1. KEYNOTE SPEAKERS

Darío Luis Banegas
The University of Edinburgh
E-mail: darioluisbanegas@gmail.com

Presentation title: Addressing Intersectionality in Elt: Curricular Changes Which Can Make a Difference

Abstract

The aim of this presentation is to offer sustainable and agentic ways in which teachers and students can engage in enacting an intersectionality-driven English language teaching curriculum. I will start by offering a vignette, a working definition and a brief conceptual background of intersectionality in relation to language education. I will then move on to describe and reflect on possible curricular changes in relation to goals, content, materials, principles, and assessment. Finally, implications will be outlined.

Biodata

Dr. Darío Luis Banegas is Senior Lecturer in Language Education and Director of Postgraduate Research at the Moray House School of Education and Sport, University of Edinburgh. He leads a master's course on language curriculum development and the Towards Intersectionality in Language Teacher Education (TILTED) Research Group. He is a former president of APIZALS and founding editor of the Argentinian Journal of Applied Linguistics. In Argentina, he is teaching staff at master's programmes at the Universidad Nacional de Córdoba and the Universidad Nacional de Cuyo, and at an online English language teacher education programme (Lenguas Vivas Bariloche). Dario has a total of 119 publications, and has delivered presentations in Latin America, Europe, and Asia.

Gabriel Díaz Maggioli
UNPAZ
E-mail: diazmaggioligabriel@gmail.com

Presentation title: Beyond the 6Es: Reframing Lessons as Inclusive Learning Architectures

Abstract

What happens when we stop designing lessons for an imagined "average" learner? This presentation revisits the 6Es—Explore, Engage, Express, Encounter, Experiment and Extend—as an inclusive learning architecture rather than a lesson sequence. Drawing on SLA, sociocultural theory, high-impact teaching and the CEFR action-oriented approach, it explores how flexible, recursive learning episodes can create multiple pathways for participation, communication, mediation, agency and success while maintaining ambitious learning goals for everyone.

Biodata

Gabriel Díaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as teacher educator, researcher, writer and consultant. He teaches Didactics at CeRP del Sur and Learning Theories in the MA in Education and MA in Training of Trainers at Instituto de Educación Universidad ORT Uruguay. He is a Tier 1 researcher in the Sistema Nacional de Investigadores and is President-Elect of TESOL International Association. He is the first person to have been voted President of the two major Language Teaching Associations: IATEFL (2019-2023) and TESOL (2025-2029). He is also a proud member of FAAPI's Advisory Board.

Myrian Casamassima
AEXALEVI
E-mail: myhcasa@gmail.com

Presentation title: Know Thyself: Mapping Teacher Positionality in ELT

Abstract

This presentation aims at analysing teacher identity through a task for reflection carried out by in-service and pre-service teachers across Argentina while attendees are invited to engage in the same task as the discussion unfolds. Drawing on intersectionality (Crenshaw, 1989) and the sociological imagination (Mills, 1959) as the conceptual framework, we will explore positionality (Takacs, 2003) in an attempt to unpack teacher identity at the intersection of personal biography and broader social structures to cultivate foundational self-awareness for transformative agency.

Biodata

Myrian Casamassima is a tenured Professor in the field of Methodology at Teacher Training College, I.E.S. Lenguas Vivas “Juan Ramón Fernández”, where she graduated as an English teacher, and specialized in Methodology. She has lectured in Didáctica del inglés como lengua extranjera, Metodología y Práctica de la Enseñanza, and Residencia at I.E.S. Lenguas Vivas for almost thirty years. She holds a Master in Cognitive Psychology and Learning from Universidad Autónoma de Madrid (UAM) and Facultad Latinoamericana de Ciencias Sociales (FLACSO), a Licentiate Diploma in TESOL from Trinity College and a Diploma in Gestión de las Instituciones Educativas from FLACSO. She is the author of the books on the planning process for teacher education, Planning as Narrative (2017) and The Planning Fractal (2022). She coordinates the Teachers’ Centre at Asociación Ex alumnos del Profesorado en Lenguas Vivas (AEXALEVI), where she has been a teacher trainer, a writer and a materials developer for many years.

Daniel Xerri
University of Malta
E-mail: daniel.xerri@um.edu.mt

Presentation title: Teachers as Thinking Beings: Reflection and Technology in Professional Growth

Abstract

Respecting English language teachers' professionalism means recognising their capacity to reflect critically on identity and practice. This talk explores how reflective inquiry can strengthen beliefs, classroom decision-making, metacognition, resilience, and professional agency. It considers the role of technologies, including video tools and AI-supported platforms, as partners in reflection within human-centred, dialogic frameworks. It also emphasises ethical and pedagogical safeguards to ensure reflection remains authentic, collaborative, context-sensitive, and empowering for teachers navigating contemporary classrooms with care.

Biodata

Daniel Xerri is an Associate Professor in Applied Linguistics and TESOL at the University of Malta and Chairperson of the ELT Council. He has published widely across different areas of English language education, co-editing eleven books and authoring over 250 publications. His work has appeared in research anthologies, scholarly journals, magazines, and newspapers and has generated a substantial number of citations. He has delivered more than 110 invited presentations, including plenary talks and keynotes, in over 40 countries, and his research has received international awards. His main research interests are teacher research and professional learning. His most recent books are Human–AI Collaboration in Research: Practical Applications, Ethical Frameworks, and Future Directions (CRC Press, 2026), and The Rise of English as a Glocal Language: Reimagining its Role in an Era of Deglobalisation (Springer, 2026).

Ana Paez
Universidad Nacional de La Pampa
E-mail: anaclaudiapaez@exactas.unlpam.edu.ar

Presentation title: Territories of Becoming: Transmedia Narratives for Transformative Education.

Abstract

This presentation explores transmedia narratives as pedagogical spaces for transformative education. Drawing on experiences in English language education, it examines how stories unfold across interconnected media, platforms, and modes, enabling learners to move between personal, academic, and social territories. The presentation considers transmedia practices as opportunities to develop multiliteracies, foster critical engagement, and reconfigure classroom participation. By connecting bodies, voices, texts, and digital environments, transmedia narratives invite learners to become active creators of meaning.

Biodata

Ana Claudia Paez is an English teacher (UNLPam) and holds Master's degrees in Teaching in Digital Environments (UNLPam) and English with a focus on Applied Linguistics (UNRC). She is the author of Nuevas literacidades: Herramientas multimediales para la producción de materiales didácticos. Besides, she conducts research projects related to literacies and she is the Head of the Department of Foreign Languages (UNLPam).

Rob Howard
IAETFL LTSIG
E-mail: robhowardefl@gmail.com

Presentation title: AI and Intersectionality in English Language Teaching

Abstract

This talk explores how artificial intelligence can support Intersectional English Language Teaching (ELT) by promoting learner agency, accessibility, diverse representation, and critical engagement with language and identity. It considers practical applications of AI while examining its limitations, particularly algorithmic bias, linguistic hierarchies, stereotyping, and unequal access. The talk argues that AI becomes genuinely valuable for intersectional ELT when teachers and learners use it critically rather than treating it as a neutral educational technology.

Biodata

Facilitator of Advanced Professional International and Intercultural Communications Skills, Trainer, Speaker, Author on business English and Communication Skills.He is past President of IATEFL Poland, past joint coordinator and co-coordinator of the Web and Online Team for IATEFL BESIG, Online & Video Coordinator for the Visual Arts Circle, and organizer of the Independent Authors and Publishers. He has been a speaker for Macmillan, Express, and ELI publishers. He has authored and coauthored several books for EFL. He is a presenter and panelist for various Gallery Teachers TEFL Masterclasses and a trainer for the iTDi TOEFL Teacher Training Course. Rob is also the creator of EFLtalks, teachers teaching teachers, nominated for the 2016 British Council's ELTon Award for Innovation in Teacher Resources.

Gary Barkhuizen
University of Auckland
E-mail: g.barkhuizen@auckland.ac.nz

Presentation title: Narrative Knowledging: What Is It, How Is It Changing, and Who Needs to Know?

Abstract

Narrative inquiry has gained significant visibility in language teaching and learning, teacher education, teacher research, and identity. Narrative knowledging refers to how we understand life experiences (teaching, identity) during the processes of inquiry. Central to my presentation will be the concept of 'story' – what stories are, how they can be used for

research purposes and for teacher reflection, and how sharing stories has implications for understanding and transforming the work that we do.

Biodata

Gary Barkhuizen is professor of applied linguistics at the University of Auckland, New Zealand. His teaching and research interests are in the areas of language teacher education, teacher and learner identity, and narrative inquiry, and these are reflected in his many publications. His most recent book is *The Language Teacher Education Casebook* (2026) (Cambridge).

Silvana Barboni
UNLP
E-mail: silbarboni@gmail.com

Presentation title: Before and Now: Reshaping Teacher Education in an Era of Digital Innovation

Abstract

This presentation examines theoretical foundations of bilingual teacher education and what is missing. It proposes three interacting teacher knowledges: informed skepticism, interpretive agency, and intercultural empathy. It argues that dominant English Language Teaching frameworks overlook pressures destabilizing teacher identity formation: school violence, adolescent mental health, hyperconnected isolation, AI-related ethical pressure. It presents findings of a research project that studies contemplative pedagogy to address teacher identity formation explored with 26 student teachers at Universidad Nacional de La Plata.

Biodata

Silvana Julieta Barboni is a Senior lecturer at the National University of La Plata and UNIR. She holds a Master's degree in Teaching English as a Foreign Language from the University of Reading (UK) and is Doctor in Education from the Institute of Education, University of London (UK).

Ana Siccardi
Facultad de Humanidades, UNMDP
E-mail: modernas@gmail.com

Presentation title: Decolonial Disobedience and Political Gestures: Remaking the Curriculum of the Modern Languages Department (UNMDP) from the Global South

Abstract

This presentation theorizes the curricular reform of English programs at Universidad Nacional de Mar del Plata as an emancipatory act. Grounded in a situated narrative, it traces the transformation from early classroom experiences to the formal curriculum, and depicts an imagined community across teaching, research, and translation. Deconstructing English neutrality, this talk promotes a decolonial glocal pedagogy. This ongoing process of teacher

re-education fosters critical thinking and social commitment; and invigorates the evolving identities of future language professionals.

Biodata

Ana Inés Siccardi is a Specialist in University Teaching, an English Teacher, and a PhD candidate in the Narrative and (Auto)biographical Research Program of the Doctorate in Education at the National University of Rosario. She is the Director of the Department of Modern Languages at the Faculty of Humanities (UNMDP) and an Adjunct Professor in charge of Contemporary History of English-Speaking Cultures. She also serves as an Adjunct Professor for distance-learning English Language courses for the School Librarian degree (BIBES). She is a Category V researcher and a member of GIEEC and GIEPE (CIMed, ISTeC), with research areas focused on Education, English Teacher Education, and the Bodily Dimension in Teacher Training.

Tyson Seburn
University of Toronto
E-mail: tbseburn@gmail.com

Presentation title: The Library Is Open: Humanising Materials with Intersectional Stories

Abstract

Stories can help us see people beyond stereotypes, understand experiences different from our own, and connect across identities. As diverse representation blossoms across media while facing renewed political pushback, ELT has a role to play in reflecting our wonderfully messy world. Yet progress remains glacial. It doesn't have to be. This talk explores how 'usualisation' and 'recentring' can bring intersectional stories into materials while meeting curricular and linguistic aims, creating authentic, engaging learning for all.

Biodata

Tyson Seburn (MA EdTech & TESOL, University of Manchester) is a lecturer in and assistant director of International Programs at the University of Toronto and tutor on Oxford TEFL Barcelona's Trinity DipTESOL course. He is an elected IATEFL Trustee and Chair of its Membership Committee. His personal and professional experiences inspired his interest in Queer and racialised ELT experiences, and thus ways to better practices and materials. He discusses critical and inclusive pedagogies via his online spaces (@seburnt). He is author of Academic Reading Circles (2016) and How to Write Inclusive Materials (2021).

Leonor Corradi
FAAPI
E-mail: leonorcorradi@gmail.com

Presentation title: Intersectionality: Who's Missing from My Monday Lesson?

Abstract

This plenary explores how intersectionality can move from conference discourse to everyday

classroom practices, and proposes intersectionality as a lens for analysing different classroom aspects. Drawing on curriculum design, critical pedagogy and teacher agency, the session offers concrete 'small moves' that teachers can implement within existing constraints. Participants will leave with ideas for materials audit, lesson adaptation and classroom-based inquiry that connect teacher identity, plurilingualism/culturalism, equity and social justice to ordinary pedagogical decisions.

Biodata

English teacher, MSc. in Education and Teacher Training (Surrey University, UK), and Education and ICT Specialist; former member of the Foreign Languages Committee, (National Ministry of Education), specialist in Didactics, and academic consultant. She's a materials designer and coursebook writer, and presents extensively at national and international conferences.

Mario López Barrios
FAAPI
E-mail: mario.lopez.barrios@unc.edu.ar

Presentation title: The Magical Mystery Tour: 50 Editions of F(A)API Conferences

Abstract

This presentation invites young attendees on a voyage of discovery and seasoned FAAPIers on a trip down memory lane to celebrate a monumental milestone: the 50th edition of the Argentine EFL community's premier annual gathering. Marking the evolution from our origins to the robust network we form today as FAAPI, the session explores how conference formats, pedagogical priorities, and thematic trends have shifted alongside broader educational eras. Through the lens of intersectionality, it examines how diverse teaching contexts, theoretical frameworks, and professional identities have converged over the decades. Above all, it honours the people—the educators, researchers, and leaders—who have shaped half a century of professional dialogue, collaboration, and shared passion for English language teaching in Argentina.

Biodata

Mario López Barrios holds a Dr. Phil. in applied linguistics from Kassel University, Germany, and a teaching degree in foreign language education in English and German (Universidad Nacional de Córdoba, Argentina). Past President and longstanding member of the executive committee of the Argentinean Federation of EFL Teacher Associations (FAAPI). Formerly, professor of Foreign Language Teaching at UNC.

2. SPEAKERS

Christopher Graham
IATEFL
E-mail: chris@iatefl.org

Presentation title: AI and Education for Sustainable Education in ELT. The Perfect Marriage or a Toxic Relationship?

Abstract

ELT is embracing AI with considerable enthusiasm but, are the apparent educational benefits strong enough to mitigate the negative sustainability impacts?

Biodata

Christopher Graham is an experienced English Language Teaching (ELT) consultant, teacher educator, and writer with a career spanning over 30 countries. He has served as a teacher, director of studies, and managing director of English Worldwide, overseeing global educational projects. Currently, he serves as President and Chair of Trustees of IATEFL, alongside chairing its Conference Committee, and sits on the boards of International House London and Equal Voices in ELT. A Fellow of the Royal Society of Arts and co-founder of the ELT Footprint movement, Graham focuses heavily on education for sustainable development, 21st-century skills, and teacher training, and has authored and contributed to numerous professional publications.

Jaime Ancajima
Universidad de Piura / Perú
E-mail: jaime.ancajima@udep.edu.pe

Presentation title: Building Inclusive and Empowering English Language Classrooms

Abstract

Building inclusive and empowering English language classrooms requires educators to move beyond language instruction and address the principles of equity, social justice, and diversity. This webinar explores how English language teaching can become a transformative educational practice in which all learners feel valued, respected, represented, and empowered to participate actively in the learning process. In increasingly diverse classrooms, students bring different cultural backgrounds, identities, languages, abilities, socioeconomic experiences, and ways of learning. Recognizing and responding to these differences is essential for creating meaningful and equitable learning opportunities.

Biodata

Jaime Ancajima is a teacher at the Language Center and a professor at the School of Education at Universidad de Piura in Peru. He holds a master's degree in TEFL from Universidad Europea del Atlántico, a Bachelor Degree in Education from UDEP, a TESOL Certificate from Saint Mary´s University, England, a Skills and Principles in Language

Teacher Training from Institute for Collaborative Learning (Centro Espiral Mana) in Costa Rica and an American Culture and Society Institute Certificate from New York University, USA. He has delivered face-to-face workshops and plenaries in Ecuador, Colombia, Costa Rica, Mexico, Peru, and Spain. He has also presented online webinars and plenaries in Argentina, Bolivia, Mexico, India, The USA, Costa Rica, and Peru. He is interested in teacher training, language community, and learning from everyone. He has run the International English Online Meetings since 2020 up to now.

Emanuel Latorre
Escuela Normal Superior José Manuel Estrada — Instituto Superior de Formación Docente 163
E-mail: alatorre6@abc.gob.ar

Presentation title: Beyond the Single Story: Rethinking Primary ELT through Intersectionality

Abstract

This presentation shares a pedagogical experience developed during teaching residencies in primary schools in the Province of Buenos Aires. It explores the teaching of Families and Free time activities through an intersectional lens, examining how sexism, ableism, and social class shape representations in EFL classrooms. By engaging with these intersections, the proposal seeks to challenge normative assumptions and promote inclusive practices that connect English learning with children's realities, fostering equity, critical awareness, participation, and communication.

Biodata

Emanuel Latorre is an English teacher, a graduate of ISFD No. 163, and holds a Bachelor's degree in English from the National University of the Litoral (UNL). He is also a Higher Education Specialist in Schools and Digital Culture. He works as a teacher in teacher education, among other areas, in the Practicum component of the English Teacher Education programme at ISFD No. 163. He also has experience at primary and secondary levels and currently works in technical secondary schools in the Province of Buenos Aires, where he also serves as a vice-principal. At the tertiary level, he worked at ISFDyT No. 165 in Lobería, in technical teacher education programmes, and at ISFDyT No. 33 in Tres Arroyos, where he was in charge of the course Pedagogical-Didactic Perspective II. His professional career brings together English language teaching, teacher education, didactics, and educational management across different levels of the education system. He is currently pursuing a Master's degree in Public Policy in Education at the National Pedagogical University (UNIPE).

María José Gandini
ISP Joaquín V. González
E-mail: majogandini@gmail.com

Presentation title: Who Is The Teacher We Ask to Change?

Abstract

Educational change often depends on teachers' willingness to innovate, learn, adapt, and engage. But who is the teacher we imagine when we ask for change? This presentation examines how teachers' intersecting professional, economic, family, and social responsibilities shape their capacity to exercise agency. Through an intersectional lens, it invites teacher educators and educational leaders to question assumptions about commitment and participation and to foster professional growth that acknowledges teachers' diverse realities.

Biodata

María José Gandini is an English teacher who graduated from ISP "Juan Ramón Fernández", specializing in Children's and Young Adult Literature and English language teaching methodology. She has over 30 years of classroom experience and has also served as an English Coordinator and Head of Studies at secondary level. For the past 20 years, she has taught at ISP "Dr. J. V. González", supporting future teachers throughout their academic training. She is a member of the Foreign Languages team at Escuela de Maestros, where she contributes to continuing professional development programmes. In recent years, she has trained as a professional and executive coach and holds a Master's degree in Educational Coaching.

Ana Verdelli
UNTREF
E-mail: averdelli@untref.edu.ar

Presentation title: Democratising Language Learning: Intersectionality and Higher Education at UNTREF Lingua

Abstract

Higher education internationalisation often reproduces social privilege due to the unequal distribution of linguistic capital. This presentation examines how UNTREF Lingua, a language policy laboratory at an Argentine suburban public university, operationalises intersectional ELT. By delivering affordable, tailored language instruction grounded in empirical research, UNTREF Lingua transforms foreign language learning from an elitist gatekeeper into an empowering instrument for social justice, democratising academic access.

Biodata

Ana Verdelli is a graduate teacher from I.S.P. "Dr. J. V. González" and holds a degree in English from the National University of Litoral (UNL). She has specialized in Linguistics at I.S.P. "Dr. J. V. González" and in Language Planning and Linguistic Policy at the National University of Tres de Febrero (UNTREF). She also holds a Higher Diploma in Educational

Management from FLACSO. She is the Innovation Coordinator at UNTREF LINGUA, where her main area of research is language planning and policy in higher education (SID UNTREF). She currently teaches Linguistics at E.N.S. en Lenguas Vivas "Sofía E. B. de Spangenberg" and EAP and EPP courses at UNTREF LINGUA. She has co-authored EFL textbooks and published several articles in national and international journals.

Dave Spencer
Macmillan
E-mail: davespencer62@yahoo.es

Presentation title: Design Thinking: A New Way To Approach Diversity and Empathy with Teens

Abstract

Coping with diversity and developing empathy in teen classrooms can often seem to be impossible goals to achieve. This session aims to explore how Design Thinking can make a real difference to how we, and our students, approach both issues. It will provide ELT professionals with an understanding of the basic principles of Design Thinking – from empathising to prototyping and testing - that can be used in meaningful, real-life teen projects.

Biodata

Dave has taught teenagers for around 40 years and written books for teens since 1995. He is the author of the best-selling 'Gateway' series, and is the series editor and co-author of the brand-new Macmillan Secondary course 'Global Innovators'. Dave has given talks in 36 countries, including Argentina and Uruguay.

Rosana Pasquale
UNLu
E-mail: rosanapasquale@gmail.com

Presentation title: Reframing Esp Through Ai: Disciplinary Literacies, Identities, and Local Knowledge

Abstract

El campo de la investigación en lenguas extranjeras supone un conjunto de problemas, objetivos, métodos e instrumentos propios, al servicio de la producción de conocimientos científicamente validados, en el marco de una disciplina particular. Pero también, implica la presencia de un yo-investigador que se construye, muchas veces, en el marco de un proceso cualificante y debe hacer uso de las prácticas discursivas propias del campo para construir esos conocimientos y socializarlos. Poner el acento en estas tres dimensiones habilita a asumir una perspectiva enunciativa y de formación. Así, la investigación no es sólo una actividad propia del ámbito académico o una de las funciones sustantivas de la universidad, sino una instancia de enunciación o de discursividad, dónde se construye y transmite conocimiento y dónde, además, se construye un yo particular y se ancla un proceso

cualificante que culminará con la obtención de un título de posgrado (especialista, magíster, doctor), todo ello intrínsecamente atravesado por ciertas prácticas discursivas escriturales, propias de la actividad que el sujeto desarrolla. Así entonces, en esta conferencia plantearemos algunas reflexiones en torno a estos tres núcleos problemáticos, con el fin de caracterizarlos y poner en evidencia las intersecciones que se establecen entre ellos.

Biodata

Rosana Pasquale is a National Professor of French (INSP "Dr. Joaquín V. González"), holds a Master II degree (Université de Rouen, 2003), and a PhD in Language Sciences (Université de Rouen, 2009). She is a tenured Full Professor and Category II Researcher in the Department of Education at the National University of Luján. At the same institution, she directs the postgraduate specialization and master's degree programs in Foreign Languages: Sociodidactic, Plurilingual, and Intercultural Issues, teaches undergraduate and postgraduate courses, and directs research and extension projects. Her research and publications fall within the fields of language sciences and French as a Foreign Language. She has delivered numerous presentations, papers, and lectures both in Argentina and abroad. She has served on academic evaluation panels, directed and co-directed scientific journals and theses, served on editorial and reading committees, and authored several co-written books and individual articles. She has been *Chevalier (Ordre des Palmes académiques)* since 2024.

Graham Stanley
British Council
E-mail: graham.stanley@britishcouncil.org

Presentation title: Towards a More Inclusive, Contextually-Grounded and Responsive Approach to Elt

Abstract

English language teaching has experienced dramatic changes recently as education systems strive to achieve higher-quality teaching and improved learning. Challenges for teachers include heavy workloads and rapidly evolving expectations, as they are expected to know and deliver more to help their increasingly diverse classrooms of learners. I'll be exploring how this changes teacher identity, positionality and agency, and look at ways teachers can become more inclusive, contextually-grounded and responsive to their learners' realities.

Biodata

After years working in the Americas (Mexico and Uruguay), Graham Stanley is now Teacher Development Lead for the British Council, based in the UK. He has a Master's in English Language Teaching & Educational Technology (University of Manchester, UK) and is the author of Language Learning with Technology (Cambridge English).

Ethel Revello
UNTDF
E-mail: erevello@untdf.edu.ar
Presentation title: Reframing ESP through AI: Disciplinary Literacies, Identities, and Local Knowledge
Abstract
This qualitative, exploratory study examines AI-mediated ESP practices across Tourism, Information Technology, Economics, and Business Management programmes at an Argentine public university. Through authentic disciplinary materials, reading comprehension, academic literacy, and critical AI tasks, students engage with situated knowledge, professional identities, and multilingual realities. Framed by sociocultural digital literacy and intersectional ELT, the study explores how AI can mediate rather than replace human interpretation, fostering disciplinary agency, critical literacy, and more equitable participation in higher education.
Biodata
Ethel Natalia Revello Barovero holds a PhD in Education and is a Professor of English and Certified Public Translator. She is Coordinator of the Language Laboratory at the Universidad Nacional de Tierra del Fuego, Antártida e Islas del Atlántico Sur (UNTDF) and a Postdoctoral Research Student at CiTUR, Polytechnic University of Leiria, Portugal. Her research explores digital technologies, artificial intelligence, multilingual education, cultural identities, and tourism.

Noelia Tortone
UNTDF
E-mail: noeliatortone@gmail.com
Presentation title: Reframing ESP through AI: Disciplinary Literacies, Identities, and Local Knowledge
Abstract
This qualitative, exploratory study examines AI-mediated ESP practices across Tourism, Information Technology, Economics, and Business Management programmes at an Argentine public university. Through authentic disciplinary materials, reading comprehension, academic literacy, and critical AI tasks, students engage with situated knowledge, professional identities, and multilingual realities. Framed by sociocultural digital literacy and intersectional ELT, the study explores how AI can mediate rather than replace human interpretation, fostering disciplinary agency, critical literacy, and more equitable participation in higher education.
Biodata
Noelia Tortone is an English Language and Literature Professor and a Sworn Translator in English graduated from the Faculty of Languages, from the National University of Córdoba. Currently, she is an associate professor at the National University of Tierra del Fuego and she

teaches online courses to the whole province in a Tertiary level institution. She is also a researcher, a freelance translator and an interpreter and a mediator. Since 2005, she has been a member of research projects in the field of Literature, Linguistics and Teaching. In the past, she worked at the National University of Córdoba and the National University of Villa María. She has published several research papers and teaching resources on discourse analysis, Anglo-American literature and e-learning. At present, she is writing her Master Dissertation for the Master Program on Educational Processes Mediated by Technologies.

Leandro Paladino
YLTSIG de IATEFL
E-mail: leandropaladino1974@gmail.com

Presentation title: Beyond Language: What Does it Mean to Be an English Teacher Today?

Abstract

Teaching English has never been simply about teaching a linguistic system, but the scope of ELT has expanded remarkably over recent decades. Plurilingualism, mediation, critical and digital literacies, sustainability, inclusion, decolonising approaches and AI literacy now form part of an increasingly complex professional landscape. This plenary traces some of the shifts that have shaped contemporary ELT and asks a deceptively simple question: what does it mean to be an English teacher today?

Biodata

Professor of English Language and Literature (UNLP) and Master in Bilingual Education (University of Birmingham, UK). After directing the NEL English Institute for 25 years, he co-founded Colegio York with his brother Hernán to offer a genuinely bilingual education in the city of La Plata. Leandro is passionate about teacher training, a role he carries out at Instituto Terrero—teaching "Discursive Practices of Written and Oral Communication IV" in the final year of the English Teacher Education program—and at the University of Belgrano, where he teaches "Discourse Analysis" in the Master's in English Language and Master's in Translation programs. Leandro has conducted teacher workshops across Argentina and Uruguay and has published articles and classroom activity books for English language teaching. He serves as sub-editor for the UK's EAL Journal, an education and language journal published by NALDIC, an organization where Leandro is a member of the Board of Directors. He is also a member of the Executive Committee of IATEFL's "Young Learners and Teenagers" Special Interest Group (also based in the UK), where he serves as co-editor of publications.

3. CONCURRENT SESSIONS

3.1 Teacher Identity, Positionality, and Professional Agency

Marcela Danowski
ISFD Pedro Poveda / ISFD St Trinnean's / Universidad del Aconcagua — APIBA
E-mail: marceladanowski@gmail.com

Title: Teaching Eras: Reframing Identity, Positionality and Classroom Practice

Abstract

Teachers move through different "eras," shaped not only by professional experience but also by language, gender, culture, education, social background and institutional roles. This paper explores teaching evolution through an intersectional lens, examining how identity and positionality influence classroom decisions. Using the metaphor of "teaching eras," it presents a reflective framework and practical examples to help educators recognise embedded assumptions and develop more equitable, representative and responsive ELT practices.

Biodata

Marcela Danowski is the English Department Coordinator at a school in the northern area of Buenos Aires and Deputy Head of Primary at a bilingual school. She is also a teacher trainer at teacher training colleges and a university. With over 20 years of experience teaching English across educational levels, her professional interests include teacher identity, inclusive education, phonetics and classroom practice. She regularly delivers workshops and presentations for English teachers in Argentina and abroad.

Gabriela A. Llaneza
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E-mail:gabriela.llaneza@isfdyt10tandil.edu.ar

Title: Linguistic Ideologies in Curriculum Designs: Building English Teacher Identity

Abstract

This analysis of the curriculum designs for initial English teacher education in the Province of Buenos Aires, using Critical Discourse Analysis, deconstructs how linguistic ideologies regarding the English language encoded in regulatory documents have shifted from an Anglocentric standardization perspective toward the acceptance of English as a lingua franca, as well as their role in structuring and redefining the professional identity of English language teachers.

Biodata

Gabriela Andrea Llaneza (M.Ed.) is a Profesora Adjunta, learning experience designer, and teacher trainer at Facultad de Ciencias Exactas (UNICEN) and ISFDyT N° 10, Provincia de Buenos Aires. With over 30 years' experience specializing in English for Specific Purposes (ESP) for Computer Science, Academic Writing, and Systemic Functional Linguistics, her

recent research focuses on AI-driven design and academic writing for professional purposes. A founding member of the AI Forum, she develops frameworks for augmented teaching, agentic AI workflows, and teacher training workshops.

3.2 Teacher Education and Intersectional Perspectives

Marcela Alejandra Villán y Débora Asereny
Freelance — APIBA
E-mail: m_villan@yahoo.com

Title: Empowering Teachers for a Sustainable Green Future

Abstract

Educators around the world play a crucial role in raising environmental awareness in today's classrooms, and English teachers are no exception. Rooted in the Sustainable Development Goals and Argentina's Comprehensive Environmental Education Law, this session encourages a systems thinking approach to explore the interconnected environmental, social, and economic dimensions of today's major challenges. Participants will engage with practical activities to integrate environmental issues across diverse ELT contexts to help learners become socially responsible citizens.

Biodata

Marcela Villán is an English teacher graduated from INSP Joaquín V. González. She holds a Bachelor's degree in ELT and is pursuing a specialization in Education for Sustainability at Universidad de San Andrés. With over 30 years of experience in the field, she also serves on the Green Action ELT Steering Committee, the IATEFL Global Issues Special Interest Group Committee, and is APIBA Green SIG coordinator. She loves inspiring students to build a more sustainable world.

Débora Asereny holds Bachelor's degrees in Early Childhood and Primary English Language Teaching and in Secondary and Higher English Language Teaching from the ISP "Dr. Joaquín V. González." She holds a Bachelor's degree in Education from the National University of Hurlingham (UNAHUR), and a Postgraduate Specialization in Environmental Education from INFD. She is currently pursuing a Master's degree in Environmental Education for Sustainable Development at the International University of La Rioja (UNIR), Spain.

Ana Paez
UNLPam
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Title: Intersecting Literacies: Transmedia Pedagogy and Intersectionality in an ESP Nursing Classroom

This paper explores the intersection of new literacies, transmedia pedagogy, and intersectionality in an ESP Nursing classroom at the National University of La Pampa,

Argentina. A qualitative pedagogical study examined a transmedia narrative organized around *the body as territory* to develop academic reading through the genre of the research abstract. Students engaged with multiple platforms, modes, and disciplinary and personal experiences. Findings suggest that their situated literacies were shaped by intersecting gender, cultural, professional, and social positions. The paper argues that transmedia pedagogy can foster more inclusive and socially responsive ESP practices by integrating diverse perspectives into meaning-making.

Biodata

Ana Claudia Paez is an English teacher (UNLPam) and holds Master's degrees in Teaching in Digital Environments (UNLPam) and English with a focus on Applied Linguistics (UNRC). She is the author of Nuevas literacidades: Herramientas multimediales para la producción de materiales didácticos. Besides, she conducts research projects related to literacies and she is the Head of the Department of Foreign Languages (UNLPam).

Martiniano Etchart
California State University, Chico — APIBA
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Title: Quality over quantity: How Social Relations Impact Language Teachers' Well-Being

Abstract

Teacher well-being (TWB) is essential to sustaining effective language teaching, particularly given the emotional demands and increasing burnout among educators. Drawing on positive psychology and social network theory, this presentation examines how social relationships and support in the workplace shape EFL teachers' socio-emotional experiences across Argentine secondary schools. Findings highlight the impact of the 'taxi-teacher' reality on educators' professional lives, demonstrating that TWB is socially rooted. Practical guidelines to develop well-being-focused teacher training are given.

Biodata

Martiniano Etchart holds a Dual-PhD in Second Language Acquisition and Spanish Linguistics from the University of Wisconsin-Madison, USA. Martiniano's research lies at the intersection of education, applied linguistics, and psychology. His dissertation explored Argentine EFL teachers' socio-emotional experiences (of well-being) and social networks within the diverse professional environments where they work. Martiniano is an internationally experienced English and Spanish language educator as well as a former Fulbright scholar (Foreign Language Teaching Assistant Program 2018-2019).

Ximena Maceri, Mariana Spina y Anabella Sauer
UNPAZ
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Title: La Argentinidad in Global Times: Identity and Intercultural Studies

Abstract

The Intercultural Studies courses in the English Teacher Education program at UNPAZ seek to integrate required content on the English-speaking world with local identity, or "Argentinidad." The goal is to train future teachers with a global perspective and a strong connection to their local community. As an example of this pedagogical approach, we are sharing work by first-year students: a comparative analysis of how state violence operated during Argentina's last dictatorship, Apartheid in South Africa and the U.S. Civil Rights Movement.

Biodata

Ximena Maceri holds a degree in TESOL (graduated from UCA) and is currently expecting to defend her doctoral dissertation, after completing her programme at UNCuyo. She teaches Language, Literature and Intercultural Studies at UNPAZ, UCA and ISFD 36 and has specialised in comparative literature and gender studies. She has participated in research projects concerning literacy, migration and education, and feminisms applied to literature.

Mariana Spina es magíster y docente en la Universidad Nacional de José C. Paz (UNPAZ), institución donde se desempeña dictando asignaturas en el área de Estudios Interculturales y enseñanza mediada por tecnología. Cuenta con una sólida trayectoria en el ámbito de la educación superior, abarcando la docencia de grado, la extensión universitaria y la gestión de proyectos de vinculación comunitaria.

Anabella Sauer is an English Language and Literature teacher (UNLP). She teaches English and Intercultural Studies in public secondary schools in La Plata. She also works in ELT training programmes teaching Intercultural Studies at UNPAZ and ISFD N° 97, and English Language 1 at UNLP. She leads research and university extension projects on language learning, children's rights, education and inclusion, serves as an editorial team member for AJAL, and is a member of the FAAPI board.

3.3 Equity, Diversity, and Social Justice in ELT

Gabriela Edith Walas

ISFDyT N°33 — Universidad Nacional del Litoral — Escuela Primaria 32

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Title: Shaping Identities: Stereotypes in Children's Literature

Abstract

This paper examines how children's literature can challenge stereotypical representations of identity, focusing on appearance, cultural representation, and abilities. Through a postcolonial lens, it analyses The Ugly Duckling, Elmer, the Patchwork Elephant, and Leo and the Octopus alongside research and EFL teaching sequences. The findings show that, although all three stories engage with stereotypes, only Elmer fully deconstructs them by presenting

diversity as an intrinsic, positive, and collective value rather than a condition expecting resolution.

Biodata

Gabriela Edith Walas is an English teacher working across primary, secondary and adult secondary levels in Tres Arroyos, Buenos Aires. She graduated from ISFDyT N°33 (2014) and participated in the Spanish Language Assistants Programme in France (2019–2020). She is currently pursuing a Bachelor's Degree in English Literature at Universidad Nacional del Litoral and a Diploma in Situated Didactic Materials for EFL at UNPAZ. Her research explores children's literature, stereotypes, and representations of difference**.**

Melisa Belén Regatuso

UNRC — ARCPI

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Title: Beyond Language Skills: Emotions and Beliefs in Social Justice Education

Abstract

This presentation examines how social justice education intersects with the affective dimensions of language learning. Drawing on a multiple-case study conducted at a high school in Río Cuarto, Argentina, the findings reveal students' generally favorable beliefs toward integrating social justice into English classes, as well as the emotions that emerged as they engaged with social justice-related content. Results suggest that this integration fosters both educational and instrumental growth. I will outline the study, present key findings, and discuss implications.

Biodata

Melisa Regatuso is an English teacher at Santa María Teresa Goretti Technical High School. Her professional interests focus on social justice education and its integration into the language classroom, particularly through the exploration of students' beliefs and emotions. She is especially interested in how teachers can create learning experiences that promote critical thinking, reflection, and social awareness. She recently completed her Master's thesis in Applied Linguistics at Universidad Nacional de Río Cuarto.

Débora Asereny y Cynthia Cecilia Cristelli

UNPAZ

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Title: CSE through Literature in Primary School Lessons

Abstract

Primary school plays a crucial role in developing students' critical thinking. This presentation explores a UNPAZ workshop with primary teachers from Malvinas Argentinas on using literature to teach CSE in English. Grounded in Argentina's Law 26.150, critical pedagogy (Freire), and reader-response theory (Rosenblatt), the proposal views students as active subjects of rights and language. Through paratextual analysis, character study, and plots, this

presentation integrates EFL with critical reflection, aiming at fostering inclusion, citizenship, and respect for diversity.

Biodata

Cynthia Cristelli is a Teacher of English (ISP "Joaquín V. González"), Psychologist, and Psychology Teacher (UBA). She also holds a degree in Constructivism and Education (FLACSO). With over 35 years of experience teaching EFL, she currently works as Deputy Head of Primary at Colegio Palermo Chico, as well as a secondary school teacher and teacher educator in CABA and at UNPAZ.

Débora Asereny holds Bachelor's degrees in Early Childhood and Primary English Language Teaching and in Secondary and Higher English Language Teaching from the ISP "Dr. Joaquín V. González." She holds a Bachelor's degree in Education from the National University of Hurlingham (UNAHUR), and a Postgraduate Specialization in Environmental Education from INFD. She is currently pursuing a Master's degree in Environmental Education for Sustainable Development at the International University of La Rioja (UNIR), Spain.

Chris Kunz
Anglia Examinations, England
E-mail: ckunz42@hotmail.com

Title: Inclusive English Intonation Teaching: Finding Your Voice with AI

Abstract

Intonation is an important but often overlooked aspect of spoken English. It is also an area where pronunciation teaching can easily suggest that there is one "correct" or "native-like" way of speaking. In increasingly diverse classrooms, we need to consider how intonation can be taught without asking learners to lose their accents or adopt a particular model of English. This very practical session looks at ways of teaching intonation more inclusively, combining familiar classroom techniques with the thoughtful use of AI. It will focus on pitch, prominence, rhythm and melody, and on helping learners understand how these features contribute to meaning and effective communication. Participants will try practical activities using listening, visualisation, gesture, drama and a range of authentic voices. We will also consider how AI can create opportunities for learners to experiment with intonation and receive feedback, while recognising its limitations and the danger of treating one pronunciation model as the standard.

Biodata

Chris Kunz is an ELT professional with over 30 years' experience across Spain, the Americas, Australia, and the UK. Principal of The English Centre Schools in Almería, Spain, and President of Anglia Examinations for the Americas and Spain. International lecturer on ELT pedagogy, phonology, advanced language, and English as a Lingua Franca. CELTA Trainer and Senior Speaking Assessor and Examiner Trainer for Anglia. Holds the

Cambridge/RSA CELTA and DELTA. Interests include spoken English, accent diversity, pronunciation, and teacher training.

Fabiana Andrea Sacchi y Verónica Mariela Piquer
Universidad Nacional de Río Cuarto — ARCPI
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Title: Reframing Assessment in Elt through a Social Justice Lens

Abstract

This presentation draws on a qualitative research study examining assessment practices developed by teachers of English in secondary schools and universities in Argentina who use authentic assessment as a guiding principle. We explore how these practices reshape opportunities for students to demonstrate English learning. Fraser's (2008) dimensions of redistribution, recognition, and participation provide a social justice lens through which we discuss possibilities and challenges of changing assessment practices towards more equitable approaches to language assessment.

Biodata

Fabiana Sacchi (PhD in Foreign Language Education, The University of Texas, USA) is a teacher educator and researcher in the EFL teacher education program at Universidad Nacional de Río Cuarto, Argentina. Her research interests include affective factors in language learning and teaching, as well as intercultural and social justice education.

Verónica Piquer is an Assistant Professor at the Universidad Nacional de Río Cuarto, where she teaches in the EFL Teacher Education Program and the Tecnicatura en Lenguas. Her research focuses on the development of interculturality and social justice in the teaching and learning of English, as well as on the influence of affective factors. She holds a Master's degree in Applied Linguistics and a Diploma in Teaching Spanish as a Second and Foreign Language.

Aurelia García y Romina Cheme
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Title: Towards Intersectional ELT: Reframing Practice, Imagining Change

Abstract

In the current Argentine context, Comprehensive Sexuality Education (CSE) remains essential for promoting inclusive, critical, and rights-based education. The CSE Marathon, an interinstitutional initiative involving English teachers' associations and ICEII (UNLPam), has provided a space for professional development and collaborative reflection since 2023. Drawing on Crenshaw's concept of intersectionality, this paper analyses key themes addressed throughout the event, focusing on how intersecting systems of inequality shape educational experiences, while exploring possibilities for meaningful transformation.

Biodata

Aurelia García is an English Teacher. She holds a Higher Diploma in Social Sciences with a specialization in Education and New Technologies (FLACSO) and a Specialist Degree in Educational Assessment from UNLPam. At the Faculty of Human Sciences (UNLPam), she served as a Semi-Exclusive Senior Teaching Assistant (Jefe de Trabajos Prácticos - JTP) in General Didactics. She also worked as a Teaching Assistant in Teaching Practice (Residencia Docente) and as an Adjunct Professor in Elective Seminar II: Information and Communication Technologies (ICT), until her retirement in 2021. She currently continues her work as a research project director at the Institute of Educational Sciences for Interdisciplinary Research (ICEII).

Mg. Romina Cheme Arriaga is an English Teacher (UNLPam, 2004) and holds a Master's degree in Procesos Educativos Mediados por Tecnologías (UNC). She is a Higher Education Specialist in Alfabetización Inicial and in Políticas y Programas Socioeducativos (INFoD) and holds a Diploma in Artificial Intelligence (UAI). She teaches English across early childhood, primary, secondary and university levels (UNLPam) and is a researcher in education technology projects at ICEII (UNLPam). She is a member of the Ministry of Education of La Pampa for Curriculum and Education Technology. Her areas of interest are education, English, and technology.

3.4 Curriculum Design, Materials, and Representation

María Alejandra Mareco
Speak Up! ELS — APIBA
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Title: Teaching From What Learners Already Know: Culture as CLIL Content

Abstract

Curriculum objectives specify what learners should do with English, but they rarely specify whose knowledge may shape classroom content. This workshop explores how culturally responsive CLIL can build from learners' family practices, community knowledge and local environments while maintaining shared linguistic expectations. Drawing on a six-lesson secondary sequence, participants identify a common language spine, trace the gradual withdrawal of scaffolding, and redesign one unit so that varied content leads towards equitable assessment.

Biodata

María Alejandra Mareco is an English language educator, researcher, author, and Director of Speak Up! ELS in Formosa, Argentina. She holds Master's degrees in Bilingual Education and Applied Linguistics/TEFL. Her professional interests include CLIL, multilingual education, translanguaging, global citizenship, and culturally responsive teaching. She presents internationally and contributes to publications on language education, including forthcoming work with TESOL Press.

Silvana Calzia
UCSF
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Title: Reflective Practice Always Pays Off

Critical Pedagogy and reflective practice are essential for understanding and transforming education. Teachers' identities, experiences, and professional positioning shape how they interpret educational realities and exercise pedagogical agency. Encouraging students to question assumptions and power dynamics, and to develop agency over their bodies, relationships, and well-being, is therefore fundamental. This presentation will share samples of projects and tasks that address rights, stereotypes and diversity in order to critically examine classroom interactions.

Biodata

Silvana Calzia is an English teacher who graduated from Instituto Superior de Formación Docente N.º 129 in Junín in 2007. She holds a Bachelor's Degree in English Language Teaching from Universidad CAECE (2020). She has worked at different educational levels in her hometown of Junín, in both private and public institutions. She served as English Coordinator at the UNNOBA Pre-University Secondary School (Universidad Nacional del Noroeste de la Provincia de Buenos Aires). Silvana completed a Specialization in Education and Technology at FLACSO (2024). She has also worked at National University of Rosario (UNR) as well as at the Pre-University School of Social Sciences. In the city of Rosario, she also taught at tertiary level in both the Translation Course of Studies and the English Teacher Training College. Since 2020, Silvana has been a member of APIBA's History and Culture Special Interest Group (SIG), and she currently serves as its Coordinator. She is also a Liaison Officer for APIBA. She has been a speaker since 2021, participating in national and international congresses and webinars. She currently teaches online at Universidad Católica de Santa Fe (UCSF). In addition, she works as a freelance teacher and at a technical secondary school in the city of Bragado.

María Magdalena Muller
Universidad Nacional de La Pampa
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Title: From Learner Corpus Research to Gamified Material Design

Abstract

This presentation explores the pedagogical potential of Learner Corpus Research through the design of gamified materials for academic writing instruction. Drawing on evidence from the LeCoWa corpus, the project identifies recurrent patterns in undergraduate students' use of evaluative language. Guided by Data-Driven Learning principles, the materials engage learners in game-based tasks that foster noticing, analysis and reflection. The presentation

discusses the rationale, sample activities and implications for corpus-informed writing pedagogy and teacher education.

Biodata

She holds a teaching degree in English (Profesora) and a bachelor's degree (Licenciada) in English Language and Literature (UNLPam), and is a specialist in Teaching Spanish as a Foreign Language (UNLP). She currently serves as a Senior Teaching Assistant (Jefe de Trabajos Prácticos) in the courses English Language IV and Language Acquisition for the English teaching and bachelor's degree programs at the National University of La Pampa (UNLPam), as well as a First-Class Teaching Assistant (Ayudante de Primera) in Teaching Practice in Secondary Schools at the same institution.

Agustina La Porta y Anabella Sauer
UNPAZ
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Abstract

Can beginner EFL learners engage with intersectional intercultural reflection? Aligned with local curricula, this session showcases tested materials implemented in Buenos Aires state-run secondary schools. We will detail four concrete classroom experiences, exploring how diverse cultures and identities are represented while positioning interculturality as a didactic backbone. We invite you to learn how complex topics can become manageable using key scaffolding tools, and to discuss practical implementation strategies, opportunities and challenges for real classrooms.

Biodata

Agustina Daniela La Porta is an EFL secondary school teacher in the City of Buenos Aires and is currently training as a teacher educator at I.E.S. en Lenguas Vivas “J. R. Fernández”. She holds an MEd in TESOL with Distinction from the University of Exeter as an A. S. Hornby Educational Trust scholar. Her main professional interests focus on collaborative professional development, teacher agency, and context-sensitive materials.

Anabella Sauer is an English Language and Literature teacher (UNLP). She teaches English and Intercultural Studies in public secondary schools in La Plata. She also works in ELT training programmes teaching Intercultural Studies at UNPAZ and ISFD N° 97, and English Language 1 at UNLP. She leads research and university extension projects on language learning, children’s rights, education and inclusion, serves as an editorial team member for AJAL, and is a member of the FAAPI board.

Graciela Mónica Martin
ICANA — APIBA
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Title: Reframing AI-Generated Materials through an Intersectional Lens

Abstract
Generative AI allows teachers to easily create materials in no time, but what do the texts and visuals it produces tell us about whose voices, identities and experiences are represented? This session invites us to review AI-generated materials through an intersectional lens and consider what may be missing, overlooked, or stereotyped. During the session, participants will explore how teachers can use AI critically to create purposeful, inclusive and context-sensitive materials through a practical generate-interrogate-reframe-redesign process.

Biodata
Graciela Martin is an English teacher, a graduate of I.S.P. Joaquín V. González, and holds a degree in Education from UNQ. She specializes in EdTech and materials design. She has written a column on online teaching for TESOL Connections and has designed teacher training courses for ICANA, ABLA Academy, and TESOL EVO. She served on the TESOL International Board (2021–2024) and as ARTESOL President (2012–2017). She is now on the TESOL Conferences Professional Council.

Martín Carlos Marusich y Gabriela Inés Bessolo
Universidad Nacional de La Pampa — APPI
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Title: Grammar, Voice and Identity in Argumentative Writing: An SFL Approach

Abstract
As part of an interdisciplinary project, students in UNLPam's English Teaching Training Program engage with opinion texts addressing controversial social and global issues from diverse perspectives. Drawing on Systemic Functional Grammar, they analyze argumentative essays from the Students' Corpus (LeCoWa), identifying lexicogrammatical resources that construe writers' political and ideological positions. This critical analysis informs a final reflection aimed at strengthening students' positioning and argumentative writing.

Biodata
Martín Marusich is an English Language Teacher at UNLPam and holds an MA in Teaching Spanish as a Second Language (UNC). He currently works as an Assistant Professor of Grammar in the English Teacher Training Programme at UNLPam. Since 2012 he has worked in different research projects on applied linguistics. He has also participated as a presenter in national and international academic events. His main areas of research are comparative grammar and corpus linguistics.

Gabriela Bessolo holds a degree in English Teaching from UNLPam, where she is currently Assistant Professor in English Grammar II and Senior Teaching Assistant in English Grammar I and Preliminares de Lengua Inglesa. She is pursuing an MA in Applied Linguistics at UNC, focusing her research on the emergence of pre-service English teachers' professional identities through the analysis of personal narratives. Since 2019, she has also participated in a corpus linguistics research project.

María Laura González, Franco Cangialosi y María Soledad Espín
UNSJ — ASJPI
E-mail: lauragonzalez75@gmail.com, franco23cang@gmail.com, soledadespin@gmail.com

Title: Appraisal Meanings Concerning Migrants And Their Distribution In Academic Genres

Abstract

In this presentation, we explore the figure of the migrant in research articles, specifically we analyze how linguistic markers of appraisal are unfolded to convey interpersonal meanings. Systemic Functional Linguistics provides a framework for investigating how language constructs social and cultural contexts. Interpersonal meanings play a relevant role in the transmission of emotions. The appraisal theory systematizes and assesses interpersonal presence in texts: how participants express their feelings, how they amplify them, and how they can incorporate other voices into the discourse. These meanings unfold in the different phases of genres. The ideational meanings linguistically realized in the themes guides the reader to understand the thematic content, and the writer to organize the information to produce a text appropriate to the intended audience and genre. For this study, we selected a research article published in Wellbeing, Space and Society 6 (2024) 100199, *Migration and wellbeing in and of place*. The analysis addresses two questions: How are appraisal meanings used to construe migrants and their experiences in the selected research article? How can the findings of this analysis inform pedagogical tools for reading and the guided production of summaries in English by Geography students at Universidad Nacional de San Juan? In order to design a pedagogical intervention for reading and writing academic texts in English, we used the Genre-based pedagogy, which adopts an explicit approach to literacy and focuses on the role of genre in the social construction of experience. We discuss implications for pedagogical designs in technical careers at university.

Biodata

María Soledad Espín holds a Bachelor's degree in English from the National University of San Juan (UNSJ), a University Teaching Degree in English from Juan Agustín Maza University, and a Master's degree in Educational Leadership and Management from the International University of La Rioja (UNIR, Spain). She is a Senior Teaching Assistant (Jefe de Trabajos Prácticos - JTP) for English Language I and II in the Geography Teaching and Bachelor's Degree Programs at UNSJ. She is a teaching researcher in the Watersheds Program (Programa Cuencas Hidrográficas) and in the project Migrant Voices in Today's World: Discursive Analysis from a Usage-Based Approach.

Franco Cangialosi is a Teacher of English for Secondary and Higher Education with a Bachelor's in English, and a Master's in Linguistics. He is also an associate professor for the courses "Pragmatics and Discourse" and "Discourse Practices" in the English degree programs offered by the School of Philosophy, Humanities, and Arts at the Universidad Nacional de San Juan (FFHyA, UNSJ). He is also a researcher on the project Migrant Voices

in Today's World/Latin America: A Discursive Analysis from a Usage-Based Approach (CICITCA 2026–2027, Code 21/F1299).

María Laura González holds a Bachelor's degree in English with a specialization in Linguistics, a Secondary and Higher Education Teaching Degree in English Language and Literature (UNSJ), and a Master's degree in Applied Linguistics for Language Teaching (UNCuyo). She is a Full Professor of English Language I and IV for the Bachelor's Degree in Tourism, and English Language I and II for the Teaching and Bachelor's Degree Programs in Geography at the School of Philosophy, Humanities, and Arts (FFHA), National University of San Juan. She is the Co-director of the project Migrant Voices in Today's World/in Latin America: Discursive Analysis from a Usage-Based Approach (CICITCA 2026–2027, Code 21/F1299).

Susana María Company
Universidad Católica de Salta — Universidad Nacional de Salta — ASPI
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Title: ELT from an Intercultural Perspective: Reflections on a COIL Experience

Abstract

This presentation examines a COIL experience between UCASAL (Argentina) and Wesleyan University (USA) that integrated project-based learning, critical intercultural competences, and research-oriented thinking. Curriculum design incorporated the SD Goals, engaging students in global issues, peer interviews, and the creation of multimodal materials (infographics). The presentation explores how these activities enabled students to critically examine representations of cultures, identities, and perspectives. It highlights COIL as a pathway toward more inclusive curriculum, materials, and representation in ELT.

Biodata

Susana M. Company is a lecturer in Anglophone Literatures with an intercultural focus at Universidad Católica de Salta and in English for Specific and Academic Purposes at Universidad Nacional de Salta. She holds a degree in ELT from Universidad Nacional de Tucumán and an MA in English Language and Literature from the University of Maryland (USA). Her research focuses on pedagogical practices that integrate project-based learning, critical intercultural competences, creativity and digital technologies.

3.5 Teacher Research and Transformative Classroom Practices

Karina Belén Durán
ENSLV Sofía Broquen de Spangenberg / IESLV Juan Ramón Fernández / ISPEI Sara de Eccleston
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Title: Picturebooks as Springboards for Inclusion and Diversity

Abstract
Picturebooks possess a unique power to engage readers of all ages through the interplay of text and images. In this presentation, two picturebooks that promote diversity and inclusion will be analysed, focusing on how characters, identities, and relationships are represented and positioned within each narrative. Attendees will also be offered concrete before-, while-, and after-reading activities that can be adapted for inclusive ELT practice in the primary classroom.

Biodata
Karina Durán is a Teacher of English and holds a Bachelor's degree in English Language. She specialises in Children's and Young Adult Literature. With over 14 years of experience teaching English in schools, she currently works as a teacher trainer at several teacher training colleges in Buenos Aires. She is also a member of Beacon & Company. She is passionate about literature, creativity, and working with very young learners.

Nadia Agostina Calderón
BEC
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Title: The Role of SEL in Fostering Collaboration and Communication Skills

Abstract
Learning to communicate and collaborate in a foreign language involves more than developing linguistic knowledge. Based on the findings of a study on Social and Emotional Learning in EFL classrooms with adolescent learners, this presentation explores how social and emotional conditions shape meaningful interaction and learners' willingness to take risks. It considers the pedagogical implications of these findings and how EFL teachers can foster supportive classroom environments that encourage communication and collaboration.

Biodata
Nadia Agostina Calderón is an English teacher and holds a Licenciatura en Lengua Inglesa. She currently teaches at different private institutes, including Instituto BEC (Berazategui English Center), IACBQ, and InspirED Consultora Educativa, and also works as a freelance teacher. She particularly enjoys working with adolescents and adults and exploring ways to create meaningful, engaging, and supportive learning experiences for them. This interest has recently led her to investigate Social and Emotional Learning in the EFL classroom.

Mercedes Perez Berbain y Natalia Libman
ESSARP / Freelance
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Title: The Impact of Building Leadership with Year 4 Learners

Abstract
In this presentation we will mention preliminary findings from an underway study with Year 4 children at a private, primary school. The study aims to observe the impact which building

leadership with the learners has had on the learners, the teacher, and the school. We will contextualise the study, briefly conceptualise leadership, enumerate some of the strategies implemented with the leadership principles in mind, and mention some of the findings.

Biodata

Mercedes Pérez Berbain is a teacher educator and mentor of leadership for educators. She holds an M.A. in Education with Distinction from Oxford Brookes University, UK. She is a senior faculty member at Pilgrims Teacher Training (UK) and ESSARP (Argentina), and a reviewer for several educational journals, such as LACLIL and AJAL. Her main research interest is educational leadership.

Natalia Libman is currently teaching at primary level, both in a private and a state school. She is a graduate teacher from Joaquín V. González College of Education. She is interested in developing her understanding of how building leadership impacts her teaching practice. She has been researching the subject for four years.

María Garay y M. Josefina Díaz
Facultad de Lenguas — UNC — ACPI
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Title: High-Variability Phonetic Training for English Stop Consonant Acquisition

Abstract

Acquiring phonetic categories in a foreign language poses a challenge for adult learners, especially when target-language phonological contrasts are perceived as similar to those of their first language. According to the Speech Learning Model (Flege, 1995; Flege & Bohn, 2021), perception and production are closely connected, as learners' production partly depends on the perceptual representations they develop. This paper reports preliminary findings from a research project conducted within the Formarse para Investigar Programme at the School of Languages, National University of Córdoba. The study examines the impact of High-Variability Phonetic Training (HVPT) on first-year university students' acquisition of English stop consonants. More specifically, it investigates whether training improves learners' perception and production of these sounds and how speaker variability and feedback type may affect outcomes.

Biodata

María Garay is a sworn English translator and English language teacher. She holds postgraduate qualifications in Educational Management and Foreign Language Teaching and is pursuing a PhD in Language Sciences, specializing in Applied Linguistics. She is an Adjunct Professor of English Phonetics and Phonology I and II at the School of Languages, National University of Córdoba. Her research focuses on discourse analysis, English and Spanish prosody, High Variability Phonetic Training, and foreign language acquisition.

M. Josefina Díaz is an English–Spanish sworn translator, interpreter, and professor at the School of Languages, National University of Córdoba, where she is an Adjunct Professor of English–Spanish Contrastive Grammar and English Pronunciation Practice. She holds a

master's degree in Teaching Spanish as a Foreign Language and a postgraduate specialization in Conference Interpreting. Her teaching and research span contrastive linguistics and phonetics and phonology. Her current research examines English and Spanish prosody and High Variability Phonetic Training.

María Lorena Núñez
Facultad de Filosofía y Letras — Universidad Nacional de Tucumán — APIT
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Title: Inclusive Language Learning: Teaching to Blind and Visually Impaired Learners

Abstract

This presentation outlines a pedagogical experience teaching English to blind and visually impaired learners through online classes and it will also contrast scientific findings on auditory memory and fluency with everyday practices. It examines strategies for interactive vocabulary and inductive grammar acquisition, demonstrating how to adapt different methods synchronously online. Attendees will receive a practical, structured framework for designing highly accessible virtual classrooms.

Biodata

María Lorena Núñez is an English teacher from Tucumán, Argentina, with experience across educational levels. For the past seven years, she has focused on inclusive teaching, working with students with Down syndrome, autism, ADHD, dyslexia, blindness, and visual impairments. She is currently completing her PhD at the Facultad de Filosofía y Letras in Tucumán. In 2025, she received the ARTESOL Award for her contribution to English language teaching.