

Report on the XLIX FAAPI Conference 2025: “21st Century ELT: Bridging Encounters for Language Development”

Maria Marta Mora

Asociación de Profesores de Inglés de
Buenos Aires

INTRODUCTION

The XLIX FAAPI Conference, hosted by APIT (Asociación de Profesores de Inglés de Tucumán at the Universidad Nacional de Tucumán (UNT), Facultad de Filosofía y Letras, took place from September 25 to 27, 2025. As FAAPI’s most important annual event, it continues a long tradition of bringing together English teaching professionals in Argentina for scholarly exchange, pedagogical innovation, and networking. The 2025 edition adopted the theme “21st Century ELT: Bridging Encounters for Language Development,” emphasizing connections across theory and practice, human mediation and technology, and regional dialogues.

CONFERENCE ORGANIZATION AND PROGRAMME

The Facultad de Filosofía y Letras at UNT served as the main venue. Sponsorship from major ELT publishers and assessment organizations supported semi-plenary and exhibition areas. The programme was delivered across multiple rooms, enabling parallel sessions. It comprised plenary lectures, semi-plenary thematic talks, concurrent sessions, and workshops. Practitioner-focused presentations, called “What worked with my class,” showcased classroom innovation. Additionally, there was a round table on teacher education current and future challenges, as well as a theatrical performance, and social events—balancing depth in research with immediate classroom relevance. Notably, on the second day, the editorial team of the Argentinian Journal of Applied Linguistics (AJAL) offered a workshop encouraging delegates to write for the journal, which was well received by the audience.

Highlights of Plenary and Semi-Plenary Contributions

The invited speakers addressed core themes aligned with the conference’s bridging motif in their plenaries. Leonor Corradi opened with “*Interaction and Language Development: A Chameleon’s Story*,” highlighting dynamic interaction as central to language growth. Jorge Abboud presented “*Question-Text Interactions in the Assessment of Reading*”, focusing on test design and reading comprehension. Virginia López Grisolia explored interaction, inclusion, and identity as lenses for rethinking language pedagogy. Ricardo Javier Palma’s plenary, “*Classroom Interactive Tasks Under the Lens: Bridging Tradition and Innovation*”, synthesized theory and practice. Pedro Luis Luchini, in the closing plenary, discussed multimodal project work. Eight semi-plenaries followed, delivered by Paula Asad, George Kokolas, Pablo De Marchi, Steve Taylore-Knowles, Eugenia Dell’Osa, Marcela Villán, Samiah Hassan, and Tery Lemanis. These contributions collectively foregrounded mediation, inclusion, assessment design, genre

pedagogy, and the responsible use of AI. Many of the talks addressed issues particularly relevant to the Argentine context.

Participation, Engagement, and Institutional Impact

Attendance reached over 500 participants, reflecting engagement across professional sectors—teachers, students, and researchers from across Argentina. Twenty-five university and teacher-education students collaborated as session managers. Novice and experienced attendees expressed enthusiasm for participating in an in-person conference “to receive innovative ideas and refresh motivation” (N. Ré, personal communication, September 25, 2025). Institutional collaborations with the British Council and the U.S. Embassy enriched the programme. Hosting the event in Tucumán advanced FAAPI’s federal mission of decentralization and regional inclusion, reinforcing a sense of national academic community. Another first-time attendee highlighted “the in-person format, which encouraged teachers from different provinces to connect, share experiences, and exchange ideas about classroom practices and challenges” (M. Capdeboscq, personal communication, September 27, 2025). Participants, sponsors and speakers took part in the well-known and appreciated cocktail party that was held on the second day. This informal event fostered networking and community building, accompanied by local music and food.

The conference received official recognition from the Ministry of Education of Tucumán, and another endorsement from the Ministerio de Capital Humano.

IMPRESSIONS, EXPECTATIONS, AND TAKEAWAYS

In addition to the structural overview, participant impressions offered valuable qualitative insights. Melina Capdeboscq (attendee from Bahía Blanca, Buenos Aires) reflected that “throughout the three-day conference, the diversity of sessions—covering technology integration, assessment, inclusion, and teacher well-being—enabled participants to tailor their experience to their professional realities” (M. Capdeboscq, personal communication, September 27, 2025). She highlighted the quality of speakers, who effectively bridged theory and practice, providing not only reflective perspectives but also classroom-ready strategies. Capdeboscq emphasized how the event renewed her motivation and sense of professional purpose, reaffirming the value of collaboration and reflection within the English teaching community.

REFERENCES

- Abboud, J. (2025, September 24-26). *Question-text interactions in the assessment of reading* [Plenary session]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.
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- Dell Osa, E. (2025, September 24-26). *The global educator’s journey: Teaching as a heroic act* [Semiplenary]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.

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- De Marchi, P. (2025, September 24-26). *Pronunciation illusions* [Semiplenary]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.
- Hassan. S. (2025, September 24-26). *Genres as pathways to teaching and learning*. [Semiplenary]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.
- Kokolas, G. (2025, September 24-26). *Mediation* [Semiplenary]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.
- Lemanis, T. (2025, September 24-26). *CLIL, Culture and 21st Century Skills in the EFL Classroom* [Semiplenary]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.
- Lopez-Grisolía, V. (2025, September 24-26). *Interaction, Inclusion, and Identity: Rethinking Language Education through Diversity* [Plenary Session]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.
- Luchini, P. (2025, September 24-26). *Multimodal Assessment as a Pathway to Interaction, Reflection, and L2 Oral Competence* [Plenary Session]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.
- Palma, R. (2025, September 24-26). *Classroom interactive tasks under the lens: Bridging Tradition and innovation* [Plenary Session]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.
- Taylor-Knowles, S. (2025, September 24-26). *Speaking another language, becoming another You* [Semiplenary]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.
- Villán, M. (2025, September 24-26). *Teaching with Purpose, Assessing with Impact* [Semiplenary]. XLIX FAAPI Conference, San Miguel de Tucuman, Argentina.