XLIX FAAPI Conference, San Miguel de Tucuman,

September 25th, 26th & 27th, 2025

BOOK OF ABSTRACTS

(in alphabetical order)

1. **PLENARY - *Question-text interactions in the assessment of reading .***

Abboud , Jorge

This presentation explores question-text interactions within the context of L2 reading assessment, focusing on how tasks direct learners' attention and influence cognitive engagement. The scope of this type of interaction is analyzed following a socio-cognitive model of reading. Drawing on test samples and research data, we argue that certain types of questions are overused. The session closes with straightforward practical applications to enhance teaching and testing practices and to deepen understanding of reading processes.

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2. **WORKSHOP - *Cultivating Literary Journeys: Author Studies and Reading Itineraries in ELT***

Accardo, Silvana Paola

This workshop explores the transformative potential of "Author Study" projects and "Reading Journeys" in English Language Teaching. We will delve into effective strategies for organizing projects around specific authors and/or compelling themes, highlighting the pedagogical benefits of sustained literary engagement. This workshop aims to equip educators with practical tools to design engaging literary experiences so as to significantly impact on their students' learning by fostering deeper comprehension and a personal connection to literature.

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3. **WORKSHOP - *Creativity in Action: Poetry Writing at Teacher Training College***

Accardo, Silvana Paola

This workshop delves into the transformative power of poetry writing for pre-service and in-service teachers, teacher trainees, and teacher trainers. Participants will dive into a creative journey designed to unlock their own creative self as educators. Through hands-on poetry writing activities, the session will highlight the profound effects of this practice on personal expression, reflective teaching, teacher agency and the development of a deeper connection to language.

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4. **WHAT WORKED IN MY CLASS -** ***AI in action: Fostering interaction and creativity in EFL classrooms***

Argota, Norma
Glencross, Silvia Noelia
This session shares successful classroom practices using Artificial Intelligence to enhance creativity and interaction in EFL contexts. After a brief introduction to DigCompEdu as a framework for our pedagogical choices, concrete examples are provided to show how Canva Code was used to design interactive activities for different levels and learning styles; and how chatbots supported lesson preparation through effective prompts. Participants will explore samples, reflect on potential uses, and discuss their own classroom experiences.

5. **SEMI PLENARY -** ***The classroom after AI: What really matters?***
Asad, Paula
In the AI era, language teachers face the challenge of moving beyond instant answers toward deeper learning. This talk will offer practical techniques for guiding students to ask better questions and engage critically with technology. Participants will also gain strategies to promote creativity, communication, and authentic language development in technologically mediated classrooms.

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6. **PAPER -** ***Technology Mediated Writing Project Development: Interaction with AI-powered bots***
Belló, Paula
García, Pablo Jesús
This paper details the creation of a technology-enhanced project aimed at improving writing skills. The project features interactive exercises with the addition of practice with generative AI-powered bots. The presentation will include examples of these exercises and activities, showcasing how students completed them independently. Furthermore, the discussion will cover students' experiences and perspectives on applying the learned concepts to new writing scenarios within academic and real-world environments.

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7. **WHAT WORKED IN MY CLASS -** ***Empowering Adult Learners: Fostering Continuous Learning and Confidence Beyond Age Barriers.***
Caamaño Pagniez, Cecilia
This presentation explores strategies to promote interaction in heterogeneous adult and young adult English classrooms by addressing motivational and affective barriers. It introduces the use of growth mindset principles—such as the “power of yet”—and diversified resources, including visual aids and digital glossaries, to support learner autonomy. Real-world speaking tasks, like guided tourist interactions, enhance confidence and communicative competence. Practical classroom examples and outcomes illustrate how tailored strategies foster inclusive, empowering learning environments.

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8. **PAPER -** ***Fostering interaction in the primary English classroom: "Entre Lenguas" materials***

Carpintero, Pablo Ezequiel
Pereyra, Melania
Lo Curto, Leticia

With the aim of fostering more interactive and communicative English learning experiences in primary schools, the Ministry of Education of Cordoba proposed, among other strategies, the development of contextualized teaching materials that could acknowledge the needs of urban and rural schools. In this presentation, we attempt to share the process of planning, implementation and assessment of these teaching resources, the result of their use in context and the impact on interaction in the classroom.

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9. **WORKSHOP -** ***The Other Gaze: Feminist Literature in the EFL Classroom.***

Carrión Cantón, Eugenia

This workshop explores the role of feminist literature in the EFL classroom as a tool for promoting language development, intercultural understanding, and critical citizenship. Grounded in discourse-based and inclusive pedagogies, participants will engage with feminist texts to design dialogic, socially engaged learning experiences. The session highlights the integration of Comprehensive Sexual Education (ESI), genre-based approaches, and intercultural reflection as part of a broader vision of transformative, culturally responsive English language teaching.

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10. **PAPER -** ***Tierra Del Fuego's EFL Curriculum: Language Development and The Interdisciplinary Axis.***

Carrión Cantón, Eugenia

This presentation analyses how the Interdisciplinary Axis of Tierra del Fuego's Primary EFL Curriculum acts as a space for interaction and language development. While policy promotes a plurilingual and inclusive approach, classroom practices often remain anchored in communicative goals alone. This qualitative research investigates how teacher beliefs and curricular priorities influence interdisciplinary planning, encouraging reflection on how dialogic teaching and curricular interdisciplinary approach can foster richer, more connected EFL learning environments.

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11. **PAPER -** ***Local Roots, Global Dialogues in Argentine EFL.***

Carrión Cantón, Eugenia
González, Marina
Laurent, Gisela

This session encourages teachers to mediate diverse cultural perspectives, helping learners co-construct meaning across languages, contexts, and identities. It presents a 2024 regional research project conducted in Brazil, Chile, and Argentina, coordinated by RICELT. Discussion will focus on creating two infographics showcasing the development of locally produced materials and the importance of intercultural approaches in EFL

classrooms, highlighting how such practices can bridge local realities with broader cultural dimensions in English language learning.

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12. **WORKSHOP -** ***Holding Space: Supporting Adults (and Ourselves) Through High-Stakes Communication in English.***

Cernotto, Abigail

This workshop invites ELT professionals to reframe their role when working with adults facing high-stakes communication in English. Instead of providing all the answers, we explore how to ask powerful questions that help learners build confidence. The session includes a reflective warm-up, real-life examples, and a closing framework to adapt these ideas to the classroom. Teachers will leave with tools to simplify language, support emotional regulation, and shift from content overload to meaningful interaction.

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13. PLENARY - ***Interaction and language development: A chameleon's story.***

Corradi, Leonor

This presentation explores the vital role of interaction in language learning and development. It critiques prevailing ELT trends that overlook interaction, examines the impact of trends on learner outcomes, and emphasizes learner agency. Through backward design and clear learning objectives, it highlights the importance of awareness and noticing. Using metaphorical chameleon stories, it contrasts passive adaptation with meaningful, connected transformation in the ELT context, advocating for interaction as a co-constructed, empowering learning process.

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14. **PAPER -** ***Students' perceptions of online writing materials to develop digital literacies.***

Dalla Costa, Natalia Verónica
Sánchez, María Victoria
Ballesteros, Julieta

This paper presents online writing materials to develop digital literacies for an intermediate-level English Language course. The materials follow the principles of content-based, integrated-skills instruction and were created for students in the university's English Teaching, Licentiate, and Translation programs. The paper reports the findings of a survey administered to students at the same level who attended a university extension workshop to pilot these materials. Results will be used to improve the materials before their implementation.

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15. **WHAT WORKED IN MY CLASS -** ***Talk More, Learn More: Encouraging Classroom Speaking.***

Danderfer Otazú, Karen Elisabet

This presentation explores how purposefully designed speaking activities can foster classroom interaction and emotional intelligence among teenage learners. Drawing from experiences with A1 to C1 students in secondary and language schools, I will share practical examples of tasks that helped students feel safer and more confident speaking English. Attendees will gain insight into planning, implementation, and assessment

strategies that make speaking practice more engaging, meaningful, and supportive of students' personal and linguistic development.

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16. **WHAT WORKED IN MY CLASS -** ***The E-Portfolio: A teaching, learning, and assessment strategy.***

Danowski, Marcela Cecilia

This session will show how technology, through the use of e-portfolios, can help students develop 21st century skills, gain agency, keep a record of their learning, and assess themselves meaningfully. I will share practical examples from both primary and tertiary classrooms where e-portfolios were integrated as a regular part of teaching and assessment. Participants will see how this digital tool can empower learners and support a more reflective, student-centered approach across educational levels.

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17. **PAPER -** ***Rethinking Assessment for transformative practices.***

Danowski, Marcela Cecilia

This paper explores how embedding interaction into assessment transforms it into a dynamic, student-centered process that fosters engagement, reflection, and growth. It highlights strategies such as co-creating rubrics, escape rooms, podcasts, and thinking routines to make assessment participatory and meaningful. Through examples from primary and tertiary education, it encourages educators to shift from traditional, standardized evaluations toward interactive practices that develop autonomy and deepen learning aligned with 21st-century skills.

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18. SEMI PLENARY - ***The global educator's journey: Teaching as a heroic act.***

Dell'Osa, Eugenia

This talk invites teachers to embrace their role as heroes shaping tomorrow's global citizens. Using The Hero's Journey as a framework, we'll explore how thinking routines can foster purpose-driven interaction and global awareness in ELT classrooms. Participants will leave with practical strategies to spark curiosity, empathy, and reflection — and a renewed sense of purpose as educators lighting the path toward new horizons.

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19. SEMI PLENARY - ***Pronunciation illusions.***

De Marchi, Pablo

This engaging talk will explore how the brain fills in auditory gaps, creating pronunciation illusions that disrupt interaction and understanding (Lindsey, 2019). Rooted in current research on speech perception, the session will offer practical insights into decoding these illusions and fostering clearer communication. Discover classroom-ready strategies to help your students fine-tune their listening and pronunciation skills - bridging the gap between perception and reality in spoken language, and enhancing their ability to interact effectively in English.

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20. PAPER - ***Windows and Mirrors: Exploring Culture Through Dialogue in EFL Classrooms.***

Diaz Yurko, Edith Silvina
Córdoba, Patricia de Fátima
García, Rocío Candela

This presentation explores the pedagogical shift from traditional fact-based cultural instruction to critical intercultural pedagogy in EFL higher education. Using Zadie Smith's White Teeth as a literary lens, it explores how texts act as "windows" into multicultural Britain and "mirrors" for students' reflection on identity and belonging. Anchored in Byram, Kumaravadivelu and Dervin's theoretical framework, the presentation illustrates learner-centered approaches to developing intercultural competence and examines educators' evolving roles in cultivating critical cultural consciousness.

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21. PAPER - ***Reducing Emotional Barriers in Pronunciation Classes: A Positive Psychology Intervention.***

Donzelli, Martina
Villalba, María Mercedes
Giménez, Florencia

This presentation reports on a study exploring the emotional impact of a classroom intervention designed to promote student well-being in a pronunciation course for higher education students of English Language Teaching and Translation. Drawing on positive psychology, the intervention featured activities for peer bonding, self-reflection, and emotion regulation. Pre- and post-intervention surveys revealed reduced negative emotions during oral tasks and positive student perceptions, suggesting that brief, targeted strategies can improve classroom climate and promote participation.

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22. **WORKSHOP -** ***Interactive Language Learning with TikTok: A Hands-On Workshop for teachers.***

Egea Pato, Andrea Alejandra

TikTok can be used as a learning tool when used intentionally. Its features enable teachers to create digital educational content that motivates students to actively and meaningfully interact with their peers and their teacher beyond traditional classroom boundaries thus promoting technologically-mediated English language learning. In this workshop, we will cover TikTok's dynamic and interactive features and how to successfully apply them to spark student response.

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23. **WHAT WORKED IN MY CLASS -** ***Using WhatsApp Channels in secondary school classrooms.***

Egea Pato, Andrea Alejandra

WhatsApp channels are a great tool for communicating with our students and parents, particularly when we face restrictions due to privacy and safety concerns. They can be used for nearly everything – from sending text and links to pictures and videos. This presentation will explore the various uses of WhatsApp channels for internal

communication with students, how to set them up correctly and what to look out for when using it in the classroom.

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24. **WHAT WORKED IN MY CLASS -** ***Growing, Page by Page.***

Feliú, Natalia Andrea

Picture books in early English education help children in language development, visual literacy, and critical thinking. Rituals such as circle time, songs, and puppets create safe, inclusive spaces for communication and socialization. Teacher mediation values children's contributions, making story sessions meaningful, and learning a life-long experience. Throughout my years working with very young learners, I have developed numerous projects. In this presentation I will share what has worked with my young learners.

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25. **Paper -** ***Developmental Stammering and Speaking Activities in the English Class.***

Fuentes, Daniela Beatriz

This case study explores how developmental stammering affects a 12-year-old EFL student's participation in speaking activities. Through interviews and classroom observation, the study identifies which tasks trigger anxiety and avoidance, and how these responses hinder language development. Findings suggest that a collaborative and supportive classroom environment can mitigate negative emotions and promote oral participation. The paper offers pedagogical recommendations to help EFL teachers support students with fluency disorders.

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26. **WHAT WORKED IN MY CLASS -** ***English & Spanish interacting to enhance pronunciation: using associations to improve our learners' oral skills.***

Gaitán, Andrea María

Pronunciation remains one of the greatest challenges for EFL learners. Spanish and English can interact as complementary systems to enhance learners' pronunciation through the use of phonological associations. By sharing activities implemented with students from different ages and levels I propose activating learners' knowledge of Spanish phonetics and phonology as a powerful scaffold to facilitate English pronunciation. Participants will engage in practical examples of how to build associations to raise awareness and boost confidence.

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27. **WHAT WORKED IN MY CLASS -** ***Finding Other Ways In: Supporting Low-Track Students in EFL Classrooms.***

Giorgio Ciofalo, María Del Rosario

This session shares classroom experiences with low-track students in heterogeneous EFL groups at a Buenos Aires public school. Through intentional and accessible strategies such as strategic flexible grouping, open-ended activities, and setting goals and roles, the presenter encouraged participation and engagement in every student. The session aims to share some everyday inclusive practices and to motivate teachers to try small, manageable, practical changes that can make a meaningful impact in mixed-ability classes.

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28. **WHAT WORKED IN MY CLASS -** ***From Persona to Performance: Activating Student Interaction Through Character Creation.***

González Guzmán, Carolina

Fouilliand, María Cecilia

This presentation describes an experiential project where EFL university students create fictional characters to foster sustained conversational interaction. Implemented within a Task-Based Language Teaching framework, students gradually develop a character, culminating in an oral presentation and a spontaneous dialogue. This approach provides a safe environment for authentic communication by removing the need for personal disclosure. The project structure, which includes multi-stage feedback and rubric-based assessment, is highly adaptable for various proficiency levels and instructional contexts.

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29. PAPER – Transforming reading tasks into metacognitive and metalinguistic learning opportunities.

Lau, M. Bernarda

This presentation outlines a three-phase model for enhancing EFL reading comprehension through metacognitive and metalinguistic awareness. Drawing on Kopcikova's (2019) model and Sifakis's (2023) ELF-aware pedagogy, it integrates pre-reading activation, metalinguistic engagement, and post-reading reflection. Sample activities include annotated texts, learner-led analyses, and strategic prompts. These practices foster autonomy, language sensitivity, and critical engagement, offering educators practical tools to transform reading tasks into reflective, interactive, language-aware learning experiences.

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30. PLENARY - ***Interaction, inclusion, and identity: Rethinking language education through diversity.***

López Grisolía, Virginia

Awareness of English as a Lingua Franca (ELF) fosters inclusive, socially just language education by empowering learners to express diverse identities. Through a translanguaging lens, Spanish and English interact to promote mediation and meaningful language development. This democratic approach values all voices and challenges native-speaker normativity. The talk explores how ELF-oriented pedagogy can reshape EFL practices, encouraging learners to negotiate meaning and participate actively in global communication beyond traditional linguistic boundaries.

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31. WORKSHOP - ***Cracking the Code: Grapheme-phoneme correspondence to secondary school EFL students.***

Gutierrez, Gilda Gabriela

This workshop explores effective phonics instruction for secondary EFL learners through the lens of reading science and explicit pedagogy. Grounded in personal inquiry and classroom research, it highlights decoding challenges, introduces key frameworks (Simple View of Reading, Scarborough's Rope), and demonstrates how orthographic mapping supports word recognition and fluent reading. Through interactive tasks,

discussion, and reflection, participants will gain actionable strategies to make phonics relevant and empowering for students navigating the complex English spelling system.

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32. SEMI PLENARY - *Genres as pathways to teaching and learning.*

Hassan, Samiah

We examine, describe and explain the role typically assigned to genres in EFL and propose a functional, contextual approach grounded in SFL and Genre Pedagogy. Our perspective emphasizes the interaction between teachers-learners, among learners in teaching and learning *through* genres—written, oral, and multimodal—as they reveal how meanings and values are negotiated in context. This approach offers a most concrete way to help students become effective and significant users of English in context.

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33. **WORKSHOP - *It's not just passion… It's "Com-Pasión."***

Ianiro, Maria Eugenia
Hidalgo, Mariana

Compassion in language learning cultivates a safe, engaging classroom where learners feel empowered to take risks and communicate. This workshop demonstrates how Compassion-Based Language Education (CBLE) principles translate into interactive tasks, such as empathy mapping, peer feedback circles, and "kindness journals" that foster willingness to communicate and deepen linguistic development. Participants will leave equipped with concrete materials and strategies to build empathetic rapport, promote collaborative negotiation, and sustain learner motivation through compassionate feedback.

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34. **PAPER - *Bridging intercultural encounters through the "Global Compact on Education."***

Irrazábal Paz, María Fernanda
Miotti, Carla María

This paper explores how Anthony Liddicoat's intercultural framework can be aligned with the seven commitments of Pope Francis's Global Compact on Education. It proposes a values-based, approach to foster empathy, intercultural competence, and transformative learning. The paper offers practical strategies for educators to promote inclusive classrooms and global citizenship in response to today's social and cultural challenges.

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35. **PAPER - *Rethinking English at university to meet current global demands.***

Irrazábal Paz, María Fernanda
Bottiglieri, Laura
Loutayf, María Soledad
Ramallo, Carina Beatriz

This paper reflects upon a research study of the role of English in undergraduate programs at the National University of Salta. Curricular documents, course syllabi, and a diagnostic test were analysed to reveal a gap between academic demands and students' actual competencies. Reflections will stress the need to rethink strategic English

language education at university level to better prepare graduates for the demands of a globalized world.

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36. SEMI PLENARY - *Mediation.*

Kokolas, George

Mediation is one of the four modes of communication organised under the CEFR model. It is an essential element of everyday communication in today's ever-more pluricultural and plurilingual societies. In an effort to emphasize the crucial role of language in the social perspective, educators are integrating mediation in the language learning process. This presentation will focus on the latest CEFR Companion Volume Mediation perspective and its value for language teaching. It will highlight the purpose, the activities and strategies of mediation as well as its practical application in the EFL classroom, helping learners and teachers build connections and improve communication through the co-construction of meaning.

37.* PAPER - *Empowering Future English Teachers through Writing: Contextualized Resources for Marginalized Voices.

Laurent, Gisela Anahí

This study examines how the writing process can empower pre-service English teachers to create contextualized, meaningful, and decentralized materials that amplify marginalized voices. Grounded in Freire's critical pedagogy, Canagarajah's localized approaches, and Janks' critical literacy, writing is framed as a tool for agency, creativity, and advocacy. Findings show that reflective and artistic writing fosters cultural mediation, challenges dominant narratives, and supports the development of inclusive, locally relevant teaching practices.

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38. SEMI PLENARY - *CLIL, Culture and 21st Century Skills in the EFL Classroom.*

Lemanis, Tery

Educators often warn that children need improved 21st century skills and that if we don't develop them properly, students won't be prepared for college and the workforce. But what exactly are 21st century skills? In this session, we will take a look at the key skills seen as pertinent in the EFL classroom and see real examples of exercises and activities that promote 21st century skills, CLIL and Cultural Awareness.

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39. PLENARY - *Design tasks and assess language through multimodal project works.*

Luchini, Pedro Luis

This presentation examines the design and implementation of multimodal projects in English language teaching, grounded in principles of learner autonomy, collaboration, intercultural awareness, and digital literacy. It outlines how integrating diverse modes and self-selected materials can enhance oral proficiency, reflective learning, and creativity. Examples from a higher education implementation illustrate key components, benefits, and challenges, offering practical guidelines for adapting multimodal assessment to different proficiency levels and classroom contexts in ways that promote authentic, meaningful communication.

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40. PAPER - *Building Belonging for Inclusive Classroom Interaction.*

Masuyama, Mariela

Why do some learners hold back from participating in English lessons? This paper explores the role of belonging as a core pedagogical strategy for enabling interaction in heterogeneous classrooms. Barriers such as emotional insecurity, low self-confidence, and lack of representation are examined through the lens of inclusive education. Drawing on the British Council's Inclusive Teaching Practices toolkit, it offers practical strategies for creating safe, responsive environments where all learners can engage meaningfully.

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41. WHAT WORKED IN MY CLASS - *An Educational Experience Integrating ESP, ICTs And AI.*

Meriles, Patricia Del Carmen

Quispe, Ariadna Vanesa

The purpose of this presentation is to share the use and integration of ICTs and AI in a pedagogical sequence in which oral and written skills are promoted in the FL concerning the retelling of myths and legends of the Quebrada de Humahuaca. The sequence also includes various activities in which the students integrate various technological devices and AI applications that promote integration and meaningful learning, generating new forms of understanding and constructing knowledge.

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42. WHAT WORKED IN MY CLASS - *From Classroom to Field: Sharpening Gendarmes' Speaking skills through Role-playing.*

Nasif, Marina

Officers of the Argentinian National Gendarmerie need to speak English out of occupational needs. This session reveals how role-playing has successfully been used in an ESP University course to enhance the participants' speaking skills. We will explore the methodology's rationale, task design, assessment techniques, and students' positive feedback, demonstrating how this technique boosts confidence and prepares them for real-world scenarios.

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43. POSTER PRESENTATION - *From the Classroom to the Community: A Transnational Solidarity Project in English Teacher Education.*

Negretti, Agustina

This poster presents a collaborative experience between English teacher trainees from Argentina and UK students. Using a task-based, intercultural, and socially engaged approach, students created classes and materials for children in an underprivileged neighbourhood. The project integrated critical pedagogy, Don Bosco's values, and the UN Sustainable Development Goals. Recognized as of municipal interest and selected for the UNESCO Youth Forum, it showcases how language learning can inspire empathy, action, and global citizenship.

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44. WORKSHOP - *Inclusive English Classrooms: Adapting Planning and Material for Every Learner.*

Nuñez, María Lorena

Join this workshop to discover practical ways to adapt English lessons for learners with Down syndrome, dyslexia, ADHD, and autism. We'll explore tools from neuroscience, Neurolanguage Coaching®, and Universal Design for Learning (UDL) to make your classroom more inclusive and effective. You'll leave with ready-to-use strategies and creative ideas to engage every student, plus the chance to collaborate with other teachers to design your own adapted activities.

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45. WORKSHOP - ***Impactful Storytelling for Emotionally Friendly and Accessible Classrooms.***

Ojeda, Lorena Gisela

Discover the transformative power of storytelling from the lenses of Social Emotional Learning (SEL) and Universal Design for Learning (UDL). Explore the life-changing activities inspired by impactful stories to engage your students and foster empathy, acceptance, and inclusion. Support inclusive classrooms by improving the learning experience for all your students through story-based activities. Join this workshop to experience SEL and UDL principles in action through an inspiring multimodal story and follow-up discussion.

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46. WHAT WORKED IN MY CLASS - ***Classroom Management in the Age of AI: What Teachers Do Best.***

Ortega, Luciana

AI can assist with lesson content, but it cannot read the room, adapt to shifting moods, or build trust in the moment. This presentation shares a real classroom experience tackling overstimulation from digital devices, apathy, and misbehaviour through low-tech, relationship-centred strategies inspired by Made to Stick (Heath & Heath, 2007). Attendees will leave with adaptable, classroom-tested ideas and a renewed perspective on the irreplaceable role of the teacher in creating focus, connection, and supportive learning.

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47. WORKSHOP - ***Who's Talking? Boosting Classroom Interaction through Smarter Teacher/Student Talk.***

Paladino, Leandro Ezequiel

Who's talking more in your lessons—you or your students? This hands-on workshop explores how balancing and enhancing teacher and student talk can dramatically improve language learning. We'll analyze real-life interaction patterns, try out tech and AI tools, and reflect on the quality of what's said, not just the quantity of classroom discourse. Expect practical activities, research-backed insights, and strategies you can use tomorrow to make classroom communication richer and more effective.

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48. WORKSHOP - ***Connecting the Dots: Exploring Intertextuality for Language and Literary Growth.***

Paladino, Leandro Ezequiel

What do Shakespeare, memes, and AI chatbots have in common? This hands-on workshop explores the power of intertextuality in the EFL classroom to enhance language and literary development. With a blend of theory, classroom-ready activities, and tech integration, participants will work with texts across genres—short stories, poems, video clips, and AI-generated content—to uncover connections and design tasks that help learners read, think, and create more deeply.

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49. WORKSHOP - ***Hearing every brain: Inclusive speech & literacy through. Emopron stories***

Palavecino, Stella Maris

This interactive workshop focuses on making pronunciation instruction inclusive and effective for young EFL learners, especially those who are neurodiverse. Using the Emopron approach —a story-based, multisensory method— participants will engage in practical tasks, storytelling activities, and pronunciation games designed for young minds. Teachers will identify learning barriers and apply strategies that raise phonological awareness and foster early literacy. The participants will leave with a ready-to-use toolkit to energize pronunciation teaching in diverse language classrooms.

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50. PLENARY - ***Classroom interactive tasks under the lens: Bridging tradition and innovation.***

Palma, Ricardo Javier

Classroom speaking tasks are widely used to foster oral skills – but how effective are they? This session explores real-world teacher-student and peer interactions, both in and beyond the classroom. After a brief theoretical grounding, we will reflect on – and generate – practical strategies where emerging tech tools, like AI, can enhance these interactions. Join me to critically assess pedagogically designed oral tasks and discover ways to make student communicative competence, and performance, more impactful.

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51. PAPER - ***Does A.I. Enhance Classroom Interaction? Insights from Student Experiences.***

Palma, Ricardo Javier

Artificial intelligence (A.I.) tools have undeniably entered the EFL classroom. But their actual contribution to pedagogical tasks involving group work has been loosely measured against the students' opinions or beliefs. This presentation reveals two different standpoints that two student groups (in two grades) have expressed in a questionnaire. The most relevant findings indicate differentiated usage patterns and expectations regarding A.I.'s impact on group work, but analogous opinions about potential A.I.-enhanced EFL pedagogical applications.

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52. PAPER - ***Interaction, mediation and feedback in developing academic writing competence.***

Pucci, Josefina
Rodríguez, Víctor Fabián

This paper aims at highlighting the value of interaction and mediation in the development of the writing competence. As a complex cognitive process, writing can develop as a result of meaning-negotiation between writers and readers (teachers and peers). Effective written and oral feedback becomes an essential strategy to reflect upon different genres' distinctive features (especially academic texts), improve accuracy, and, ultimately, enhance comprehension of the written text. Hence, the writing composition becomes interactive and mediated.

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53. PAPER - ***Elicitation techniques to foster oral interaction in secondary classrooms.***

Romero, María Belén
López Barrios, Mario; Pereyra, Melania

This research study analyses teacher's strategies and techniques to elicit L2 in the EFL classroom, specifically in secondary education. Oral participation and interaction, though assumed to be a part of the essence of EFL lessons, prove to be a challenge in the low target language contact context of mainstream secondary schools. The partial outcomes of this study, then, may raise awareness of which strategies prove to be more favourable to enhance an interactive L2 learning.

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54. WORKSHOP - ***English through art: integrating language, interculturality and inclusive practices.***

Sauer, Anabella

This workshop aims at providing EFL teachers with practical tasks to explore the potential of the arts in the language classroom for the development of language skills and the intercultural competence through inclusive practices. Taking into account current perspectives such as comprehensive sexuality education, comprehensive environmental education and critical thinking, we will delve into the development of projects that conceive artistic education as a social right that promotes reflection and communication with an interdisciplinary approach.

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55. SEMI PLENARY - ***Speaking another language, becoming another You.***

Taylore-Knowles, Steve

Learning another language transforms us. Research shows that knowing more than one language, and mediating between them, changes how we think, feel and make moral decisions. From considering ethical dilemmas to expressing emotions, language shapes our interactions, our cognitive processes and how we negotiate personal identities. This talk explores fascinating findings about bilingual minds, focusing on English learners, and provides teachers with practical strategies to harness language's transformative potential in the classroom.

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56. **WORKSHOP -** ***AI and Planning for Teachers.***

Uzeltinger, Karina María
Negretti, Agustina

This workshop addresses the growing need for practical AI integration in English Language Teaching, specifically designed for educators managing demanding workloads . We present Artificial Intelligence not as a mediator of learning, but as a strategic assistant for handling time-intensive tasks, including bureaucratic requirements of different school systems. Participants will explore three primary applications of AI through a combination of demonstration and hands-on practice. The core workshop experience involves guided experimentation with with various AI

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57. **WORKSHOP -** ***Beyond the Pages: Digital Reading, AI, and Transmedia Storytelling- 'Robin Hood.'***

Vargas, Mariana

This workshop examines digital reading in the EFL classroom, focusing on AI and transmedia storytelling. We'll explore "didactic mutations" and "storytelling" and how these changes demand new teaching methods, including students as "prosumers." The session features a practical demonstration using the "Robin Hood" digital reading project, which integrates AI tools for dynamic, interactive learning. Participants will learn to design AI-powered activities for content creation, feedback, and text transformation, fostering reading and digital citizenship skills.

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58. **WORKSHOP -** ***From Tasks to Talk: Purpose-Driven Language Learning in Action.***

Viale, Florencia Inés

This workshop explores how purposeful, engaging activities can transform classroom tasks into authentic language use. Through hands-on participation, attendees will experience tasks tailored to different proficiency levels, including simulations, debates, and games inspired by real-life contexts and popular media. Each activity is followed by a reflective debrief. The session highlights how simple adjustments can boost motivation, interaction, and critical thinking, offering practical, theory-informed tools to make language learning meaningful, dynamic, and fun!

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59. PAPER - ***“What is Normal?” Deconstructing Stereotypes: An Approach to Intercultural Teaching.***

Viale, Florencia Inés

This presentation describes an EFL college classroom experience aimed at fostering intercultural awareness and critical reflection on ethnic stereotypes. Using Paddington and Noël Coward’s Mad Dogs and Englishmen, students applied Gee’s CDA framework to examine identity, cultural models, and language use. The project integrated NAPs and ICT tools to promote reflexivity and classroom dialogue. It highlights the teacher’s mediating role and demonstrates how critical discourse analysis can enrich interaction in diverse educational contexts.

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60. SEMI PLENARY - ***Teaching with Purpose, Assessing with Impact.***

Villán, Marcela

"Teaching with Purpose, Assessing with Impact" invites teachers to rethink interaction and assessment in their practices. This session will show how teaching sustainability can foster language development and real student interaction while assessing communication, interaction and critical thinking. Participants will leave with actionable teaching and assessment strategies that build future-ready skills while advancing students' voices and participation in the classroom and beyond. Join me to transform assessment into a driver of language learning.