Table 3 and in Figure 3 below:

**Table 3 – A1.1 online test results**

STUDENTS	TOTAL MARKS	MISTAKES
St 12	10.0	-
St 13	10.0	-
St 14	10.0	-
St 15	10.0	-
St 16	10.0	-
St 17	10.0	-

<sup>6</sup> The online version was administered to the A1.1 students who do not need to take the pen-and-paper version of the test.



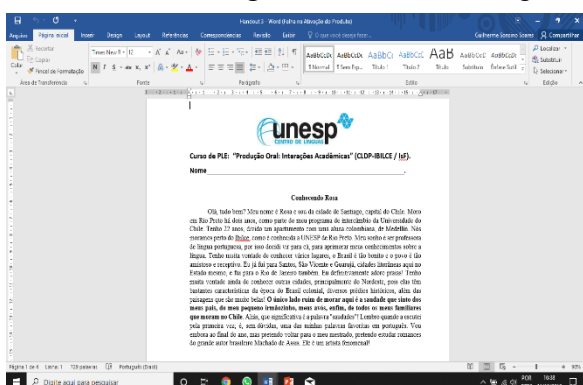
Due to the fact that in Portuguese there two verbs, *ser* and *estar*, which have different meanings, and that correspond to only one verb - “be”, in English, and to the verb “être” in French, for example, basic level students of PFL usually find it difficult to use *ser* and *estar*. Nevertheless, the overall results in both formats of the test were excellent.

In the lesson following the administration of a test, the marked paper tests are handed back to the students or – in the case of online lessons – the results are displayed on the screen. After that, all the questions and answers are discussed with the class. This feedback to the students constitutes an important step in classroom assessment: a washback effect on students’ formative and learning experiences.

Oral presentations is another assessment tool that has proved to be useful and motivating in language courses. Oral presentations can be about various topics, either related to the course content or topics chosen by the students, following some guidance from the class teacher, for example, cultural differences between Brazil and the students’ countries of origin, political or social issues, food, national festivals, to name a few. Some topics are more appropriate to be dealt with at basic levels, whereas other topics may be chosen at any level. Some topics such as political or social issues allow for the expression of critical views and may motivate intense discussions in language lessons.

Students are instructed to prepare a short oral presentation, as homework, to be delivered in class. At basic levels, the presentations usually focus on personal information, their academic or professional experiences, families, countries of origin, or any interesting experience they have had in Brazil. To support their presentations, they may watch a video by Fragoso (2017), “*10 Tips To Do Aa Good Presentation In English*”, available in the channel *Canal English in Brazil*. From the ten tips presented in the video, six have been selected as the most relevant to discuss with the students, in order to help them prepare their presentations: a talk plan ( an itinerary for the talk), the use of simple and well-known words, highlighting the most important parts of the presentation, slides with short texts, rehearsing and recording the presentation, and checking the recording with the help of a colleague to discuss problems and how to improve the presentation. We also prepared and showed the students an example of a presentation, based on a short text they had read in class, as shown in Figure 4:

Figure 4 – Text: Getting to know Rosa &amp; slide based on the text



Source: The author.

On the dates set for the oral presentations, each student has around 10 – 15 minutes to present, and then the other students can ask her/him questions and/or comment on the presentation. After that, the teacher comments on the presentation and the student's performance and calls the students' attention when any linguistic aspect is worth discussing.

The presentations can help the students know interesting information about their colleagues, their countries of origin, their experiences in Brazil and their reasons to have chosen to study or do research at UNESP, as well as about plans students have to visit other parts of the country. They can also discuss cultural similarities and differences between Brazil and their own countries, as mentioned above, and how they dealt with missing experiences and/or people they left behind.

The presentations are graded according to their content (5.0 marks), clarity and linguistic accuracy (5.0 marks), in a 0 – 10.0 scale.

## FINAL REMARKS

In this article, theoretical issues and practical aspects of language assessment were presented and discussed, focusing on the functions of assessment in PFL courses, in both face-to-face and online contexts. It is expected that the discussion and suggestions offered here can contribute to the development of pre-service and in-service PFL teachers, especially in relation to the role of assessment in language teaching and learning.

Among various ways of conducting language assessment, three types of suggestions for assessment tools to be used in regular classrooms were presented: and online placement test, tasks such as more "traditional" paper-and-pen tests, and an oral presentation, all of which can contribute with formative goals, as well as to verify course achievements.

Different test tasks can be included in different types of tests, according to different parts and aims in course contents. Tasks that include audio and/or video materials can be useful to test listening comprehension based on more authentic language samples.

The suggested assessment tools presented in this article are only a few of the existing possibilities of tools and procedures for language assessment (see, for example, Consolo, 2016; Shohamy; Inbar, 2006), and other sources about language assessment and testing may be checked for further ideas.

Online assessment tools have advantages such as reaching students in different geographical areas, item storage and the inclusion of multimodal resources. We expect to advance in the knowledge and development of online assessment tools (for example, Caldeira, 2004; Consolo; Pereira da Silva, 2016; Gomes, 2009), and so contribute to align language teaching, learning and assessment with improvements available at this age of technology.

## REFERENCES

ALMEIDA FILHO, J. C. P. de; MOUTINHO, R. Aprender PLE na Universidade. In: ALMEIDA FILHO, J. C. P. (Org.) **Fundamentos de Abordagem e Formação no Ensino de PLE e de Outras Línguas**, Campinas: Pontes Editores, 2011, p. 65-79.

CALDEIRA, A. C. M. **Avaliação da aprendizagem em meios digitais**: novos contextos. ABED, April 2004. Available at: <http://www.abed.org.br/congresso2004/por/pdf/033-TC-A4.pdf> Accessed on: 1 July, 2020.

CHUEIRI, M. S. F. Concepções sobre a Avaliação Escolar. **Estudos em Avaliação Educacional**, [s. l.], v. 19, n. 39, p. 49-64, jan/abr 2008. Retrieved in July, 2020. Available at: <https://www.fcc.org.br/pesquisa/publicacoes/eae/arquivos/1418/1418.pdf>. Accessed on: 1 July 2020

Consolo, D. A. An online placement test of Portuguese as a foreign language: Development and implementation. **Portuguese Language Journal**, v. 15, p. 83-102, 2021.

Consolo, D. A. Instrumentos de Avaliação Comunicativos para Rendimento e Proficiência em Língua Estrangeira. In: Cunha, A. G; Miccoli, L. (Eds.) **Faça a Diferença: Ensinar Línguas Estrangeiras na Educação Básica**. São Paulo-Brazil: Parábola Editorial, p. 162-172, 2016.

Consolo, D. A.; Gattolin, S. R. B.; Teixeira da Silva, V. L. (Eds.), **Perspectivas em Avaliação no Ensino e na Aprendizagem de Línguas: pesquisas e encaminhamentos na formação e na prática docente**. Campinas-Brazil: Pontes Editores, 2017.

Consolo, D. A.; Pereira da Silva, V. Desenvolvimento e implementação de um teste online de proficiência de português como língua estrangeira. **Mosaico**, São José do Rio Preto-Brazil, v. 15, p. 691-716, 2016.

CRISTOVÃO, V. L. L. (2017) Prefácio. In: CONSOLO, D. A.; GATTOLIN, S. R. B. G.; TEIXEIRA DA SILVA, V. L. (Org.), **Perspectivas em Avaliação no Ensino e na Aprendizagem de Línguas: pesquisas e encaminhamentos na formação e na prática docente**. Campinas: Pontes Editores, 2017. p. 7-13.

FRAGOZO, C. 10 DICAS PARA FAZER UMA BOA APRESENTAÇÃO EM INGLÊS. **English in Brazil**, 7 Dec. 2017. 1 video (14 min34s.). Available at: [//https://www.youtube.com/watch?v=5AbPMt1dPPY&t=255s](https://www.youtube.com/watch?v=5AbPMt1dPPY&t=255s). Accessed on: 1 Nov. 2019.

GOMES, M. J. (2010). Problemáticas da avaliação em educação online. VI Conferência Internacional de TIC na Educação, p. 1675-1693. Retrieved in 1 December 2023. <https://www.researchgate.net/publication/259323104>

GREEN, A. **Exploring Language Assessment and Testing: Language in Action**. London and New York: Routledge, 2014.

HUGHES, A. **Testing for Language Teachers**. Cambridge: Cambridge University Press., 2002.

LUCKESI, C. C. *O que é mesmo o ato de avaliar a aprendizagem?* **Pátio Revista Pedagógica**. Porto alegre, v. 12, p. 06-11, 2000.

SCARAMUCCI, M. V. R. Efeito retroativo da avaliação no ensino/aprendizagem de línguas: o estado da arte. **Trabalhos em Linguística Aplicada**, v. 43, n. 2, p. 203-226, 2004.

SCARAMUCCI, M. V. R. Avaliação: mecanismo propulsor de mudanças no ensino/aprendizagem de língua estrangeira. **Revista Contexturas**, APLIESP, p. 75-81, 1999.

SHOHAMY, E.; INBAR, O. The language assessment process: A “multiplism” perspective. **CALPER** Professional Development Document 0603. University Park, PA: The Pennsylvania State University. 2006.

### **APPENDIX A – Examples of test items**

#### PORTUGUESE AS A FOREIGN LANGUAGE – LEVEL A1.1

#### 1 - ESCOLHA AS ALTERNATIVAS PARA COMPLETAR O DIÁLOGO CORRETAMENTE:

Maria e João estão no aeroporto esperando em uma fila para embarcar em um voo que está atrasado. Enquanto esperam, elas começam a conversar.

Maria: (1) Como \_\_\_\_\_ o seu nome?

João: Meu nome (2) \_\_\_\_\_ João. E o seu?

Maria: Eu (3) \_\_\_\_\_ Maria. Você está bem?

João: (4) \_\_\_\_\_, sim. Obrigado por perguntar!

(1)

- (a) está
- (b) sou
- (c) é
- (d) são

(3)

- (a) sou.
- (b) somos
- (c) estamos
- (d) estou

(2)

- (a) sou
- (b) é
- (c) estou
- (d) estamos

(4)

- (a) Estamos
- (b) Está
- (c) Estou
- (d) Estão

OBSERVE A IMAGEM E MARQUE A ALTERNATIVA QUE CONTÉM O NOME CORRETO DOS OBJETOS DA CASA NAS IMAGENS OU O NOME DE UMA PARTE-CÔMODO DA CASA [Study the picture and choose the alternative that contains the correct names of the house objects in the picture or the name of a room:]



- a) Cozinha
- b) Garagem
- c) Sala de estar
- d) Quarto



- a) Quarto
- b) Sala de estar
- c) Banheiro
- d) Cozinha



- a) 4 cadeiras e uma mesa
- b) Mesas
- c) Mesas e uma cadeira
- d) Um guarda-roupa



- a) Talheres, copos e garrafas
- b) Talheres, um prato e um copo
- c) Talheres, um copo e um liquidificador
- d) Talheres. um prato e uma colher

## O AUTOR

### **Douglas Altamiro Consolo**

Concluiu o doutorado em Linguística Aplicada / TEFL - University of Reading em 1996. Possui título de Livre-Docente em Língua Inglesa pela UNESP (2004). Atualmente é Professor Sênior da UNESP - Universidade Estadual Paulista Júlio de Mesquita Filho. Publicou 52 artigos em periódicos especializados e 143 trabalhos em anais de eventos. Possui 37 capítulos de livros e 6 livros publicados, sendo quatro deles como organizador. Atua na área de Linguística Aplicada, com ênfase em Ensino Aprendizagem de Línguas Estrangeiras. Realizou estágios com pesquisas em avaliação de proficiência em línguas estrangeiras na UNICAMP (2003) e na Universidade de Melbourne, Austrália (2003-2004, com bolsa da FAPESP), e estágio de pesquisa como professor visitante no CELE (Centro de Enseñanza de Lenguas Extranjeras) na Universidade Nacional Autónoma do México (UNAM), na área de português como língua estrangeira, com bolsa da PROPG/UNESP, de outubro a dezembro de 2012.