



50th FAAPI
CONFERENCE

50th FAAPI Conference

CALL FOR PAPERS

“Towards Intersectional ELT: Reframing Practice, Imagining Change”

Virtual Edition, October 1st, 2nd, 3rd 2026

TERCERA CIRCULAR

Introduction

The Argentine Federation of English Teachers' Associations (FAAPI), together with the National University of José C. Paz is organizing the 50th International Congress of English Teachers, which will take place from October 1st to October 3rd this year. The event will be held 100% online, in a virtual format.

This year's edition theme is [Towards Intersectional ELT: Reframing Practice, Imagining Change / Hacia la Interseccionalidad en la enseñanza de Inglés: reconceptualizar la práctica e imaginar el cambio](#), which highlights the need to view this perspective as a tool for critical reflection on teachers' own identities and classroom practices. Adopting an intersectional perspective implies recognizing that teachers do not enter the classroom as neutral subjects: their native language, gender, socio-cultural background, and institutional position intertwine in ways that shape their pedagogical decisions, their connection to knowledge, and the relationships they build with their students.

This edition will feature renowned plenary speakers as well as national and international presenters, along with a significant group of local presenters. Additionally, the event is sponsored by various key stakeholders from the field of English as a Foreign Language (EFL) teaching.

Target Audience

Teachers, student teachers, researchers, and translators across all educational levels.



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General Coordination

FAAPI (Argentine Federation of English Teachers' Associations) - UNPAZ (National University of José C. Paz)

Academic Committee

Academic consultants: Leonor Corradi and Flavia Bonadeo.

Technical assistance: Claudia Mestre.

Members: Silvana Bobbio, Debora Asereny, Alina Marchnicki, Susana Company, Romina Muse, María Garay, Luciana Ortega, Florencia Gimenez, Ricardo Palma, Dafne Sack, Mercedes Perez Berbain, Jesica Dupen, Melina Porto, Verónica Piquer, Pamela Arraras, Ana Paez, Florencia Viale, Romina Cheme.

Organizing Committee

Marina Gonzalez, Claudio Juin, Carolina González Guzmán, Cecilia Fouilliand, Emmanuel Videla, Marina Surace, Mariana Spina, Javier Quispe, Noelia Ortiz, Maximiliano Castro, Ernesto Aguaysol, Agustina Asisa, Claudia Vera, Nadia Villarreal, Gabriela Izu, Adrian Tijonchuk, Lucia Gutierrez, Jorge Cortés, Lucio Alonso, Silvina Cataldi, Eugenia Carrión Cantón, Gisela Laurent, Ariel Olmedo, Maria Marta Mora, Aurelia García, Marisel Girardi, Anabella Sauer Rosas, Karina Uzeltinger, Romina Hirniak.

Contact

consultasfaapi26@unpaz.edu.ar

Registration

From July 21 to September 25, 2026. Payment details are available on the conference registration form.

Categories:

- API Members: \$60,000 ARS
- Non-members: \$95,000 ARS
- Students: \$40,000 ARS (undergraduate and tertiary levels / excluding postgraduate)
- International Attendees: \$90 USD

Registration Link (Attendees and Participants):



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<https://tramites.unpaz.edu.ar/usuarios/ingreso-autogestion-evento-ingles>

Call for Papers

The Call for Papers is now closed.



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KEYNOTE SPEAKERS

Dr. Darío Luis Banegas

The University of Edinburgh

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

Universidad Nacional de José C. Paz- Universidad ORT Uruguay

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

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 P Profesorado en Lenguas Vivas (AEXALEVI), where she has been a teacher trainer, a writer and a materials developer for many years.



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Daniel Xerri

University of Malta

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). www.danielxerri.com

Gary Barkhuizen

University of Auckland

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, which include *Narrative Research in Applied Linguistics* (2013) (Cambridge), *Reflections on Language Teacher Identity Research* (2017) (Routledge), *Qualitative Research Topics in Language Teacher Education* (2019) (Routledge), *Language Teacher Educator Identity* (2021) (Cambridge), and *Narrative Inquiry in Language Teaching and Learning Research* (2nd edn) (2025) (Routledge). His most recent book is *The Language Teacher Education Casebook* (2026) (Cambridge).

Silvana Barboni

Universidad Nacional de La Plata -Universidad de la Rioja

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.



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Christopher Graham

IATEFL

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.



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2026 Congress Theme

“Towards Intersectional ELT: Reframing Practice, Imagining Change”

Subthemes

- Teacher Identity, Positionality, and Professional Agency
- Intersectionality and Plurilingual Classrooms
- Equity, Diversity, and Social Justice in ELT
- Teacher Education and Intersectional Perspectives
- Curriculum Design, Materials, and Representation
- Teacher Research and Transformative Classroom Practices

The aforementioned subthemes can be addressed in proposals delving into areas as diverse as formal compulsory schooling (from basic contact hours to bilingual education), informal language education, ESP, EAP, teacher education and CPD, language assessment, materials development, intercultural education, the teaching of specific groups (e.g. young learners) and specific subjects or courses (e.g. Literature, Phonology, conversation).

Academic Consultants: Mg. Leonor Corradi – Mg. Flavia Bonadeo

Technical Assistant: Lic. Claudia Mestre

Academic Committee

Silvana Bobbio, Debora Asereny, Alina Marchnicki, Susana Company, Romina Muse, María Garay, Luciana Ortega, Florencia Gimenez, Ricardo Palma, Dafne Sack, Mercedes Perez Berbain, Jesica Dupen, Melina Porto, Verónica Piquer, Pamela Arraras, Ana Paez, Florencia Viale, Romina Cheme.

Types of Presentations

Participant Sessions

- Papers
- Workshops
- What worked with my class
- Interactive Posters

Descripción de las presentaciones

1. Ponencias (Papers): A paper presentation details the ongoing or concluded research conducted by the presenter(s), a revisited theory in today's contexts, a pedagogical



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experience, or a bibliographical revision. It should also include the general organisation of the presentation.

- **Time:** 35 minutes + 5 minutes for Q&A.

2. Talleres (Workshops): A workshop is a session in which there is active audience participation in tasks suggested by the presenter(s). A theoretical framework is required, but should be kept to a minimum as most of the time available will be devoted to demonstrating materials or activities that have been developed and tried out by the presenter(s)

- **Time:** 60 minutes (for both the presentation itself and the interaction with the audience)

3. What worked with my class: The 50th FAAPI conference is once again offering a space for kindergarten, primary and high school teachers whose voices often get lost in big venues like this one.

These are short presentations where teachers will share activities that they actually tried with their students. Presenters are encouraged to be as descriptive and as straightforward as possible and to bring along visual support (for example, PowerPoint, Prezi, or infographic) if it is necessary to tell their success stories.

- **Time:** 20' + 10' for interaction with the audience

4. Poster presentation: A poster is a summary of a research or creative project in a visually engaging way. It must be academically sound, highlighting the context of the work (through photographs, maps, drawings, etc.), methods, and results (in a ppt or prezi presentation).

There will be a chance to interact with the audience more informally, as well as to share a room with other poster presenters.

- **Time:** 25 minutes for sharing, comments, and questions.



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