

# New Directions LATAM

Reshaping Education:  
Aligning assessment with  
curriculum and delivery

# Programme

27th May

## 25th May

### Pre-Conference Workshops

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

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

| Reshaping education   | Language assessment literacy  | Technology and assessment   | IELTS Strand  |
|---|---|---|---|
| Developing EDI policies: why do we care about equality, diversity and inclusion in language testing?<br>🔦 Gemma Bellhouse | Preservice language teacher needs and interests in assessment: towards an emergency literacy agenda<br>🔦 Vanessa Borges-Almeida | The Case of Ceibal en Inglés and its online Speaking Test<br>🔦 Cecilia Marconi<br>🔦 Gabriela Kaplan<br>🔦 Claudia Brovetto | Test-takers' cognitive processes and performance in IELTS Academic Writing Task One<br>🔦 Guoxing Yu |

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

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

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

| Reshaping education   | Language assessment literacy  | Language assessment literacy  | Technology and assessment                                  |
|---|---|---|--|
| Designing and Evaluating an Assessment Course for English Language Teachers in Latin America<br>🔦 Frank Giraldo,<br>🔦 Xun Yan | Assessment literacy for speaking in a preservice teacher education course<br>🔦 Mariana Damacena<br>🔦 Vanessa Borges-Almeida | Conceptualizing the sources of language assessment literacy: a context-driven approach<br>🔦 Newton Paulo Monteiro | Chat GPT: What it means for assessment<br>🔦 Graham Stanley |

10:40 - 11:10 Coffee break

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

| Reshaping education  | Language assessment literacy   | Language assessment literacy   | Technology and assessment  |
|--|--|--|--|
| Align: an English placement test that aligns teaching practices and institutional goals with learners' needs<br>🔦 Sotiria Koui | Discerning the LAL of EFL teachers in Uzbekistan: A social and sociohistorical teacher cognition inquiry<br>🔦 David Chiesa | Language assessment literacy for children's parents and guardians<br>🔦 Isadora Moraes<br>🔦 Thais Rossafa Tavares | Teaching English and Augmented Reality: Challenges in the Chilean school context<br>🔦 Natalia Asenjo<br>🔦 Karla Jara<br>🔦 Juan Lecaros |

|  |   |   |  |
|--|---|---|--|
| Listening with LOLA: applying LOLA approaches to the assessing and learning of listening<br>🔦 Dave Allan | Teachers' language assessment literacy in Brazil: Promoting language assessment development and practices<br>🔦 Isadora Moraes<br>🔦 Ana Lígia Silva<br>🔦 Liberato Silva dos Santos<br>🔦 Douglas Altamiro Consolo | Dichotomous no more: Integrating multiple sources in the development of speaking and pronunciation rubrics<br>🔦 Suzanne Springer<br>🔦 Kathleen Brannen<br>🔦 Susan Jackson<br>🔦 Beau Zuercher<br>🔦 Sara Djamàa | Finding the perfect blend: building a hybrid scoring model for a mobile speaking test<br>🔦 Ben Cook<br>🔦 Anthony Green |
|--|---|---|--|

12:15 - 13:30 Lunch

13:30 - 14:15 Spotlights on Testing Agencies

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

| Reshaping education   | Language assessment literacy  | Language assessment literacy  | IELTS Strand |
|---|---|---|--------------|
| Assessing EFL using tasks: a case study<br>🔦 Ana Lucia Ferreira de Moraes<br>🔦 Vanessa Borges-Almeida | Young learners and English language assessment in Brazil: an overview of roads (to be) taken<br>🔦 Juliana Tonelli<br>🔦 Gladys Quevedo-Camargo | Language assessment literacy for English language renewal in higher education in Cuba<br>🔦 Isora Enriquez |              |

| PANEL SESSION   |  |   |  |
|---|--|---|--|
| Latin American countries and the (CEFR): a discussion of pros and cons<br>🔦 Sara Araujo<br>🔦 Gladys Quevedo-Camargo | Developing standardised classroom-based assessment procedures for an international language programme through teacher-researcher collaboration<br>🔦 Carolyn Westbrook, Aidan Holland, Jamie Dunlea, Johnathan Cruise, Harpreet Kaur, Nausheen Iqbal, Martina Bakova, Howard Cheung, Viktoria Voronko, Cristina Barry, Samantha Lewis | Research about assessment in pre-service English Teacher education in Brazil: an overview of the last decade<br>🔦 Celia Aleixo<br>🔦 Josimayre Novelli<br>🔦 Luciana Cabriní Simões | Test score comparability: challenges, pitfalls and solutions<br>🔦 Barry O'Sullivan<br>🔦 Sara Cushing<br>🔦 Guoxing Yu |

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