

# New Directions LATAM

Reshaping Education:  
Aligning assessment with  
curriculum and delivery

# Programme

27th May

## 25th May

### Pre-Conference Workshops

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| R. 605<br>Making technology work for us: How does AI work and how can it help me? (9:30 - 12:30)<br>🔥 <b>Mariano Felice</b> | R. 606<br>Linking teaching, learning, assessment and feedback in the classroom (9:30 - 12:30)<br>🔥 <b>Carolyn Westbrook</b> | R. 607<br>Assessing reading with constructed-response items: from task design to correction (9:30 - 12:30)<br>🔥 <b>Gladys Quevedo-Camargo</b><br>🔥 <b>Liberato Silva dos Santos</b><br>🔥 <b>Nayibe Rosado</b> | R. 601<br>Equality, Diversity & Inclusion (EDI) and test preparation in the classroom (11:00 - 12:30)<br>🔥 <b>Gemma Bellhouse</b> |
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12:30 - 13:30 **American Lunch**

## 26th May

8:30 - 9:30 **Registration**

9:30 - 10:30 **Opening ceremony**

10:30 - 11:15 **The Cyril Weir Keynote Lecture**  
**Reshaping Education: Aligning assessment with curriculum and delivery**  
🔥 **Professor Barry O'Sullivan**

11:15 - 11:45 **Coffee break**

11:45 - 12:15 **Parallel sessions**

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| Reshaping education (R.601)<br>Developing EDI policies: why do we care about equality, diversity and inclusion in language testing?<br>🔥 <b>Gemma Bellhouse</b> | Language assessment literacy (R.602)<br>Preservice language teacher needs and interests in assessment: towards an emergency literacy agenda<br>🔥 <b>Vanessa Borges-Almeida</b> | Technology and assessment (R.605)<br>The Case of Ceibal en Inglés and its online Speaking Test<br>🔥 <b>Cecilia Marconi</b><br>🔥 <b>Gabriela Kaplan</b><br>🔥 <b>Claudia Brovetto</b> | IELTS Strand (R. 606)<br>Test-takers' cognitive processes and performance in IELTS Academic Writing Task One<br>🔥 <b>Guoxing Yu</b> |
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12:15 - 13:30 **Lunch**

13:30 - 14:15 **Plenary: The role of assessment in the Brazilian education context and its (potential) washback effects**  
🔥 **Dr. Gladys Quevedo-Camargo**

14:25 - 14:55 **Parallel sessions**  
15:00 - 15:30

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| Reshaping education (R.601)<br>Reimagining young learner assessment: 4-skills, digital, automatically scored, and fun<br>🔥 <b>Jing Wei</b><br>🔥 <b>Ada Lanzaro</b>         | Language assessment literacy (R.602)<br>Exploring LAL needs through stakeholder mapping: A case-study of the EXAVER proficiency tests<br>🔥 <b>Marion Alain Meunier</b><br>🔥 <b>Colula</b>  | Technology and assessment (R.605)<br>Leveraging Technology in Education: Opportunities, Challenges, and Policy Implications for Brazil<br>🔥 <b>Julia Orsini</b>  | IELTS Strand (R. 606)<br>The Changing Landscape of English-taught programmes<br>🔥 <b>Fiona Mason</b><br>🔥 <b>Ashleigh Bodell</b>                   |
| Providing stakeholders at a Mexican public university with information for decision making and learning success through an online diagnostic test<br>🔥 <b>Janeth Tello</b> | Teachers' literacy as a decisive point for the alignment between internal and external assessment in Cuban English education<br>🔥 <b>Marisol de la Caridad Patterson Peña</b><br>🔥 <b>Yuan Martínez Márquez</b><br>🔥 <b>Antonio Pérez Correa</b> | Automatic scoring of pronunciation placement tests with Google Voice Typing<br>🔥 <b>Carol Johnson</b><br>🔥 <b>Walcir Cardoso</b><br>🔥 <b>Beau Zuercher</b><br>🔥 <b>Kathleen Brannen</b><br>🔥 <b>Suzanne Springer</b> | What happens after the test? Exploring test score use in university admissions and opportunities for stakeholder engagement<br>🔥 <b>Daniel Lam</b> |

15:30 - 16:00 **Coffee break**

16:00 - 17:00 **Panel - Language Assessment Literacy: collaborating with educators**  
🔥 **Chair: Dr. Carolyn Westbrook**

17:00 - 17:15 **Closing Day 1**

9:00 - 9:15 **Welcome Day 2**

9:15 - 10:00 **Plenary: What AI can and can't do for language assessment**  
🔥 **Dr. Evelina Galazzi**

10:10 - 10:40 **Parallel sessions**

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| Reshaping education (R. 401)<br>Designing and evaluating an assessment course for English language teachers in Latin America<br>🔥 <b>Frank Giraldo,</b><br>🔥 <b>Xun Yan</b> | Language assessment literacy (R. 402)<br>Assessment literacy for speaking in a preservice teacher education course<br>🔥 <b>Mariana Damacena</b><br>🔥 <b>Vanessa Borges-Almeida</b> | Language assessment literacy (R. 403)<br>Conceptualizing the sources of language assessment literacy: a context-driven approach<br>🔥 <b>Newton Paulo Monteiro</b> | Technology and assessment (R. 404)<br>Chat GPT: what it means for assessment<br>🔥 <b>Graham Stanley</b> |
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10:40 - 11:10 **Coffee break**

11:10 - 11:40 **Parallel sessions**  
11:45 - 12:15

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| Reshaping education (R. 401)<br>Align: an English placement test that aligns teaching practices and institutional goals with learners' needs<br>🔥 <b>Sotiria Koui</b> | Language assessment literacy (R. 402)<br>Discerning the LAL of EFL teachers in Uzbekistan: A social and sociohistorical teacher cognition inquiry<br>🔥 <b>David Chiesa</b> | Language assessment literacy (R. 403)<br>Language assessment literacy for children's parents and guardians<br>🔥 <b>Isadora Moraes</b><br>🔥 <b>Thais Rossafa Tavares</b> | Technology and assessment (R. 404)<br>Teaching English and augmented reality: challenges in the Chilean school context<br>🔥 <b>Natalia Asenjo</b><br>🔥 <b>Karla Jara</b><br>🔥 <b>Juan Lecaros</b> |
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| Test of English for Young Learners (TEYL): instrument design and lessons learned<br>🔥 <b>Ana Yeraldin Acosta</b> | Language assessment literacy for English language renewal in higher education in Cuba<br>🔥 <b>Isora Enriquez</b> | Dichotomous no more: Integrating multiple sources in the development of speaking and pronunciation rubrics<br>🔥 <b>Suzanne Springer</b><br>🔥 <b>Kathleen Brannen</b><br>🔥 <b>Susan Jackson</b><br>🔥 <b>Beau Zuercher</b><br>🔥 <b>Sara Djamaa</b> | Language Assessment Literacy (R. 404)<br>Sociolinguistics as an ally to language assessment literacy<br>🔥 <b>Victor Carreño</b> |
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12:15 - 13:30 **Lunch**

13:30 - 14:15 **Networking**

14:25 - 14:55 **Parallel sessions**  
15:00 - 15:30

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| Reshaping education (R. 401)<br>Assessing EFL using tasks: a case study<br>🔥 <b>Ana Lucia Ferreira de Moraes</b><br>🔥 <b>Vanessa Borges-Almeida</b> | Language assessment literacy (R. 402)<br>Young learners and English language assessment in Brazil: an overview of roads (to be) taken<br>🔥 <b>Juliana Tonelli</b><br>🔥 <b>Gladys Quevedo-Camargo</b>  | Language assessment literacy (R. 403)<br>Teachers' language assessment literacy in Brazil: Promoting language assessment development and practices<br>🔥 <b>Isadora Moraes</b><br>🔥 <b>Ana Lígia Silva</b><br>🔥 <b>Liberato Silva dos Santos</b><br>🔥 <b>Douglas Altamiro Consolo</b> | IELTS Strand (Auditorium)<br><b>PANEL SESSION</b><br>Test score comparability: challenges, pitfalls and solutions<br>🔥 <b>Barry O'Sullivan</b><br>🔥 <b>Sara Cushing</b><br>🔥 <b>Guoxing Yu</b> |
| Latin American countries and the (CEFR): a discussion of pros and cons<br>🔥 <b>Sara Araujo</b><br>🔥 <b>Gladys Quevedo-Camargo</b>                   | Developing standardised classroom-based assessment procedures for an international language programme through teacher-researcher collaboration<br>🔥 <b>Carolyn Westbrook, Aidan Holland, Jamie Dunlea, Johnathan Cruise, Harpreet Kaur, Nausheen Iqbal, Martina Bakova, Howard Cheung, Viktoria Voronko, Cristina Barry, Samantha Lewis</b> | Research about assessment in pre-service English Teacher education in Brazil: an overview of the last decade<br>🔥 <b>Celia Aleixo</b><br>🔥 <b>Josimayre Novelli</b><br>🔥 <b>Luciana Cabrini Simões</b>   |  |

15:30 - 16:00 **Coffee break**

16:00 - 17:00 **Panel: Future of English**  
🔥 **Chair: Professor Barry O'Sullivan**

17:00 - 17:15 **Closing Day 2**

17:30 - 19:30 **Closing reception**  
Hosted by British Council IELTS